



Comprehensive School Improvement Plan

Todd County Middle School
Todd County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Minority Students: 22.7%

Students with Disabilities: 11.7%

ELL: 2%

Free/Reduced Lunch: 64%

Total Gap Group: 66.8%

Teachers with 1-3 years experience: 27%

15-16 Teacher Turnover: 41.7%

With a diverse population, 2/3 of student population as free/reduced lunch, nearly 1/3 of staff with 1-3 years experience, and a teacher turnover rate of 41.7%, TCMS is working to build capacity regarding core instruction with all teachers, as well as address students who are at-risk. Equity in core instruction will be delivered through Tiers II and III instructional levels, differentiation, and intervention classes for reading and math. More attention, however, could be given to relationships and instructional capacity for students in poverty.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers:

Young staff and high teacher turnover

Large numbers of gap students (free/red. lunch, sp. ed., minority) resulting in a need for equitable and specialized instruction to meet all students' needs

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Root causes:

Young staff and teacher turnover: Leadership styles and culture have contributed to high teacher turnover in the past. Additionally, attempts at creating a culture of learning and a shift to equitable teacher accountability resulted in staff leaving, which contributes to the new teacher hires and additional KTIP demands.

Large number of gap students: Whole group instruction has lead to a disconnect in instruction regarding students who may be low- or high-achieving or from low income situations. Differentiation, intervention courses for math and reading, and Tier II and III instruction have not always been the focus of instruction in order to meet all students' needs.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Gap Goal - Students in the non-duplicated gap group at Todd County Middle School will improve proficient/distinguished ratings from 34.2% in 2015 to 66.7 in 2019.

Measurable Objective 1:

58% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in

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proficient/distinguished achievement in Reading by 05/19/2017 as measured by KPREP scores .

Strategy1:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RTI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category:

Research Cited:

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0 - No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0 - No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative.

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

Strategy2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

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Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instruction Supervisor

Measurable Objective 2:

55% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in proficient/distinguished achievement in Mathematics by 05/19/2017 as measured by KPREP scores .

Strategy1:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instruction Supervisor

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Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Strategy2:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RTI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category:

Research Cited:

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0 - No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

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Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0 - No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative.

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

Measurable Objective 3:

56% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency of proficient/distinguished student achievement in Writing by 05/31/2016 as measured by KPREP scores .

Strategy1:

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Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instruction Supervisor

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/31/2016	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Strategy2:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RTI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0 - No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative.

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Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0 - No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

Goal 2:

Novice Reduction Goal - The number of students scoring novice on KPREP in all content areas will decrease 50% by May 2019.

Measurable Objective 1:

75% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in achievement in Reading by 05/17/2016 as measured by a reduction in novice scores on KPREP.

Strategy1:

Rtl/KSI - Students who qualify to be in math intervention, with particular attention to students with disabilities and African-American gap groups, will be provided additional instruction by a math interventionist. Interventionist will determine entrance into intervention class through multiple sources of data, including KPREP, MAP, classroom data, or Star Math, and will set goals with students per the Response to Intervention plan. Students will also receive Tier II and III intervention through the classroom teacher.

Category: Management Systems

Research Cited:

Activity - Data Teams and Data-driven Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be targeted for intervention through the data-teams process, or through other data-driven decision making processes. Instruction for intervention will be research- and skill-based in order to meet students' needs.	Academic Support Program	09/15/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, Interventionist, administration, District personnel - Instructional Supervisor and Special Education Coordinator

Strategy2:

Content Area Novice Reduction Goals - Teachers will create a novice reduction goal for specific content areas that is driven by KPREP data.

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Category: Continuous Improvement

Research Cited:

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the Response to Intervention, data teams and data retreat processes, teachers will utilize targeted intervention for students who are scoring novice. Documentation of interventions will be maintained on the Rtl Student Data Tracking Form and the Intervention Tab in Infinite Campus.	Academic Support Program	10/02/2015	05/17/2016	\$0 - No Funding Required	TCMS teachers, Interventionists, administration, guidance counselor

Measurable Objective 2:

65% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in achievement in Mathematics by 05/17/2016 as measured by a reduction in novice scores on KPREP.

