



Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Bullitt County

Mr. Lee Barger, Principal
555 West Blue Lick Rd
Shepherdsville, KY 40165

TABLE OF CONTENTS

Introduction.....	1
Component 1: Activities to Ensure Students Meet State Standards.....	2
Component 2: School Planning.....	13
Component 3: Effective Methods and Instructional Strategies.....	17
Component 4: Coordinate and Support Regular Program.....	24
Component 5: Instruction by Highly Qualified Teachers and Paraeducators.....	31
Component 6: High Quality Professional Development.....	33
Component 7: Parent Involvement	36
Component 8: Coordination and Integration of Programs.....	39

Introduction

This diagnostic tool is aligned to requirements for Title I targeted assistance programs as outlined in Section 1115 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required targeted assistance planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Activities to Ensure Students Meet State Standards

Activities to Ensure Students Meet State Standards

Goal 1:

To increase the schools percentage of Reading Proficient and Distinguished students to 51.8% on the 2015-2016 KPREP assessment.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency 51.8% proficient/distinguished on KPREP in Reading by 06/01/2016 as measured by KPREP Results.

Strategy1:

Comprehensive Core and RTI Reading Program - Continue using the Leadership and Learning Center Data Teams process to focus on school-wide reading goal. PLCs will continue weekly. Focusing on Reading Anchor Standard #4. Determine the meaning of words and how they are used in a text.

Expert 21 program has been purchased as the Core language arts curriculum for the school. This is the tier I in the intervention with Scholastic, as Read 180 is tier II, and System 44 is tier III. This has standardized how we teach language arts at BLMS.

Students scoring below the 20th%ile in reading on MAP assessments are considered for RTI placement. All students receive a 120-minute blocked reading/language arts class. This allows for core teachers to provide intervention within the class. Tier 2 interventions implemented in class include My Path Edgenuity, SRA-Corrective Reading, and READ 180. The Odyssey online research-based intervention from Compass Learning has also been purchased and will be implemented as a Tier 2 & 3 intervention in January of 2011. An additional Tier 3 intervention is System 44, a companion program to the Read 180 program, designed to address phonics and basic reading skills. AIMS/WEB fluency probes are in place in RTI classes and data is collected weekly.

A leveled reading library will be used with Special Education/ struggling students.

Category: Continuous Improvement

Research Cited: Marzano, DuFours, Stiggins, Guskey

Activity - Assessment/ Lesson Plan Congruency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by instructional coach for congruency to the standards.prior to the start of instructional unit.	Policy and Process	08/11/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - 6 Minute/12 Minute Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in either a 6 Minute or 12 Minute Read (depending on grade level) three times per week. This will take place in the ELA classroom.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	ELA teachers Instructional Coach Brenda Pirtle

Activity - Reading Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in a schoolwide reading fair project. This is a development of BLMS that has been adopted by our district. All students will participate in this competitive activity centered around Reading. Community members will judge the projects and the top three will move on to district competition.	Academic Support Program	08/11/2015	06/01/2016	\$300 - Title I Schoolwide	Language Arts Teachers

Activity - SSR Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in 12 minutes of silent, sustained reading each day. This is an opportunity to spend time reading without interruption.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All Certified Staff

Activity - Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will utilize the standards based Read 180 program to support tier II RTI students in reading. (SWP 1-4, 8-10)	Academic Support Program	08/11/2015	06/01/2016	\$2000 - Title I Schoolwide	Principal Asst Principal Counselor Instructional Coach Read 180 Teacher

Activity - Reading Class for all Apprentice students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student scoring apprentice in Reading on the 2015 K-PREP assessment will have an additional reading class based on their apprentice level.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	6th, 7th, 8th grade reading teachers

Activity - School Wide Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading committee has been formed to create school wide reading strategies to be used across contents. Reading strategies will be taught to all teachers prior to implementation.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All certified staff

Activity - ELA/Reading PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and ELA teachers will meet weekly to analyze student learning data and plan courses of action to address the needs of novice and apprentice readers.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Instructional Coach Data Manager Teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Goal 2:

To increase the schools percentage of Mathematics Proficient and Distinguished students to 41.3% on the 2015-2016 K-PREP assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency 41.3% in Mathematics by 06/01/2015 as measured by KPREP.

Strategy1:

Math Automaticity - This strategy will be done daily in all math classes.

Category: Continuous Improvement

Research Cited: ECU Math Department, District Initiative

Activity - Automaticity Diagnostics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnostics will be administered three times throughout the year to check automaticity's effectiveness and fidelity.	Policy and Process	08/12/2015	06/01/2016	\$1 - District Funding	Principal Instructional Coach Math Teachers Data Manager

Strategy2:

Eureka Math/Core Instruction - We have implemented Eureka Math as the core curriculum for all math classes.

Category: Learning Systems

Research Cited: District Approved

Activity - Assessment Congruency Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by school administrators for congruency to the standards.prior to start of instructional unit.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in the Novice range of math scores receive a second math lab course which focuses on basic math skills.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Title I Schoolwide	Angela Rutledge

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Edgenuity Learning-Morning ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS teachers and staff will utilize district funded computerized programs such as Edgenuity learning to improve math achievement. Targeted novice students are attending morning ESS three times per week for one hour. Students participate in the MyPath program on Edgenuity as well as small group instruction.	Academic Support Program	08/12/2015	06/01/2016	\$0 - District Funding	Principal Asst Principal Counselor Instructional Coach Teachers

Activity - Increased Math Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will receive at least 110 minutes of core math instruction each school day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Math Teachers

Activity - Ongoing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on the implementation of the Eureka math program.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Principal Instructional Coach Math Department

Activity - High-Q Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers are participating in High-Q training presented by Dr. Debbie Thompson at OVEC. The purpose is to increase the use of conceptual learning in the math classroom.	Academic Support Program	08/12/2015	06/01/2016	\$800 - General Fund	Principal Math Teachers

Goal 3:

Program Review: Maintain proficiency in all areas.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, Writing, and PLCS program review areas. by 06/01/2016 as measured by Program Review Scores.

Strategy1:

Creative Writing Class - All students at BLMS take a creative writing course in their unified arts rotation.

Category: Learning Systems

Research Cited:

Activity - Creative Writing Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive writing instruction concerning the different types of writing not used during ELA courses.	Academic Support Program Direct Instruction	08/12/2015	06/01/2016	\$0 - No Funding Required	Annette Easton

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Strategy2:

Choir Class - Proficient Students have the opportunity to take a 18 week choir class.

Category: Learning Systems

Research Cited:

Activity - Choir Choice Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proficient Students have the opportunity to take an 18 week choir class.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Meredith Patton

Strategy3:

General Art Class - All students will receive general art via their unified arts rotation.

