



# **KDE Comprehensive School Improvement Plan**

**Ashland Middle School**  
**Ashland Independent**

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Ashland Middle School is a 7-8 grade middle school in Ashland, Kentucky. AMS serves a student population of approximately 475. Over 50% of Verity students receive free/reduced lunch and approximately 10% of the student population is minority. The average years of teaching experience at AMS is over 15 years. To date, all of our teachers have received content-focused professional development.

AMS is currently in a transition phase with plans to move Ashland Independent's 6th grade population to the middle school. We are currently in Phase 3 of our construction project with the expected date of 6th grade transition to be August 2015. The move will require extensive staffing planning, changes in class scheduling/elective opportunities, and adjustments to extra-curricular offerings.

AMS serves students in five public housing facilities, three homeless shelters, a domestic violence shelter, and a child abuse facility. Additionally, the district is located within three miles of two bordering states further contributing to a highly transient school population.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The stakeholders at Ashland Middle School believe that all students can learn and achieve. Our purpose is to ensure that each student receives a comprehensive education allowing him or her to achieve to maximum potential in a positive nurturing environment. This environment will provide effective learning opportunities, produce responsible citizens, and instill a desire for life-long learning in partnership with home and community. This will be accomplished by quality instruction based on a standard of excellence and constructive discipline based on community values.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

AMS has shown significant growth in the percent of students being college ready over the last four years. Additionally, K-Prep scores indicate an improvement over previous years and now indicate Ashland Middle School being a Proficient school. AMS currently provides intensive intervention for students who are not currently on grade -level as identified by MAP testing in addition to maintaining a large number of elective class offerings to our students. Students are currently placed in instructional teams which provides for many cross-curricular and team teaching opportunities for students and teachers.

Over the next three years, our goal is to significantly increase the percentage of students at Verity proving to be college ready as identified by EXPLORE scores. It is also our goal to be identified a Distinguished school as a result of our K-Prep scores. Both goals will be achieved with continued focus on individual students in team, department, and PLC meetings. Additionally, upgrading technology and utilizing job-embedded professional development will continue our goal towards an environment in which students are academically challenged and provided support to meet those challenges.

Ashland Middle School's 8th grade is currently in year two of our state Gear-Up grant to foster a college-going culture for all students. AMS staff understands the importance of providing students with science, technology, engineering, and math to help them become 21st Century learners. Our master schedule currently includes five classes utilizing Project Lead the Way curriculum as it connects to our STEM initiative.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The initiatives described in this plan will provide for an enhanced experience for all students attending Ashland Middle School. The initiatives will provide all students with the chance of reaching the goal of proficiency regardless of social, racial, economic, or academic background.

# **CSIP 14-15**

## **Overview**

### **Plan Name**

CSIP 14-15

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$270000
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0
3	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$22000
4	Increase teacher capacity for implementation of PGES to 100% by June 30, 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

### Strategy 1:

Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:

Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program	01/01/2015	12/31/2015	\$100000	District Funding	SBDMC and Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	School Administrative Team

Activity - Study Skills Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program	01/01/2015	12/31/2015	\$90000	District Funding	Resource Teachers

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Principal/SBD MC

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### Strategy 2:

Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:

Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program	01/01/2015	12/31/2015	\$80000	District Funding	Administrative Team, ELA, math, and resource teachers.

### Strategy 3:

Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:

Activity - Monitor Gap Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program	08/01/2014	12/31/2015	\$0	District Funding	All Staff

## Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.



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### Strategy 1:

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Principal

Activity - CIITS for Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Principal

### Strategy 2:

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Principal, PLCs

Activity - Curriculum implemented using best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Administrative Team

### Strategy 3:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program	08/20/2014	05/29/2015	\$0	No Funding Required	Principal, Program Review Team Chairs
<b>Activity - Program Review Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program	01/01/2015	05/29/2015	\$0	No Funding Required	Principal, Program Review Team Chairs

**Strategy 4:**

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

<b>Activity - RTI Processes Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
RTI process is monitored and adjusted as necessary.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Principal, SBDMC

**Goal 3: Increase the percentage of students who are college and career ready from 34% to 68% by 2015.****Measurable Objective 1:**

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

**Strategy 1:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

<b>Activity - EXPLORE Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Interventions will be provided for students not meeting benchmark.	Academic Support Program	09/30/2014	09/30/2015	\$0	No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