Strategy1:

Rtl/KSI - Students who qualify to be in math intervention, with particular attention to students with disabilities and African-American gap groups, will be provided additional instruction by a math interventionist. Interventionist will determine entrance into intervention class through multiple sources of data, including KPREP, MAP, classroom data, or Star Math, and will set goals with students per the Response to Intervention plan. Students will also receive Tier II and III intervention through the classroom teacher.

Category: Management Systems

Research Cited:

Activity - Data Teams and Data-driven Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be targeted for intervention through the data-teams process, or through other data-driven decision making processes. Instruction for intervention will be research- and skill-based in order to meet students' needs.	Academic Support Program	09/15/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, Interventionist, administration, District personnel - Instructional Supervisor and Special Education Coordinator

Strategy2:

Content Area Novice Reduction Goals - Teachers will create a novice reduction goal for specific content areas that is driven by KPREP data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the Response to Intervention, data teams and data retreat processes, teachers will utilize targeted intervention for students who are scoring novice. Documentation of interventions will be maintained on the Rtl Student Data Tracking Form and the Intervention Tab in Infinite Campus.	Academic Support Program	10/02/2015	05/17/2016	\$0 - No Funding Required	TCMS teachers, Interventionists, administration, guidance counselor

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Goal 3:

Administration sets goals related to working conditions as indicated by results on TELL Survey.

Measurable Objective 1:

demonstrate a proficiency for planning and implementing professional learning opportunities for staff that are differentiated to their professional needs by 05/18/2016 as measured by results on TELL or Val-Ed surveys.

Strategy1:

Evaluate TELL results from spring 2015 - Professional learning opportunities will be provided for individual teacher practice based on their Professional Growth and Student Growth Goals, as well as opportunities in PLCs to address specific needs.

Category: Continuous Improvement

Research Cited:

Activity - Differentiated Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies and Science Content Networks, Conceptual Building Blocks (math), Co-Teaching for Gap Closure, ISLN, PLCs, etc.	Professional Learning	08/25/2015	05/18/2016	\$5000 - District Funding	Teachers, administration

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize teacher leaders within the school to share their learning from professional development opportunities through PLCs, Early Release Fridays, or other opportunities.	Professional Learning	08/25/2015	05/17/2016	\$0 - No Funding Required	TCMS teachers and teacher leaders, administration

Activity - Professional Growth Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will utilize areas for teacher growth identified in the TPGES and Other PGES, and student data, to plan professional learning. Additionally, gain information about teacher professional growth needs through perception data (surveys), and utilize feedback regarding professional learning opportunities to plan future learning.	Professional Learning	08/25/2015	05/17/2016	\$0 - No Funding Required	TCMS staff and administration

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

SBDM Council Members

Principal and Asst. Principal

TCMS Certified Staff, with specific input from aspiring principals in the Leading to Learn grant

Relationship Building

Overall Rating: 2.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	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
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.14

	Statement or Question	Response	Rating
3.1	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	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).	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, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	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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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	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
4.3	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
4.4	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
4.5	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
4.6	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

Comprehensive School Improvement Plan

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	Statement or Question	Response	Rating
4.7	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

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	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
5.4	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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	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
5.6	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • 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. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	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.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	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.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 1.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	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
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	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