Category: Learning Systems

Research Cited:

Activity - General Art Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take general art class via their unified arts rotation.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Dana Handy

Strategy4:

Monthly ODW/Live Scoring - We have created a new writing plan. We are currently implementing On Demand Writing assessments each month. We also are performing live scoring sessions for specific grade levels each month. Planning days are being utilized to grade On Demand student responses.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Susan Brookheart

Activity - ODW Writing/Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schoolwide monthly ODW/Live Scoring	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All Certified staff.

Strategy5:

Journalism/School Newspaper Class - Proficient students have the opportunity to take a journalism/school newspaper class. This is an 18 week course.

Category: Learning Systems

Research Cited:

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Journalism/School Newspaper Choice Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proficient students have the opportunity to take an 18 week journalism/school newspaper choice class.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Certified Staff member

Strategy6:

Drama Class - Proficient students have the opportunity to elect to take a drama class.

Category: Learning Systems

Research Cited:

Activity - Drama Choice Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Drama Program.	Academic Support Program	08/12/2015	06/01/2016	\$750 - Booster Fund	Meredith Patton

Goal 4:

BLMS will facilitate full implementation of the TPGES system.

Measurable Objective 1:

demonstrate a behavior Fully train, implement, and monitor the TPGES system. by 05/01/2015 as measured by CIITS documentation, employee records, and observations..

Strategy1:

Training: TPGES - BLMS administration and district administration will design, implement, and monitor a comprehensive training program for teachers using the TPGES system. BLMS is fortunate that we have implemented TPGES as a pilot school for the last three years so we are ahead of the curve. This year we will focus on advanced rubric training, peer observation training, and field observations with teachers.

Category: Teacher PGES

Research Cited: Danielson Framework.

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will implement the peer observer training provided by KDE to all certified staff.	Professional Learning	10/14/2014	10/14/2014	\$0 - No Funding Required	Administration Instructional Coach

Activity - Field Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administration will conduct a full cycle of TPGES formative and summative observations in accordance with the district Certified Evaluation Plan.	Professional Learning	08/01/2014	05/01/2015	\$0 - No Funding Required	Administration.

Goal 5:

Increase parent and community involvement as indicated by TELL Survey results.

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Measurable Objective 1:

demonstrate a proficiency Increase agreement rate on TELL survey question 4f from 63.3% to 73.3% by 04/01/2015 as measured by TELL survey results..

Strategy1:

Targeted Community Initiatives - BLMS will implement several proven initiatives to increase parent and community involvement in the school. There is a body of research and it is accepted as common practice that increased community involvement in turn increases student achievement.

Category: Stakeholder Engagement

Research Cited: Ruby Payne.

Activity - Weekly E News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS administration will publish a weekly E news to stakeholders informing them of the goings on at the school and student success and celebrations.	Community Engagement	10/24/2014	06/01/2015	\$0 - No Funding Required	Principal

Activity - 6th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents have the opportunity to meet the 6th grade teachers, administration, and support staff. They also have the opportunity to learn about Bullitt Lick and ways to get involved.	Community Engagement	08/12/2015	06/01/2016	\$500 - General Fund	Lee Barger Kevin Connors Christy Fenwick Tara Davis All 6th Grade Teachers and Club sponsors

Activity - 7th and 8th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS provides an opportunity to parents to meet 7th and 8th grade teachers and receive their schedules.	Community Engagement	08/12/2015	06/01/2016	\$500 - FRYSC	7th and 8th Grade Teachers Tara Davis Christy Fenwick Administration

Activity - Fall/Winter/Spring Showcases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS offers an opportunity for parents/community members to become more deeply involved. This includes a fall festival, winter reindeer games, and an academic awards night in the spring.	Community Engagement	08/12/2015	06/01/2016	\$3000 - FRYSC	All certified staff members

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Lunch and Learn Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS is offering opportunities for parents and community members to come in school during the day to learn more about BLMS. They also have the opportunity to eat lunch with their child for free during that same period.	Community Engagement	08/12/2015	06/01/2016	\$200 - FRYSC	Tara Davis, Joy Owen, Lee Barger, Kevin Connors, Christy Fenwick

Activity - Tuesday Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information will be sent home to 6 graders each week in a Tuesday Folder. This is a continuation of what our feeder elementary schools do.	Community Engagement	08/12/2015	06/01/2016	\$500 - General Fund	Administration.

Goal 6:

Our nonduplicated gap group scored 34.4% proficient in reading and 15.8% in math. BLMS will increase proficiency gap to 45% in reading and 25% in math.

Measurable Objective 1:

A 60% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in math. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Implement Core Curriculum for Math - Eureka Curriculum implemented in all math classrooms.

Category: Learning Systems

Research Cited:

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka math will be implemented in all core math classes.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	All math teachers and instructional coach

Strategy2:

Individual Meetings - Individual meetings will be conducted with targeted GAP students that are novice in math.

Category: Learning Systems

Research Cited:

Activity - Goal Setting/Action Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart academic progress with administrators and math teachers during lunch hours. Students will goal set and create an action plan to achieve goals.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Lee Barger, Christy Fenwick, All math teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Strategy3:

Math Lab course - GAP students that scored in the novice category are placed intentionally in a math lab course to build basic skills

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students that score novice on KPREP and MAP testing and intentionally placed in a Math Lab course to build basic skills.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Angela Rutledge

Measurable Objective 2:

A 20% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade level reading in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Silent Sustained Reading - All students read 13 minutes silently per day.

Category: Learning Systems

Research Cited:

Activity - SSR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students read silently 13 minutes per day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All teachers, Mary Allison Doyle

Strategy2:

Implement Core Curriculum - BLMS will implement with fidelity EXPERT 21 across all grade levels.

Category: Learning Systems

Research Cited:

Activity - Expert 21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will use Expert 21 in core ELA classes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All ELA Teachers

Strategy3:

Reading Course - Students that are not proficient will be intentionally placed in a leveled reading class.

Category: Learning Systems

Research Cited:

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Leveled Reading Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in leveled reading classes for support purposes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Reading Teachers, Christy Fenwick, Jed Turner, Lee Barger, Kevin Connors

Goal 7:

Bullitt Lick Middle School will decrease our amount of novice students in reading and math by 20 percent.

Measurable Objective 1:

A 20% decrease of All Students will increase student growth in math to move out of the novice category. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Support Class - Novice students are intentionally placed in our math lab course for additional academic support.

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students are intentionally placed in math lab course for extra support.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Other	Angela Rutledge

Activity - Individual Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All novice math students goal set and create an action plan with Lee Barger and math teacher.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Math Teachers, Lee Barger and Christy Fenwick

Measurable Objective 2:

A 20% decrease of All Students will increase student growth to move out of the novice category. in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Intervention Course - All novice readers are intentionally placed in a read 180 class for additional support.