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### Strategy 2:

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Activity - Student Goal Setting/Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation	01/01/2015	05/29/2015	\$20000	Other	Administrators, Faculty, and Gear-Up staff
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will set aside a week to focus on planning for college. AMS will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation	03/01/2015	03/30/2015	\$2000	Other	Administrative Team, Youth Service Center, Gear-Up Staff

## Goal 4: Increase teacher capacity for implementation of PGES to 100% by June 30, 2015.

### Measurable Objective 1:

demonstrate a proficiency by the principal in the Professional Growth Effectiveness System and Teachscape program by 05/01/2015 as measured by documenting % of proficient teachers as identified by PGES..

### Strategy 1:

PLC/Faculty Training - All teachers will participate in roll out activities during faculty meetings and PLC meetings. Teachers who are going through the pilot program will serve to advise faculty.

Category:

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty meetings and PLCs used for training.	Academic Support Program	08/13/2014	05/29/2015	\$0	General Fund	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Goal Setting/Planning	Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation	01/01/2015	05/29/2015	\$20000	Administrators, Faculty, and Gear-Up staff
Operation Preparation	Staff will set aside a week to focus on planning for college. AMS will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation	03/01/2015	03/30/2015	\$2000	Administrative Team, Youth Service Center, Gear-Up Staff
<b>Total</b>					<b>\$22000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Analysis	Identify and analyze gaps in program areas to determine next steps.	Academic Support Program	01/01/2015	05/29/2015	\$0	Principal, Program Review Team Chairs
Common Assessments	Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program	01/01/2015	12/31/2015	\$0	School Administrative Team
CIITS for Instructional Planning	Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program	01/01/2015	12/31/2015	\$0	Principal
EXPLORE Review	Interventions will be provided for students not meeting benchmark.	Academic Support Program	09/30/2014	09/30/2015	\$0	Principal, ELA, math, resource, and Gear-Up staff
Monitor Gap Student Growth	Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process	01/01/2015	12/31/2015	\$0	School Administrative Staff, core teachers, Gear-Up staff

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Training	Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program	01/01/2015	12/31/2015	\$0	Principal
Curriculum implemented using best practices	Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program	01/01/2015	12/31/2015	\$0	Administrative Team
Team Meetings	Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program	08/20/2014	05/29/2015	\$0	Principal, Program Review Team Chairs
Highly Qualified Staff	When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program	01/01/2015	12/31/2015	\$0	Principal/SBD MC
Curriculum Mapping	Analyze curriculum maps and make adjustments as needed.	Academic Support Program	01/01/2015	12/31/2015	\$0	Principal, PLCs
RTI Processes Review	RTI process is monitored and adjusted as necessary.	Policy and Process	01/01/2015	12/31/2015	\$0	Principal, SBD MC
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Training	Faculty meetings and PLCs used for training.	Academic Support Program	08/13/2014	05/29/2015	\$0	Principal
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Skills Classes	Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program	01/01/2015	12/31/2015	\$90000	Resource Teachers
Response to Intervention	Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program	01/01/2015	12/31/2015	\$100000	SBD MC and Principal
MAP Assessment	Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program	08/01/2014	12/31/2015	\$0	All Staff

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Job-Embedded On-going Training	All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program	01/01/2015	12/31/2015	\$80000	Administrative Team, ELA, math, and resource teachers.
					<b>Total</b>	\$270000

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.



## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

Ashland Middle School's data analysis of the EXPLORE test shows that most students are not on course for being college ready when leaving. However, over 50% of AMS students are proficient in all content except math as shown on K-Prep. A significant number of AMS students are currently enrolled in a reading and/or math intervention course and a study skills/homework help class as a result of Measures of Academic Progress assessment data. Student progress in these classes is measured using MAP results. The rosters are fluid, with students moving in and out of these classes each nine weeks based on assessment results.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Ashland Middle School's K-Prep scores showed AMS to be in the 77th Percentile- a Proficient School. AMS showed the most improvement in the college readiness component. Ashland Middle School's overall K-Prep score improved to 68.5. Ashland Middle School's Gap score improved by 1 point.

Transitions from 6th grade to AMS have improved, but still have a long way to go. We have a significant number of entering 7th graders who arrive below grade level in reading and math.