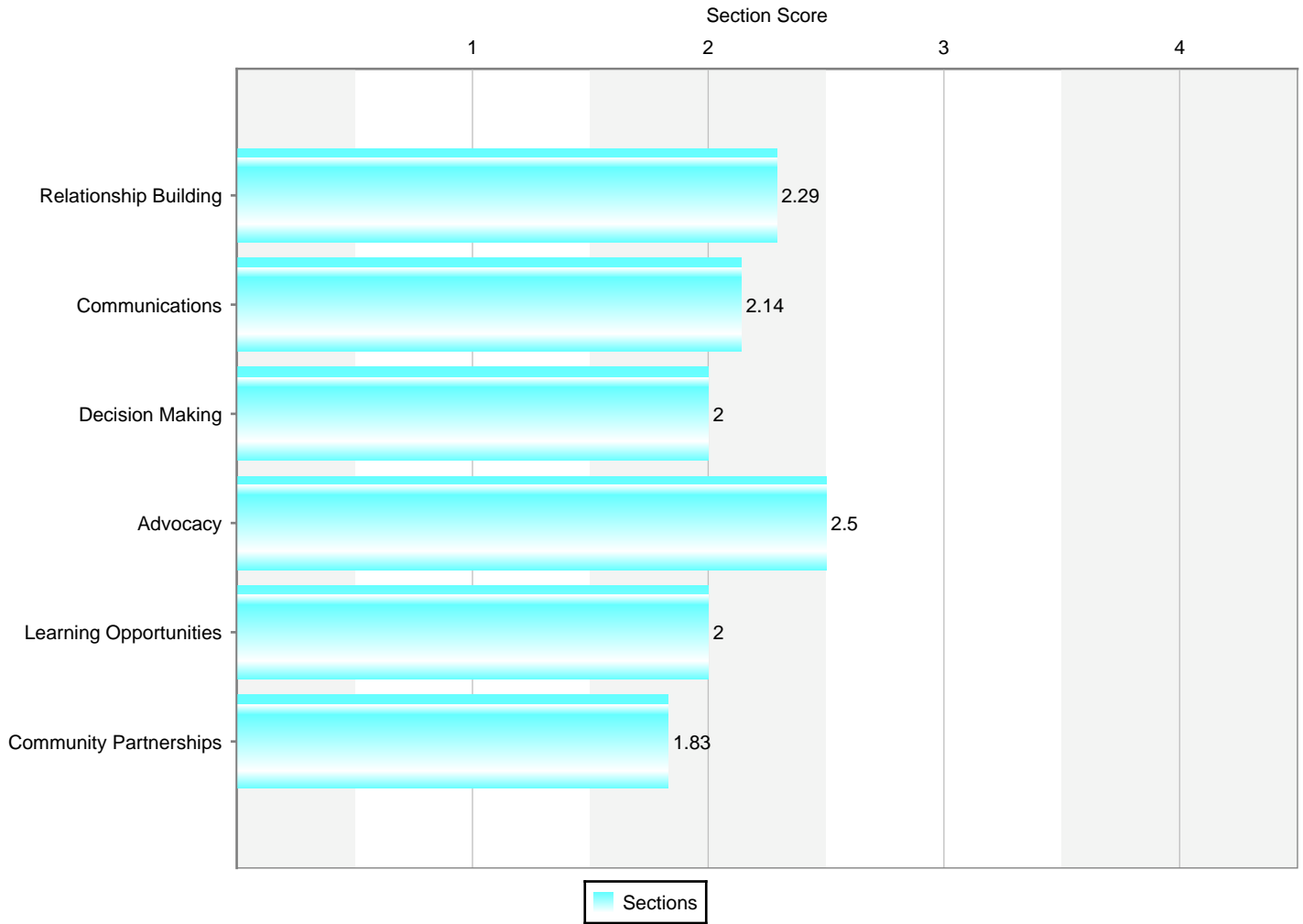
Reflection

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

The community-parent connection is an area TCMS needs to strengthen. Leadership has created goals regarding this need, and is working toward bolstering involvement and parent awareness of the school's programs and opportunities through teachers' weekly newsletters, school morning report, and quarterly newsletters. A community-parent relations committee will be formed to address some of these deficiencies.

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.

A strategic planning committee was established to evaluate KPREP and Star diagnostic data for reading and math, and was composed of the principal, asst. principal, and teachers who are aspiring principals through the Leading to Learn grant. This committee met during the school day, and teachers were allowed subs for the day to cover their classes. Additionally, the entire certified staff participated in a data retreat, which was held during the October 2016 Curriculum Day. Teachers received refresher training regarding the data retreat process beforehand, and worked through several sets of data to make observations, hypotheses, and goals for the school year.

Academic Performance, Efficiency, and Learning Environment committees also work together to accomplish goals for their respective roles at least 3 times per semester.

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

All committees have representation from each content area and will review the CSIP goals and objectives before submission. In March, they also conduct an Implementation and Impact check of the CSIP and the progress of the identified goals.

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

The CSIP will be communicated to SBDM via teacher representatives and principal. The CSIP will be announced on the daily TCMS morning report, and parents and stakeholders will be directed to the school's website to access the plan. The Implementation and Impact check will occur in March where all certified staff members will review the progress regarding goals.