Category: Learning Systems

Research Cited:

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on academic need, our really low readers use system 44 as an intervention.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Eddie Fightmaster, Christy Fenwick, Carol Milby

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Read 180 Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that score novice on KPREP are intentionally placed in read 180 support class.	Academic Support Program	08/12/2015	06/01/2016	\$10000 - General Fund	Kim Haire, Christy Fenwick, Jed Turner

Label	Assurance	Response	Comment	Attachment
1.1	Are Title I resources used to provide effective, timely and supplemental interventions to participating Title I students at risk of not meeting proficiency standards?	Yes	Most Title 1 resources are used to staff intervention classes for reading and math.	

Label	Assurance	Response	Comment	Attachment
1.2	Is the student's progress evaluated on an ongoing basis?	Yes	RTI meetings are held every 4 weeks to assess student progress towards individualized goals.	

Label	Assurance	Response	Comment	Attachment
1.3	Are the targeted assistance services revised, based on ongoing and current evaluation to provide additional assistance to enable all students to reach proficiency?	Yes	We are currently analyzing the effectiveness of the READ 180 class for novice readers and the apprentice level reading classes.	

Label	Assurance	Response	Comment	Attachment
1.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the activities to ensure that all students meet state standards?	Yes		

Component 2: School Planning

School Planning

Goal 1:

Our nonduplicated gap group scored 34.4% proficient in reading and 15.8% in math. BLMS will increase proficiency gap to 45% in reading and 25% in math.

Measurable Objective 1:

A 60% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in math. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Individual Meetings - Individual meetings will be conducted with targeted GAP students that are novice in math.

Category: Learning Systems

Research Cited:

Activity - Goal Setting/Action Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart academic progress with administrators and math teachers during lunch hours. Students will goal set and create an action plan to achieve goals.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Lee Barger, Christy Fenwick, All math teachers

Strategy2:

Math Lab course - GAP students that scored in the novice category are place intentionally in a math lab course to build basic skills

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students that score novice on KPREP and MAP testing and intentionally placed in a Math Lab course to build basic skills.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Angela Rutledge

Strategy3:

Implement Core Curriculum for Math - Eureka Curriculum implemented in all math classrooms.

Category: Learning Systems

Research Cited:

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka math will be implemented in all core math classes.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	All math teachers and instructional coach

Measurable Objective 2:

A 20% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency In grade level reading in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Implement Core Curriculum - BLMS will implement with fidelity EXPERT 21 across all grade levels.

Category: Learning Systems

Research Cited:

Activity - Expert 21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will use Expert 21 in core ELA classes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All ELA Teachers

Strategy2:

Reading Course - Students that are not proficient will be intentionally placed in a leveled reading class.

Category: Learning Systems

Research Cited:

Activity - Leveled Reading Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in leveled reading classes for support purposes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Reading Teachers, Christy Fenwick, Jed Turner, Lee Barger, Kevin Connors

Strategy3:

Silent Sustained Reading - All students read 13 minutes silently per day.

Category: Learning Systems

Research Cited:

Activity - SSR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students read silently 13 minutes per day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All teachers, Mary Allison Doyle

Goal 2:

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Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Measurable Objective 1:

A 20% decrease of All Students will increase student growth to move out of the novice category. in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Intervention Course - All novice readers are intentionally placed in a read 180 class for additional support.

Category: Learning Systems

Research Cited:

Activity - Read 180 Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that score novice on KPREP are intentionally placed in read 180 support class.	Academic Support Program	08/12/2015	06/01/2016	\$10000 - General Fund	Kim Haire, Christy Fenwick, Jed Turner

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on academic need, our really low readers use system 44 as an intervention.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Eddie Fightmaster, Christy Fenwick, Carol Milby

Measurable Objective 2:

A 20% decrease of All Students will increase student growth in math to move out of the novice category. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Support Class - Novice students are intentionally placed in our math lab course for additional academic support.

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students are intentionally placed in math lab course for extra support.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Other	Angela Rutledge

Activity - Individual Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All novice math students goal set and create an action plan with Lee Barger and math teacher.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Math Teachers, Lee Barger and Christy Fenwick

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Label	Assurance	Response	Comment	Attachment
2.1	Did the school use various and multiple data sources to develop the targeted assistance services?	Yes	MAP data and K-PREP data	

Label	Assurance	Response	Comment	Attachment
2.2	Were priority needs identified from the data analysis?	Yes	Math and reading	

Label	Assurance	Response	Comment	Attachment
2.3	Are focused areas of need prioritized based on grade level, content level or the achievement level of subgroups?	No	All subgroups perform below district and state averages in reading and math.	

Label	Assurance	Response	Comment	Attachment
2.4	Did a team consisting of various school, parents, and community members collaborate to plan the Title I Targeted Assistance program?	Yes	Title 1 plan reviewed by SBDM council.	

Label	Assurance	Response	Comment	Attachment
2.5	Are services provided to Title I students supplemental?	Yes	Title 1 funds provide intervention teachers for reading and math that are not available at other schools.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the Title I Targeted Assistance services sufficient and varied in scope to provide quality supplemental instruction?	Yes	Reading and math deficits are prioritized.	

Label	Assurance	Response	Comment	Attachment
2.7	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the planning process for Title I Targeted Assistance services?	Yes		

Component 3: Effective Methods and Instructional Strategies

Effective Methods and Instructional Strategies

Goal 1:

To increase the schools percentage of Reading Proficient and Distinguished students to 51.8% on the 2015-2016 KPREP assessment.

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Strategy1:

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Expert 21 program has been purchased as the Core language arts curriculum for the school. This is the tier I in the intervention with Scholastic, as Read 180 is tier II, and System 44 is tier III. This has standardized how we teach language arts at BLMS.

Students scoring below the 20th%ile in reading on MAP assessments are considered for RTI placement. All students receive a 120-minute blocked reading/language arts class. This allows for core teachers to provide intervention within the class. Tier 2 interventions implemented in class include My Path Edgenuity, SRA-Corrective Reading, and READ 180. The Odyssey online research-based intervention from Compass Learning has also been purchased and will be implemented as a Tier 2 & 3 intervention in January of 2011. An additional Tier 3 intervention is System 44, a companion program to the Read 180 program, designed to address phonics and basic reading skills. AIMS/WEB fluency probes are in place in RTI classes and data is collected weekly.

A leveled reading library will be used with Special Education/ struggling students.