AMS must maintain a sense of urgency and focus on each child. AMS must consistently formatively assess each student and utilize common assessments within departments.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Ashland Middle's growth score dropped by 2.9 points. Staff has already met and implemented several strategies to positively impact student achievement for all students. By focusing on growth for all achievement levels, we believe we can improve growth areas significantly and quickly. AMS will be utilizing our MAP data to make decisions regarding student growth.

AMS must focus attention on gaps identified in K-Prep with regards to students with disabilities in the areas of reading and math as well as overall achievement levels. Additionally, though College Readiness improved over last year, there is still much room for growth. Each English/Math and special education teacher participates in a weekly PLC and utilizes common formative assessments to adjust instruction. They are also enrolled in job-embedded professional development related to reading, writing, and math.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

AMS will be utilizing Delivery Targets as our goals as well as "keeping the GAP in mind." We will be utilizing job-embedded professional development and focusing on each child with regards to achievement. Full attention to MAP scores and curriculum maps will assist with determining which students need RTI.

Students identified below-grade level, as identified by MAP data, are placed in intervention courses that utilize research-based instructional practices. Students identified as at-risk based on attendance, behavior, and classroom grades are placed in study skills classes and assigned to meet individually with an administrator weekly.

# **The Missing Piece**

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

All parents and staff have the opportunity to review components of the CSIP at any time. The CSIP is a fluid document allowing for changes as needed.

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient



## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient



## **Reflection**

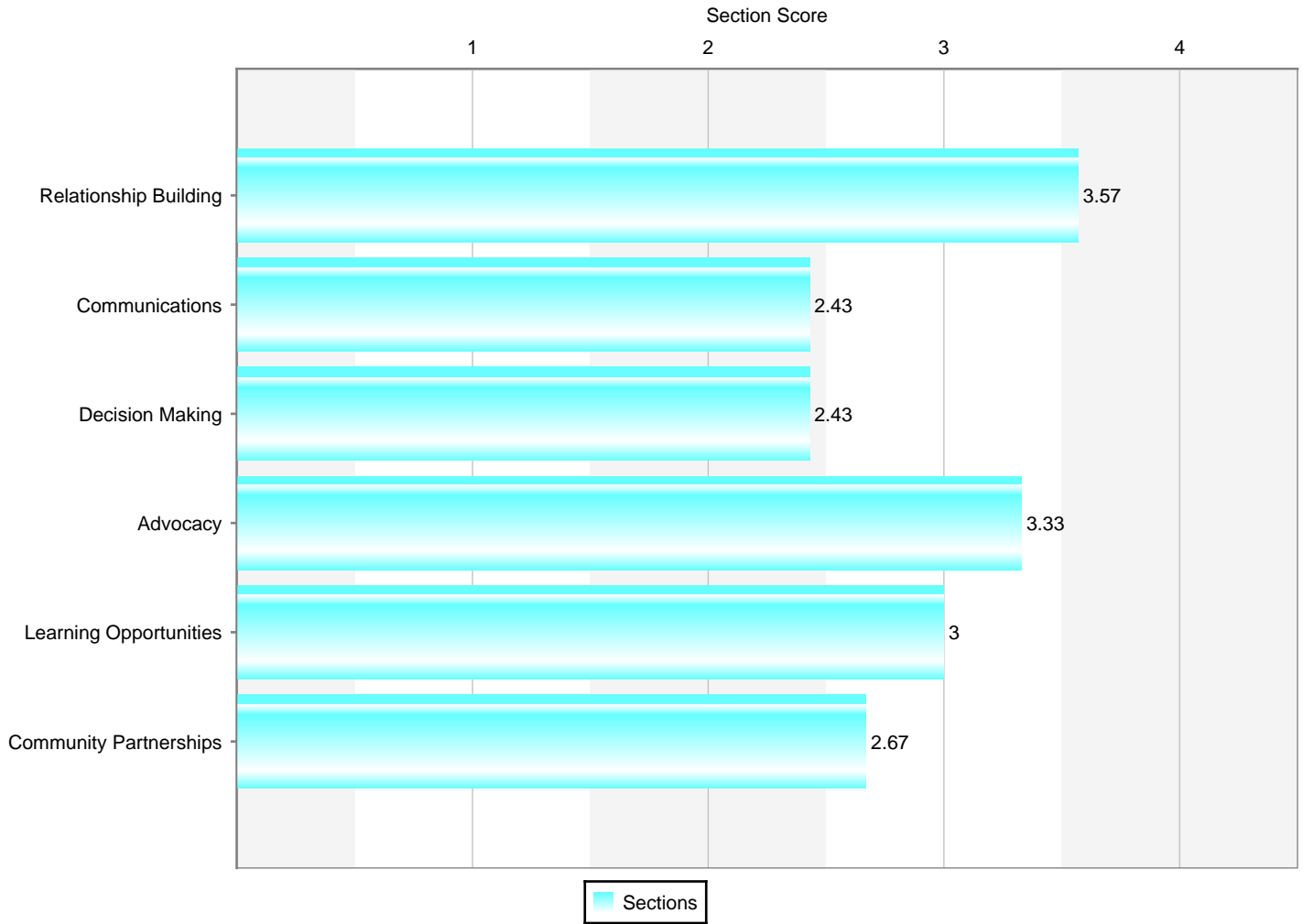
Reflect upon your responses to each of the Missing Piece objectives.