Category: Continuous Improvement

Research Cited: Marzano, DuFours, Stiggins, Guskey

Activity - Reading Class for all Apprentice students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student scoring apprentice in Reading on the 2015 K-PREP assessment will have an additional reading class based on their apprentice level.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	6th, 7th, 8th grade reading teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - ELA/Reading PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and ELA teachers will meet weekly to analyze student learning data and plan courses of action to address the needs of novice and apprentice readers.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Instructional Coach Data Manager Teachers

Activity - School Wide Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading committee has been formed to create school wide reading strategies to be used across contents. Reading strategies will be taught to all teachers prior to implementation.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All certified staff

Activity - 6 Minute/12 Minute Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in either a 6 Minute or 12 Minute Read (depending on grade level) three times per week. This will take place in the ELA classroom.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	ELA teachers Instructional Coach Brenda Pirtle

Activity - Assessment/ Lesson Plan Congruency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by instructional coach for congruency to the standards.prior to the start of instructional unit.	Policy and Process	08/11/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Activity - SSR Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in 12 minutes of silent, sustained reading each day. This is an opportunity to spend time reading without interruption.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All Certified Staff

Activity - Reading Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in a schoolwide reading fair project. This is a development of BLMS that has been adopted by our district. All students will participate in this competitive activity centered around Reading. Community members will judge the projects and the top three will move on to district competition.	Academic Support Program	08/11/2015	06/01/2016	\$300 - Title I Schoolwide	Language Arts Teachers

Activity - Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will utilize the standards based Read 180 program to support tier II RTI students in reading. (SWP 1-4, 8-10)	Academic Support Program	08/11/2015	06/01/2016	\$2000 - Title I Schoolwide	Principal Asst Principal Counselor Instructional Coach Read 180 Teacher

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Goal 2:

To increase the schools percentage of Mathematics Proficient and Distinguished students to 41.3% on the 2015-2016 K-PREP assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency 41.3% in Mathematics by 06/01/2016 as measured by KPREP.

Strategy1:

Eureka Math/Core Instruction - We have implemented Eureka Math as the core curriculum for all math classes.

Category: Learning Systems

Research Cited: District Approved

Activity - High-Q Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers are participating in High-Q training presented by Dr. Debbie Thompson at OVEC. The purpose is to increase the use of conceptual learning in the math classroom.	Academic Support Program	08/12/2015	06/01/2016	\$800 - General Fund	Principal Math Teachers

Activity - Increased Math Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will receive at least 110 minutes of core math instruction each school day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Math Teachers

Activity - Edgenuity Learning-Morning ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS teachers and staff will utilize district funded computerized programs such as Edgenuity learning to improve math achievement. Targeted novice students are attending morning ESS three times per week for one hour. Students participate in the MyPath program on Edgenuity as well as small group instruction.	Academic Support Program	08/12/2015	06/01/2016	\$0 - District Funding	Principal Asst Principal Counselor Instructional Coach Teachers

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in the Novice range of math scores receive a second math lab course which focuses on basic math skills.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Title I Schoolwide	Angela Rutledge

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Assessment Congruency Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by school administrators for congruency to the standards.prior to start of instructional unit.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Activity - Ongoing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on the implementation of the Eureka math program.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Principal Instructional Coach Math Department

Strategy2:

Math Automaticity - This strategy will be done daily in all math classes.

Category: Continuous Improvement

Research Cited: ECU Math Department, District Initiative

Activity - Automaticity Diagnostics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnostics will be administered three times throughout the year to check automaticity's effectiveness and fidelity.	Policy and Process	08/12/2015	06/01/2016	\$1 - District Funding	Principal Instructional Coach Math Teachers Data Manager

Goal 3:

Our nonduplicated gap group scored 34.4% proficient in reading and 15.8% in math. BLMS will increase proficiency gap to 45% in reading and 25% in math.

Measurable Objective 1:

A 60% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in math. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Implement Core Curriculum for Math - Eureka Curriculum implemented in all math classrooms.

Category: Learning Systems

Research Cited:

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka math will be implemented in all core math classes.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	All math teachers and instructional coach

Strategy2:

Individual Meetings - Individual meetings will be conducted with targeted GAP students that are novice in math.

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Category: Learning Systems

Research Cited:

Activity - Goal Setting/Action Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart academic progress with administrators and math teachers during lunch hours. Students will goal set and create an action plan to achieve goals.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Lee Barger, Christy Fenwick, All math teachers

Strategy3:

Math Lab course - GAP students that scored in the novice category are place intentionally in a math lab course to build basic skills

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students that score novice on KPREP and MAP testing and intentionally placed in a Math Lab course to build basic skills.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Angela Rutledge

Measurable Objective 2:

A 20% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency In grade level reading in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Implement Core Curriculum - BLMS will implement with fidelity EXPERT 21 across all grade levels.

Category: Learning Systems

Research Cited:

Activity - Expert 21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will use Expert 21 in core ELA classes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All ELA Teachers

Strategy2:

Silent Sustained Reading - All students read 13 minutes silently per day.

Category: Learning Systems

Research Cited:

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - SSR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students read silently 13 minutes per day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All teachers, Mary Allison Doyle

Strategy3:

Reading Course - Students that are not proficient will be intentionally placed in a leveled reading class.

Category: Learning Systems

Research Cited:

Activity - Leveled Reading Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in leveled reading classes for support purposes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Reading Teachers, Christy Fenwick, Jed Turner, Lee Barger, Kevin Connors

Label	Assurance	Response	Comment	Attachment
3.1	Were the strategies selected based on best practices and scientific research?	Yes	Multiple strategies were selected to align with district CDIP.	

Label	Assurance	Response	Comment	Attachment
3.2	Does the Title I Targeted Assistance programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and student eligible and not eligible for free or reduced lunch meals)?	Yes	Course are provided to address needs in reading and math.	

Label	Assurance	Response	Comment	Attachment
3.3	Are the achievement issues of students with special needs being specifically addressed?	Yes	Special education teachers implement IEP's with fidelity.	

Label	Assurance	Response	Comment	Attachment
3.4	Does the Title I Targeted Assistance programming allow for extended learning time?	Yes	ESS is provided in the morning and the afternoon.	

Label	Assurance	Response	Comment	Attachment
3.5	Does the Title I Targeted Assistance program provide for minimal interruption with limited pullout during the school day?	Yes	The intervention classes are scheduled as to not interfere with core instruction.	

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Label	Assurance	Response	Comment	Attachment
3.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the effective instructional strategies that have been proven to close achievement gaps?	Yes		

Component 4: Coordinate and Support Regular Program

Coordinate and Support Regular Programs

Goal 1:

To increase the schools percentage of Reading Proficient and Distinguished students to 51.8% on the 2015-2016 KPREP assessment.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency 51.8% proficient/distinguished on KPREP in Reading by 06/01/2016 as measured by KPREP Results.

Strategy1:

Comprehensive Core and RTI Reading Program - Continue using the Leadership and Learning Center Data Teams process to focus on school-wide reading goal. PLCs will continue weekly. Focusing on Reading Anchor Standard #4. Determine the meaning of words and how they are used in a text.

Expert 21 program has been purchased as the Core language arts curriculum for the school. This is the tier I in the intervention with Scholastic, as Read 180 is tier II, and System 44 is tier III. This has standardized how we teach language arts at BLMS.