**Reflect upon your responses to each of the Missing Piece objectives.**

Strengths include disseminating data to parents/guardians. Staff also works to collaborate with families and community partners. Areas in need of improvement include the percentage of families engaged in the school process and in receiving training. The AMS council and staff will work to develop a plan for systemic parent engagement in the learning process and in providing training to parents.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders are informed of the opportunity and invited to participate in committee work at schedule distribution during the summer. Committees meet as needed throughout the year either in person or via email, phone conference, etc. SBDMC policy provides clear expectations for committee work. Once the CSIP was completed in draft form, all stakeholders had a chance to review by accessing our school website. Paper copies are available at the school and are provided upon request. Stakeholders were given the chance to make suggestions to the SBDMC on the draft copy. The CSIP is on every regular monthly SBDMC agenda. The public may address any concerns to the CSIP at any of these meetings.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Committees are made up of staff and parents. Ultimately, the council will vote on a draft copy of the plan and submit it to the board of education for review and approval.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Once approved, the final copy of the CSIP is posted to the school website. Also, paper copies are available upon request. The CSIP is a regular monthly SBDMC agenda item. The CSIP may be addressed at any of these meetings. Additionally, staff frequently discusses the CSIP and its contents in PLCs, faculty meetings, and team meetings.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		



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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	N/A	

# KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

**KDE Comprehensive School Improvement Plan**

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.ashland.kyschools.us">www.ashland.kyschools.us</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	N/A	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	N/A	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Compliance and Accountability - Middle Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**  
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
 Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:  
 Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

**Goal 2:**  
 Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

**Measurable Objective 1:**  
 collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

**Strategy1:**  
 CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:  
 Research Cited: KDE

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

## Strategy1:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

## Strategy2:

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal



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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

### Strategy3:

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

### Strategy4:

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

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collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

## Strategy1:

Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:

Research Cited:

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

## Strategy2:

Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:

Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

## Strategy3:

Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:

Research Cited: RTI and formative assessments are both research-based best practices.

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Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

### Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

### Strategy1:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

# KDE Comprehensive School Improvement Plan

Ashland Middle School

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<b>Activity - Program Review Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs



# KDE Title I Report

Ashland Middle School

Ashland Independent

David Greene, Principal  
2800 Kansas St  
Ashland, KY 41102

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## **Introduction**

Complete the Title I requirement that is applicable to your school.

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:

Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

**Strategy2:**

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Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:

Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

### Strategy3:

Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:

Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

### Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

### Strategy1:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

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Research Cited:

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

**Strategy2:**

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

**Strategy3:**

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

**Strategy4:**

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

**Goal 3:**

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

**Measurable Objective 1:**

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

**Strategy1:**

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

**Strategy2:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide

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accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

<b>Activity - EXPLORE Review</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:  
Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

**Strategy2:**  
Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:  
Research Cited: Professional development through local co-op is research-based.

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Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

**Strategy3:**

Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:

Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

**Goal 2:**

SY 2014-2015

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Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

### Strategy1:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

### Strategy2:

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

### Strategy3:

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

SY 2014-2015

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Category:

Research Cited: KDE

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

**Strategy4:**

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

**Goal 3:**

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

**Measurable Objective 1:**

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

**Strategy1:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

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**Strategy2:**

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:  
Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

**Goal 2:**  
Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

**Measurable Objective 1:**  
collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

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## Strategy1:

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

## Strategy2:

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

## Strategy3:

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

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**Strategy4:**

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

**Goal 3:**

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

**Measurable Objective 1:**

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

**Strategy1:**

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

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### Strategy2:

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

### Narrative:

Only certified teachers are interviewed and/or considered during the hiring process. Para-educators are hired based on qualifications as identified during the application process and in conjunction with school board hiring policies.

## Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).  
Category:  
Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

**Goal 2:**  
Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

**Measurable Objective 1:**  
collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

**Strategy1:**  
CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.  
Category:  
Research Cited: KDE



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<b>Activity - Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:  
Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

**Goal 2:**  
Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

**Measurable Objective 1:**  
collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

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## Strategy1:

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

## Strategy2:

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

## Strategy3:

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

# KDE Title I Report

Ashland Middle School

## Strategy4:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

## Goal 3:

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

## Measurable Objective 1:

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

## Strategy1:

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

## Strategy2:

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

**KDE Title I Report**

Ashland Middle School

<b>Activity - Student Goal Setting/Planning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

<b>Activity - Operation Preparation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

## Component 6: Parent Involvement

### Parent Involvement

#### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

#### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

#### Strategy1:

Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:

Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

#### Strategy2:

Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:

Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

# KDE Title I Report

Ashland Middle School

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

### Strategy3:

Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:

Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

### Goal 2:

SY 2014-2015

# KDE Title I Report

Ashland Middle School

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

### Strategy1:

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

### Strategy2:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

### Strategy3:

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal



**KDE Title I Report**

Ashland Middle School

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

**Strategy4:**

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

**Goal 3:**

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

**Measurable Objective 1:**

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

**Strategy1:**

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

**KDE Title I Report**

Ashland Middle School

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

**Strategy2:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:  
Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

**Strategy2:**  
Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:  
Research Cited:

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

# KDE Title I Report

Ashland Middle School

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

### Strategy3:

Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:

Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team



## Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

### Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).  
Category:  
Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

**Strategy2:**  
Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.  
Category:  
Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

# KDE Title I Report

Ashland Middle School

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

### Strategy3:

Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:

Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

**Goal 2:**

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

**Strategy1:**

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

**Strategy2:**

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

**Strategy3:**

SY 2014-2015



## KDE Title I Report

Ashland Middle School

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

### Strategy4:

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

### Goal 3:

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

### Measurable Objective 1:

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

### Strategy1:

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

**KDE Title I Report**

Ashland Middle School

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

**Strategy2:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

## Component 9: Activities to Ensure that Students Meet State Academic Standards

### Activities to Ensure that Students Meet State Academic Standards

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:  
Research Cited:

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

**Strategy2:**  
Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:  
Research Cited: RTI and formative assessments are both research-based best practices.

# KDE Title I Report

Ashland Middle School

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC

Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

### Strategy3:

Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:

Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

### Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

SY 2014-2015

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

**Strategy1:**

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

**Strategy2:**

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

**Strategy3:**

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

# KDE Title I Report

Ashland Middle School

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

## Strategy4:

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

## Goal 3:

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

## Measurable Objective 1:

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

## Strategy1:

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

**KDE Title I Report**

Ashland Middle School

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

**Strategy2:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**Goal 1:**  
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 28.9% in 2012 to 50.2% by 05/29/2015 as measured by The School Report Card.

**Strategy1:**  
Best Practice - Teachers will collaborate to target each student identified in the non-duplicated gap group. Teachers will utilize common formative assessments and curriculum maps to provide relevant and rigorous instruction. Students may be placed in a reading/math intervention course or a study skills course based on data analysis.

Category:  
Research Cited: RTI and formative assessments are both research-based best practices.

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize common assessments in order to find gaps in instruction and learning. Information will be shared weekly at PLCs.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Team

Activity - Highly Qualified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers. In addition, council will first consider applicants for instructional assistant vacancies who have required number of college credits or who have successfully completed the Kentucky Paraeducator Assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal/SBDMC



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Activity - Study Skills Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will be placed in a study skills class to replace an elective. Study skills class will utilize research-based activities daily.	Academic Support Program			01/01/2015	12/31/2015	\$90000 - District Funding	Resource Teachers

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research-based interventions in reading and math based on needs identified by assessment data.	Academic Support Program			01/01/2015	12/31/2015	\$100000 - District Funding	SBDMC and Principal

### Strategy2:

Professional Development - Teachers will be provided job-embedded professional development related to reading and math through the local co-op (KEDC).