Students scoring below the 20th%ile in reading on MAP assessments are considered for RTI placement. All students receive a 120-minute blocked reading/language arts class. This allows for core teachers to provide intervention within the class. Tier 2 interventions implemented in class include My Path Edgenuity, SRA-Corrective Reading, and READ 180. The Odyssey online research-based intervention from Compass Learning has also been purchased and will be implemented as a Tier 2 & 3 intervention in January of 2011. An additional Tier 3 intervention is System 44, a companion program to the Read 180 program, designed to address phonics and basic reading skills. AIMS/WEB fluency probes are in place in RTI classes and data is collected weekly.

A leveled reading library will be used with Special Education/ struggling students.

Category: Continuous Improvement

Research Cited: Marzano, DuFours, Stiggins, Guskey

Activity - School Wide Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading committee has been formed to create school wide reading strategies to be used across contents. Reading strategies will be taught to all teachers prior to implementation.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All certified staff

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Reading Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in a schoolwide reading fair project. This is a development of BLMS that has been adopted by our district. All students will participate in this competitive activity centered around Reading. Community members will judge the projects and the top three will move on to district competition.	Academic Support Program	08/11/2015	06/01/2016	\$300 - Title I Schoolwide	Language Arts Teachers

Activity - 6 Minute/12 Minute Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in either a 6 Minute or 12 Minute Read (depending on grade level) three times per week. This will take place in the ELA classroom.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	ELA teachers Instructional Coach Brenda Pirtle

Activity - Assessment/ Lesson Plan Congruency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by instructional coach for congruency to the standards.prior to the start of instructional unit.	Policy and Process	08/11/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Activity - Reading Class for all Apprentice students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student scoring apprentice in Reading on the 2015 K-PREP assessment will have an additional reading class based on their apprentice level.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	6th, 7th, 8th grade reading teachers

Activity - SSR Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in 12 minutes of silent, sustained reading each day. This is an opportunity to spend time reading without interruption.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All Certified Staff

Activity - Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will utilize the standards based Read 180 program to support tier II RTI students in reading. (SWP 1-4, 8-10)	Academic Support Program	08/11/2015	06/01/2016	\$2000 - Title I Schoolwide	Principal Asst Principal Counselor Instructional Coach Read 180 Teacher

Activity - ELA/Reading PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and ELA teachers will meet weekly to analyze student learning data and plan courses of action to address the needs of novice and apprentice readers.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Instructional Coach Data Manager Teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Goal 2:

To increase the schools percentage of Mathematics Proficient and Distinguished students to 41.3% on the 2015-2016 K-PREP assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency 41.3% in Mathematics by 06/01/2015 as measured by KPREP.

Strategy1:

Math Automaticity - This strategy will be done daily in all math classes.

Category: Continuous Improvement

Research Cited: ECU Math Department, District Initiative

Activity - Automaticity Diagnostics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnostics will be administered three times throughout the year to check automaticity's effectiveness and fidelity.	Policy and Process	08/12/2015	06/01/2016	\$1 - District Funding	Principal Instructional Coach Math Teachers Data Manager

Strategy2:

Eureka Math/Core Instruction - We have implemented Eureka Math as the core curriculum for all math classes.

Category: Learning Systems

Research Cited: District Approved

Activity - Assessment Congruency Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by school administrators for congruency to the standards.prior to start of instructional unit.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Activity - Increased Math Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will receive at least 110 minutes of core math instruction each school day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Math Teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Edgenuity Learning-Morning ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS teachers and staff will utilize district funded computerized programs such as Edgenuity learning to improve math achievement. Targeted novice students are attending morning ESS three times per week for one hour. Students participate in the MyPath program on Edgenuity as well as small group instruction.	Academic Support Program	08/12/2015	06/01/2016	\$0 - District Funding	Principal Asst Principal Counselor Instructional Coach Teachers

Activity - Ongoing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on the implementation of the Eureka math program.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Principal Instructional Coach Math Department

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in the Novice range of math scores receive a second math lab course which focuses on basic math skills.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Title I Schoolwide	Angela Rutledge

Activity - High-Q Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers are participating in High-Q training presented by Dr. Debbie Thompson at OVEC. The purpose is to increase the use of conceptual learning in the math classroom.	Academic Support Program	08/12/2015	06/01/2016	\$800 - General Fund	Principal Math Teachers

Goal 3:

Our nonduplicated gap group scored 34.4% proficient in reading and 15.8% in math. BLMS will increase proficiency gap to 45% in reading and 25% in math.

Measurable Objective 1:

A 60% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in math. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Implement Core Curriculum for Math - Eureka Curriculum implemented in all math classrooms.

Category: Learning Systems

Research Cited:

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka math will be implemented in all core math classes.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	All math teachers and instructional coach

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Strategy2:

Individual Meetings - Individual meetings will be conducted with targeted GAP students that are novice in math.

Category: Learning Systems

Research Cited:

Activity - Goal Setting/Action Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart academic progress with administrators and math teachers during lunch hours. Students will goal set and create an action plan to achieve goals.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Lee Barger, Christy Fenwick, All math teachers

Strategy3:

Math Lab course - GAP students that scored in the novice category are placed intentionally in a math lab course to build basic skills

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students that score novice on KPREP and MAP testing and intentionally placed in a Math Lab course to build basic skills.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Angela Rutledge

Measurable Objective 2:

A 20% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade level reading in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Silent Sustained Reading - All students read 13 minutes silently per day.

Category: Learning Systems

Research Cited:

Activity - SSR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students read silently 13 minutes per day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All teachers, Mary Allison Doyle

Strategy2:

Reading Course - Students that are not proficient will be intentionally placed in a leveled reading class.

Category: Learning Systems

Research Cited:

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Leveled Reading Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in leveled reading classes for support purposes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Reading Teachers, Christy Fenwick, Jed Turner, Lee Barger, Kevin Connors

Strategy3:

Implement Core Curriculum - BLMS will implement with fidelity EXPERT 21 across all grade levels.

Category: Learning Systems

Research Cited:

Activity - Expert 21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will use Expert 21 in core ELA classes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All ELA Teachers

Goal 4:

Bullitt Lick Middle School will decrease our amount of novice students in reading and math by 20 percent.

Measurable Objective 1:

A 20% decrease of All Students will increase student growth to move out of the novice category. in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Intervention Course - All novice readers are intentionally placed in a read 180 class for additional support.

Category: Learning Systems

Research Cited:

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on academic need, our really low readers use system 44 as an intervention.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Eddie Fightmaster, Christy Fenwick, Carol Milby

Activity - Read 180 Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that score novice on KPREP are intentionally placed in read 180 support class.	Academic Support Program	08/12/2015	06/01/2016	\$10000 - General Fund	Kim Haire, Christy Fenwick, Jed Turner

Measurable Objective 2:

A 20% decrease of All Students will increase student growth in math to move out of the novice category. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Strategy1:

Support Class - Novice students are intentionally placed in our math lab course for additional academic support.

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students are intentionally placed in math lab course for extra support.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Other	Angela Rutledge

Activity - Individual Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All novice math students goal set and create an action plan with Lee Barger and math teacher.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Math Teachers, Lee Barger and Christy Fenwick

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	N/A	BLMS is a middle school. Question does not apply.	

Label	Assurance	Response	Comment	Attachment
4.2	Do all Title I Targeted Assistance services coordinate with the regular education programming?	Yes	Yes, Title I targeted assistance services coordinate with the academic needs of the regular education programming.	

Label	Assurance	Response	Comment	Attachment
4.3	Do Title I funded teachers collaborate with regular education teachers in the analysis of data to meet the academic needs of the identified Title I students?	Yes	Teachers meet in weekly PLCs and on teacher planning days provided by district.	

Component 5: Instruction by Highly Qualified Teachers and Paraeducators

Instruction by Highly Qualified Teachers and Paraeducators

Goal 1:

To increase the schools percentage of Mathematics Proficient and Distinguished students to 41.3% on the 2015-2016 K-PREP assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency 41.3% in Mathematics by 06/01/2015 as measured by KPREP.

Strategy1:

Eureka Math/Core Instruction - We have implemented Eureka Math as the core curriculum for all math classes.

Category: Learning Systems

Research Cited: District Approved

Activity - High-Q Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers are participating in High-Q training presented by Dr. Debbie Thompson at OVEC. The purpose is to increase the use of conceptual learning in the math classroom.	Academic Support Program	08/12/2015	06/01/2016	\$800 - General Fund	Principal Math Teachers

Activity - Ongoing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on the implementation of the Eureka math program.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Principal Instructional Coach Math Department

Label	Assurance	Response	Comment	Attachment
5.1	Do Title I funded teachers and para-educators certified in the field/grade level they are teaching meet the definition for highly qualified?	Yes	Teachers meet the qualifications for highly qualified status.	

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Label	Assurance	Response	Comment	Attachment
5.2	If Title I funded teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A	All teachers are considered highly qualified.	

Label	Assurance	Response	Comment	Attachment
5.3	Are professional learning opportunities being provided to improve the skills of para-educators as they assist with student learning?	Yes	Para-educators are provided learning opportunities during district planning days. This training consists of mental health training and other specific training opportunities.	

Label	Assurance	Response	Comment	Attachment
5.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction being provided by highly qualified teachers and para-educators?	Yes	See CSIP for specific goals, strategies and activities to support instruction.,	

Component 6: High Quality Professional Development

High Quality Professional Development

Goal 1:

To increase the schools percentage of Reading Proficient and Distinguished students to 51.8% on the 2015-2016 KPREP assessment.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency 51.8% proficient/distinguished on KPREP in Reading by 06/01/2016 as measured by KPREP Results.

Strategy1:

Comprehensive Core and RTI Reading Program - Continue using the Leadership and Learning Center Data Teams process to focus on school-wide reading goal. PLCs will continue weekly. Focusing on Reading Anchor Standard #4. Determine the meaning of words and how they are used in a text.

Expert 21 program has been purchased as the Core language arts curriculum for the school. This is the tier I in the intervention with Scholastic, as Read 180 is tier II, and System 44 is tier III. This has standardized how we teach language arts at BLMS.

Students scoring below the 20th%ile in reading on MAP assessments are considered for RTI placement. All students receive a 120-minute blocked reading/language arts class. This allows for core teachers to provide intervention within the class. Tier 2 interventions implemented in class include My Path Edgenuity, SRA-Corrective Reading, and READ 180. The Odyssey online research-based intervention from Compass Learning has also been purchased and will be implemented as a Tier 2 & 3 intervention in January of 2011. An additional Tier 3 intervention is System 44, a companion program to the Read 180 program, designed to address phonics and basic reading skills. AIMS/WEB fluency probes are in place in RTI classes and data is collected weekly.

A leveled reading library will be used with Special Education/ struggling students.

Category: Continuous Improvement

Research Cited: Marzano, DuFours, Stiggins, Guskey

Activity - ELA/Reading PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and ELA teachers will meet weekly to analyze student learning data and plan courses of action to address the needs of novice and apprentice readers.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Instructional Coach Data Manager Teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - School Wide Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading committee has been formed to create school wide reading strategies to be used across contents. Reading strategies will be taught to all teachers prior to implementation.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All certified staff

Goal 2:

To increase the schools percentage of Mathematics Proficient and Distinguished students to 41.3% on the 2015-2016 K-PREP assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency 41.3% in Mathematics by 06/01/2015 as measured by KPREP.

Strategy1:

Eureka Math/Core Instruction - We have implemented Eureka Math as the core curriculum for all math classes.

Category: Learning Systems

Research Cited: District Approved

Activity - High-Q Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers are participating in High-Q training presented by Dr. Debbie Thompson at OVEC. The purpose is to increase the use of conceptual learning in the math classroom.	Academic Support Program	08/12/2015	06/01/2016	\$800 - General Fund	Principal Math Teachers

Activity - Ongoing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on the implementation of the Eureka math program.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Principal Instructional Coach Math Department

Label	Assurance	Response	Comment	Attachment
6.1	Is professional development planned to improve the instruction in the focus/content areas for Title I and other staff working directly with Title I students?	Yes	Professional development plan SBDM approved. Focuses on meeting needs of all students including working directly with Title I students.	

Label	Assurance	Response	Comment	Attachment
6.2	Are professional learning opportunities included as part of comprehensive improvement planning?	Yes	School Improvement planning consists of data collected from TPGES and needs of staff members.	

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Label	Assurance	Response	Comment	Attachment
6.3	Are all the professional learning opportunities of high quality?	Yes	All professional learning opportunities are planned with a specific purpose.	

Label	Assurance	Response	Comment	Attachment
6.4	Does the school analyze data from professional learning opportunities for its impact on student achievement?	Yes	Yes, data is analyzed to help our staff meet the needs of our students.	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for the school?	Yes	Yes, See CSIP goals, objectives, strategies, and activities that support professional learning opportunities.	

Component 7: Parent Involvement

Parent Involvement

Goal 1:

Increase parent and community involvement as indicated by TELL Survey results.

Measurable Objective 1:

demonstrate a proficiency Increase agreement rate on TELL survey question 4f from 63.3% to 73.3% by 04/01/2015 as measured by TELL survey results..

Strategy1:

Targeted Community Initiatives - BLMS will implement several proven initiatives to increase parent and community involvement in the school. There is a body of research and it is accepted as common practice that increased community involvement in turn increases student achievement.

Category: Stakeholder Engagement

Research Cited: Ruby Payne.

Activity - Tuesday Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information will be sent home to 6 graders each week in a Tuesday Folder. This is a continuation of what our feeder elementary schools do.	Community Engagement	08/12/2015	06/01/2016	\$500 - General Fund	Administration.