Category:

Research Cited: Professional development through local co-op is research-based.

Activity - Job-Embedded On-going Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA, Math, and Resource Teachers will receive job-embedded professional development in cooperation with KEDC.	Academic Support Program			01/01/2015	12/31/2015	\$80000 - District Funding	Administrative Team, ELA, math, and resource teachers.

### Strategy3:

Progress Monitoring - Students targeted for assistance in non-duplicated gap group will be monitored for growth using common assessments, standardized testing data, and MAP results.

Category:

Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the Measures of Academic Progress assessment three times annually. Interventions will be provided to students not achieving on grade level.	Academic Support Program			08/01/2014	12/31/2015	\$0 - District Funding	All Staff

Activity - Monitor Gap Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement towards determined goals will be monitored using student goal sheets.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	School Administrative Staff, core teachers, Gear-Up staff

**Goal 2:**

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 61.3% by 05/29/2015 as measured by the school report card.

**Strategy1:**

CIITS - Increase school wide level of access and engagement with CIITS. Utilize CIITS for Lesson Planning and Common Assessments.

Category:

Research Cited: KDE

Activity - CIITS for Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, sharing resources, assessing, and data analysis.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with training opportunities to enhance CIITS use.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal

**Strategy2:**

RTI - Staff collaborates to review academic and behavioral data for each student.

Category:

Research Cited: RTI

Activity - RTI Processes Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI process is monitored and adjusted as necessary.	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, SBDMC

**Strategy3:**

Curriculum Alignment/Assessment - Staff will collaborate to effectively embed Common Core Standards in classroom instruction and formative assessment.

Category:

Research Cited: KDE

**KDE Title I Report**

Ashland Middle School

Activity - Curriculum implemented using best practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of curriculum using best practices for instruction and assessment.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Administrative Team

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum maps and make adjustments as needed.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Principal, PLCs

**Strategy4:**

Program Review - Effectively engage ALL staff in the school's program review process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet regularly to review evidence and to ensure all teachers are contributing.	Academic Support Program			08/20/2014	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and analyze gaps in program areas to determine next steps.	Academic Support Program			01/01/2015	05/29/2015	\$0 - No Funding Required	Principal, Program Review Team Chairs

**Goal 3:**

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

**Measurable Objective 1:**

collaborate to increase CCR points from 39 to 60 by 09/30/2015 as measured by ACT 8th grade Explore data.

**Strategy1:**

Targeted Intervention - Staff will collaborate to provide targeted assistance to students not meeting Explore benchmark and to provide accelerated opportunities for students performing substantially above benchmark.

Category:

Research Cited:

**KDE Title I Report**

Ashland Middle School

Activity - EXPLORE Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be provided for students not meeting benchmark.	Academic Support Program			09/30/2014	09/30/2015	\$0 - No Funding Required	Principal, ELA, math, resource, and Gear-Up staff

**Strategy2:**

Academic Advising - School will develop a comprehensive advising plan to meet the needs of all students.

Category:

Research Cited:

Activity - Student Goal Setting/Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will use ILP results and EPAS results to plan intentionally with student to identify dreams and strengths and set goals towards them.	Career Preparation/Orientation			01/01/2015	05/29/2015	\$20000 - Other	Administrators, Faculty, and Gear-Up staff

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will set aside a week to focus on planning for college. Verity will partner with Gear-Up Kentucky and our community to provide a meaningful event for students.	Career Preparation/Orientation			03/01/2015	03/30/2015	\$2000 - Other	Administrative Team, Youth Service Center, Gear-Up Staff

**Goal 4:**

Increase teacher capacity for implementation of PGES to 100% by June 30, 2014.

**Measurable Objective 1:**

demonstrate a proficiency by the principal in the Professional Growth Effectiveness System and Teachscape program by 05/01/2014 as measured by documenting % of proficient teachers as identified by PGES..

**Strategy1:**

PLC/Faculty Training - All teachers will participate in roll out activities during faculty meetings and PLC meetings. Teachers who are going through the pilot program will serve to advise faculty.

Category:

Research Cited:

Activity - PGES Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings and PLCs used for training.	Academic Support Program			08/14/2013	05/30/2014	\$0 - General Fund	Principal