Activity - Lunch and Learn Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS is offering opportunities for parents and community members to come in school during the day to learn more about BLMS. They also have the opportunity to eat lunch with their child for free during that same period.	Community Engagement	08/12/2015	06/01/2016	\$200 - FRYSC	Tara Davis, Joy Owen, Lee Barger, Kevin Connors, Christy Fenwick

Activity - 7th and 8th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS provides an opportunity to parents to meet 7th and 8th grade teachers and receive their schedules.	Community Engagement	08/12/2015	06/01/2016	\$500 - FRYSC	7th and 8th Grade Teachers Tara Davis Christy Fenwick Administration

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - 6th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents have the opportunity to meet the 6th grade teachers, administration, and support staff. They also have the opportunity to learn about Bullitt Lick and ways to get involved.	Community Engagement	08/12/2015	06/01/2016	\$500 - General Fund	Lee Barger Kevin Connors Christy Fenwick Tara Davis All 6th Grade Teachers and Club sponsors

Activity - Weekly E News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS administration will publish a weekly E news to stakeholders informing them of the goings on at the school and student success and celebrations.	Community Engagement	10/24/2014	06/01/2015	\$0 - No Funding Required	Principal

Activity - Fall/Winter/Spring Showcases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS offers an opportunity for parents/community members to become more deeply involved. This includes a fall festival, winter reindeer games, and an academic awards night in the spring.	Community Engagement	08/12/2015	06/01/2016	\$3000 - FRYSC	All certified staff members

Label	Assurance	Response	Comment	Attachment
7.1	Does the school have specific plans that are designed to increase parental involvement of Title I students' parents?	Yes	See CSIP for plans to increase parent involvement of Title I students.	

Label	Assurance	Response	Comment	Attachment
7.2	Are parents of participating Title I students included in appropriate professional learning opportunities?	Yes	Lunch and learn opportunities target Title I parents for learning opportunities.	

Label	Assurance	Response	Comment	Attachment
7.3	Have parents of participating Title I students been included in the development of the school's parent involvement policy and compact?	Yes	Yes, policies are reviewed and revised each year during SBDM meetings.	

Label	Assurance	Response	Comment	Attachment
7.4	Have parents of participating Title I students been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Parent involvement programming discussed at SBDM meetings, transition activities, and lunch and learn activities.	

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Label	Assurance	Response	Comment	Attachment
7.5	What PD will teachers and other staff receive on how to reach out to, communicate with and work with parents of participating Title I students to build ties between parents and the school?	Yes	Book study on branding.	

Label	Assurance	Response	Comment	Attachment
7.6	Does the school plan professional learning for teachers and other staff members on how to reach out, to communicate with and to work with parents of participating Title I students?	Yes	Book Study on branding. 30/60/90 day team plans for 6th and 8th grade.	

Label	Assurance	Response	Comment	Attachment
7.7	Does the Title I staff collaborate with the Family Resource/Youth Service Center staff?	Yes	Constant communication between Family Resource/Youth service center and title I staff.	

Label	Assurance	Response	Comment	Attachment
7.8	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	Specific goals, objectives, strategies and/or activities are in place to support the school parental involvement plan.	

Component 8: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

To increase the schools percentage of Reading Proficient and Distinguished students to 51.8% on the 2015-2016 KPREP assessment.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency 51.8% proficient/distinguished on KPREP in Reading by 06/01/2016 as measured by KPREP Results.

Strategy1:

Comprehensive Core and RTI Reading Program - Continue using the Leadership and Learning Center Data Teams process to focus on school-wide reading goal. PLCs will continue weekly. Focusing on Reading Anchor Standard #4. Determine the meaning of words and how they are used in a text.

Expert 21 program has been purchased as the Core language arts curriculum for the school. This is the tier I in the intervention with Scholastic, as Read 180 is tier II, and System 44 is tier III. This has standardized how we teach language arts at BLMS.

Students scoring below the 20th%ile in reading on MAP assessments are considered for RTI placement. All students receive a 120-minute blocked reading/language arts class. This allows for core teachers to provide intervention within the class. Tier 2 interventions implemented in class include My Path Edgenuity, SRA-Corrective Reading, and READ 180. The Odyssey online research-based intervention from Compass Learning has also been purchased and will be implemented as a Tier 2 & 3 intervention in January of 2011. An additional Tier 3 intervention is System 44, a companion program to the Read 180 program, designed to address phonics and basic reading skills. AIMS/WEB fluency probes are in place in RTI classes and data is collected weekly.

A leveled reading library will be used with Special Education/ struggling students.

Category: Continuous Improvement

Research Cited: Marzano, DuFours, Stiggins, Guskey

Activity - Assessment/ Lesson Plan Congruency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by instructional coach for congruency to the standards.prior to the start of instructional unit.	Policy and Process	08/11/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - School Wide Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading committee has been formed to create school wide reading strategies to be used across contents. Reading strategies will be taught to all teachers prior to implementation.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All certified staff

Activity - Reading Class for all Apprentice students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student scoring apprentice in Reading on the 2015 K-PREP assessment will have an additional reading class based on their apprentice level.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	6th, 7th, 8th grade reading teachers

Activity - Reading Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in a schoolwide reading fair project. This is a development of BLMS that has been adopted by our district. All students will participate in this competitive activity centered around Reading. Community members will judge the projects and the top three will move on to district competition.	Academic Support Program	08/11/2015	06/01/2016	\$300 - Title I Schoolwide	Language Arts Teachers

Activity - Read 180 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will utilize the standards based Read 180 program to support tier II RTI students in reading. (SWP 1-4, 8-10)	Academic Support Program	08/11/2015	06/01/2016	\$2000 - Title I Schoolwide	Principal Asst Principal Counselor Instructional Coach Read 180 Teacher

Activity - SSR Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in 12 minutes of silent, sustained reading each day. This is an opportunity to spend time reading without interruption.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All Certified Staff

Activity - ELA/Reading PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and ELA teachers will meet weekly to analyze student learning data and plan courses of action to address the needs of novice and apprentice readers.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Instructional Coach Data Manager Teachers

Activity - 6 Minute/12 Minute Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will participate in either a 6 Minute or 12 Minute Read (depending on grade level) three times per week. This will take place in the ELA classroom.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	ELA teachers Instructional Coach Brenda Pirtle

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Goal 2:

To increase the schools percentage of Mathematics Proficient and Distinguished students to 41.3% on the 2015-2016 K-PREP assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency 41.3% in Mathematics by 06/01/2015 as measured by KPREP.

Strategy1:

Math Automaticity - This strategy will be done daily in all math classes.

Category: Continuous Improvement

Research Cited: ECU Math Department, District Initiative

Activity - Automaticity Diagnostics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnostics will be administered three times throughout the year to check automaticity's effectiveness and fidelity.	Policy and Process	08/12/2015	06/01/2016	\$1 - District Funding	Principal Instructional Coach Math Teachers Data Manager

Strategy2:

Eureka Math/Core Instruction - We have implemented Eureka Math as the core curriculum for all math classes.

Category: Learning Systems

Research Cited: District Approved

Activity - Edgenuity Learning-Morning ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS teachers and staff will utilize district funded computerized programs such as Edgenuity learning to improve math achievement. Targeted novice students are attending morning ESS three times per week for one hour. Students participate in the MyPath program on Edgenuity as well as small group instruction.	Academic Support Program	08/12/2015	06/01/2016	\$0 - District Funding	Principal Asst Principal Counselor Instructional Coach Teachers

Activity - Increased Math Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will receive at least 110 minutes of core math instruction each school day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Math Teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in the Novice range of math scores receive a second math lab course which focuses on basic math skills.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Title I Schoolwide	Angela Rutledge

Activity - Assessment Congruency Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summative assessment will be checked by school administrators for congruency to the standards.prior to start of instructional unit.	Policy and Process	08/12/2015	06/01/2016	\$0 - No Funding Required	Principal Asst Principal Counselor Instructional Coach

Activity - Ongoing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on the implementation of the Eureka math program.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Principal Instructional Coach Math Department

Activity - High-Q Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers are participating in High-Q training presented by Dr. Debbie Thompson at OVEC. The purpose is to increase the use of conceptual learning in the math classroom.	Academic Support Program	08/12/2015	06/01/2016	\$800 - General Fund	Principal Math Teachers

Goal 3:

Program Review: Maintain proficiency in all areas.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, Writing, and PLCS program review areas. by 06/01/2016 as measured by Program Review Scores.

Strategy1:

Choir Class - Proficient Students have the opportunity to take a 18 week choir class.

Category: Learning Systems

Research Cited:

Activity - Choir Choice Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proficient Students have the opportunity to take an 18 week choir class.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Meredith Patton

Strategy2:

Creative Writing Class - All students at BLMS take a creative writing course in their unified arts rotation.

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Category: Learning Systems

Research Cited:

Activity - Creative Writing Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive writing instruction concerning the different types of writing not used during ELA courses.	Academic Support Program Direct Instruction	08/12/2015	06/01/2016	\$0 - No Funding Required	Annette Easton

Strategy3:

Monthly ODW/Live Scoring - We have created a new writing plan. We are currently implementing On Demand Writing assessments each month. We also are performing live scoring sessions for specific grade levels each month. Planning days are being utilized to grade On Demand student responses.

Category: Continuous Improvement

Research Cited: Lucy Calkins, Susan Brookheart

Activity - ODW Writing/Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schoolwide monthly ODW/Live Scoring	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All Certified staff.

Strategy4:

General Art Class - All students will receive general art via their unified arts rotation.

Category: Learning Systems

Research Cited:

Activity - General Art Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take general art class via their unified arts rotation.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	Dana Handy

Strategy5:

Drama Class - Proficient students have the opportunity to elect to take a drama class.

Category: Learning Systems

Research Cited:

Activity - Drama Choice Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Drama Program.	Academic Support Program	08/12/2015	06/01/2016	\$750 - Booster Fund	Meredith Patton

Strategy6:

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Journalism/School Newspaper Class - Proficient students have the opportunity to take a journalism/school newspaper class. This is an 18 week course.

Category: Learning Systems

Research Cited:

Activity - Journalism/School Newspaper Choice Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proficient students have the opportunity to take an 18 week journalism/school newspaper choice class.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Certified Staff member

Goal 4:

Our nonduplicated gap group scored 34.4% proficient in reading and 15.8% in math. BLMS will increase proficiency gap to 45% in reading and 25% in math.

Measurable Objective 1:

A 60% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in math. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Individual Meetings - Individual meetings will be conducted with targeted GAP students that are novice in math.

Category: Learning Systems

Research Cited:

Activity - Goal Setting/Action Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart academic progress with administrators and math teachers during lunch hours. Students will goal set and create an action plan to achieve goals.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Lee Barger, Christy Fenwick, All math teachers

Strategy2:

Math Lab course - GAP students that scored in the novice category are place intentionally in a math lab course to build basic skills

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students that score novice on KPREP and MAP testing and intentionally placed in a Math Lab course to build basic skills.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Angela Rutledge

Strategy3:

Implement Core Curriculum for Math - Eureka Curriculum implemented in all math classrooms.

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Category: Learning Systems

Research Cited:

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka math will be implemented in all core math classes.	Academic Support Program	08/12/2015	06/01/2016	\$2000 - General Fund	All math teachers and instructional coach

Measurable Objective 2:

A 20% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency In grade level reading in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Reading Course - Students that are not proficient will be intentionally placed in a leveled reading class.

Category: Learning Systems

Research Cited:

Activity - Leveled Reading Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in leveled reading classes for support purposes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Reading Teachers, Christy Fenwick, Jed Turner, Lee Barger, Kevin Connors

Strategy2:

Silent Sustained Reading - All students read 13 minutes silently per day.

Category: Learning Systems

Research Cited:

Activity - SSR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students read silently 13 minutes per day.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All teachers, Mary Allison Doyle

Strategy3:

Implement Core Curriculum - BLMS will implement with fidelity EXPERT 21 across all grade levels.

Category: Learning Systems

Research Cited:

Activity - Expert 21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BLMS will use Expert 21 in core ELA classes.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	All ELA Teachers

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Goal 5:

Bullitt Lick Middle School will decrease our amount of novice students in reading and math by 20 percent.

Measurable Objective 1:

A 20% decrease of All Students will increase student growth to move out of the novice category. in Reading by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Intervention Course - All novice readers are intentionally placed in a read 180 class for additional support.

Category: Learning Systems

Research Cited:

Activity - Read 180 Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that score novice on KPREP are intentionally placed in read 180 support class.	Academic Support Program	08/12/2015	06/01/2016	\$10000 - General Fund	Kim Haire, Christy Fenwick, Jed Turner

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on academic need, our really low readers use system 44 as an intervention.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Eddie Fightmaster, Christy Fenwick, Carol Milby

Measurable Objective 2:

A 20% decrease of All Students will increase student growth in math to move out of the novice category. in Mathematics by 06/01/2016 as measured by KPREP Assessment.

Strategy1:

Support Class - Novice students are intentionally placed in our math lab course for additional academic support.

Category: Learning Systems

Research Cited:

Activity - Math Lab course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students are intentionally placed in math lab course for extra support.	Academic Support Program	08/12/2015	06/01/2016	\$30000 - Other	Angela Rutledge

Title I Targeted Assistance Diagnostic

Bullitt Lick Middle School

Activity - Individual Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All novice math students goal set and create an action plan with Lee Barger and math teacher.	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	Math Teachers, Lee Barger and Christy Fenwick

Label	Assurance	Response	Comment	Attachment
8.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Targeted Assistance program?	Yes	Yes, most funds are used for salary purposes to target specific Title I students.	

Label	Assurance	Response	Comment	Attachment
8.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Targeted Assistance program and to improve student achievement?	Yes	Funds are focused on improving student achievement.	