Phase I - 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?

What are our areas of greatest need and how do we address them?

What content areas require the most attention and why?

Which students require the most attention, why, and how do we best address their individual needs?

What are the areas that are experiencing success, what are the successes, and how do we sustain them?

Novice reduction will be our renewed focus for the 2016-17 school year, with specific attention to students with disabilities, minority students, and free/reduced lunch students. Reading, math, and writing will continue to be the content focus for achievement.

The data does not tell us exactly what deficits are present with the specified student groups above. Questions still remain regarding why certain groups score low in specific areas. Strategies for success can not be answered by data, but can only be hypothesized by teachers and administration. We will continue to analyze data from student work in order to determine needs.

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?

TCMS PLCs continue to build capacity around standards, alignment of instruction and assessment, and analysis of data. Teachers are working to align their pacing, unit plans, and lesson plans in order to meet the requirements of the standards.

Also, the data teams process allows for deep analysis of individual student data in order to tailor instruction to specific needs. The addition of Star math and reading diagnostic and benchmark testing will also allow teachers to know student needs.

Opportunities for Improvement

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

Our greatest area of need are students with disabilities and African Americans scoring proficient and distinguished in reading and math.

Similarly, all areas need to see a dramatic reduction in novice performance.

Additionally, students scoring distinguished needs to improve in reading, writing, and math.

Professional learning communities are focused on standards-based instruction and assessment literacy. In addition to this, the Conceptual Building Blocks professional learning is being scaled to the entire department.

The Response to Intervention plan has been revised and will be revisited numerous times in PLCs; interventionists are in place for those who qualify for Tiers II and III instruction, and the ESS Daytime Waiver is being utilized to place the interventionists in classes with students who qualify for Tiers II and III (including Advanced Tier III) instruction. Data-driven decision making is a focus for TCMS this year as well.

Conclusion

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

Intentional efforts for intervention and differentiation at the individual student level should be made in the areas of math/reading/writing for students with disabilities and African Americans, as well as students who qualify as gifted or Tier III advanced in order to bolster distinguished ratings. The Star reading and math diagnostics and benchmark assessments will help teachers understand students' achievements and needs in these areas.

Strategies:

Data Teams process for targeting specific students. Plan accordingly for the students who are not achieving.

Response to Intervention tracking of specific skills for students in these groups, and, additionally, for the Advanced Tier III.

16-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

16-17 Plan for Comprehensive School Improvement Plan

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	Gap Goal - Students in the non-duplicated gap group at Todd County Middle School will improve proficient/distinguished ratings from 34.2% in 2015 to 66.7 in 2019.	Objectives: 3 Strategies: 2 Activities: 6	Academic	\$0
2	Novice Reduction Goal - The number of students scoring novice on KPREP in all content areas will decrease 50% by May 2019.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
3	Administration sets goals related to working conditions as indicated by results on TELL Survey.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5000
4	Proficiency Goal - Increase overall reading and math combined achievement KPREP proficient/distinguished for all students.	Objectives: 2 Strategies: 6 Activities: 7	Academic	\$4000
5	Students will be provided opportunities to learn as dictated by the Writing, PLCS, and Arts/Humanities program review criteria.	Objectives: 3 Strategies: 1 Activities: 1	Academic	\$0
6	CCR Goal - All students at Todd County Middle School will begin to plan for a college and/or career path.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: Gap Goal - Students in the non-duplicated gap group at Todd County Middle School will improve proficient/distinguished ratings from 34.2% in 2015 to 66.7 in 2019.

Measurable Objective 1:

58% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in proficient/distinguished achievement in Reading by 05/19/2017 as measured by KPREP scores .

(shared) Strategy 1:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RTI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0	No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative .

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0	No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

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Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0	No Funding Required	All TCMS staff and administration , RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

(shared) Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration , district Instruction Supervisor

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration , district Instructional Supervisor, Leading to Learn representative

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Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Measurable Objective 2:

56% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency of proficient/distinguished student achievement in Writing by 05/31/2016 as measured by KPREP scores .

(shared) Strategy 1:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RTI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0	No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative .

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0	No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.
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Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0	No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

(shared) Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instruction Supervisor

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Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Measurable Objective 3:

55% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in proficient/distinguished achievement in Mathematics by 05/19/2017 as measured by KPREP scores .

(shared) Strategy 1:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RTI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0	No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative .

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Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0	No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration , RTI staff, District Instructional Supervisor, and Special Ed Director.

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0	No Funding Required	All TCMS staff and administration , RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

(shared) Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instruction Supervisor
Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative
Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/31/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Goal 2: Novice Reduction Goal - The number of students scoring novice on KPREP in all content areas will decrease 50% by May 2019.

Measurable Objective 1:

65% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in achievement in Mathematics by 05/17/2016 as measured by a reduction in novice scores on KPREP.

(shared) Strategy 1:

Rtl/KSI - Students who qualify to be in math intervention, with particular attention to students with disabilities and African-American gap groups, will be provided additional instruction by a math interventionist. Interventionist will determine entrance into intervention class through multiple sources of data, including KPREP, MAP, classroom data, or Star Math, and will set goals with students per the Response to Intervention plan. Students will also receive Tier II and III intervention through the classroom teacher.

Comprehensive School Improvement Plan

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Category: Management Systems

Activity - Data Teams and Data-driven Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be targeted for intervention through the data-teams process, or through other data-driven decision making processes. Instruction for intervention will be research- and skill-based in order to meet students' needs.	Academic Support Program	09/15/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, Interventionist, administration, District personnel - Instructional Supervisor and Special Education Coordinator

(shared) Strategy 2:

Content Area Novice Reduction Goals - Teachers will create a novice reduction goal for specific content areas that is driven by KPREP data.

Category: Continuous Improvement

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Response to Intervention, data teams and data retreat processes, teachers will utilize targeted intervention for students who are scoring novice. Documentation of interventions will be maintained on the RtI Student Data Tracking Form and the Intervention Tab in Infinite Campus.	Academic Support Program	10/02/2015	05/17/2016	\$0	No Funding Required	TCMS teachers, Interventionists, administration, guidance counselor

Measurable Objective 2:

75% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in achievement in Reading by 05/17/2016 as measured by a reduction in novice scores on KPREP.

(shared) Strategy 1:

RtI/KSI - Students who qualify to be in math intervention, with particular attention to students with disabilities and African-American gap groups, will be provided additional instruction by a math interventionist. Interventionist will determine entrance into intervention class through multiple sources of data, including KPREP, MAP, classroom data, or Star Math, and will set goals with students per the Response to Intervention plan. Students will also receive Tier II and III intervention through the classroom teacher.

Category: Management Systems

Activity - Data Teams and Data-driven Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Todd County Middle School

Students will be targeted for intervention through the data-teams process, or through other data-driven decision making processes. Instruction for intervention will be research- and skill-based in order to meet students' needs.	Academic Support Program	09/15/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, Interventionist, administration, District personnel - Instructional Supervisor and Special Education Coordinator
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(shared) Strategy 2:

Content Area Novice Reduction Goals - Teachers will create a novice reduction goal for specific content areas that is driven by KPREP data.

Category: Continuous Improvement

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Response to Intervention, data teams and data retreat processes, teachers will utilize targeted intervention for students who are scoring novice. Documentation of interventions will be maintained on the RtI Student Data Tracking Form and the Intervention Tab in Infinite Campus.	Academic Support Program	10/02/2015	05/17/2016	\$0	No Funding Required	TCMS teachers, Interventionist, administration, guidance counselor

Goal 3: Administration sets goals related to working conditions as indicated by results on TELL Survey.

Measurable Objective 1:

demonstrate a proficiency for planning and implementing professional learning opportunities for staff that are differentiated to their professional needs by 05/18/2016 as measured by results on TELL or Val-Ed surveys.

Strategy 1:

Evaluate TELL results from spring 2015 - Professional learning opportunities will be provided for individual teacher practice based on their Professional Growth and Student Growth Goals, as well as opportunities in PLCs to address specific needs.

Category: Continuous Improvement

Activity - Differentiated Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Todd County Middle School

Social Studies and Science Content Networks, Conceptual Building Blocks (math), Co-Teaching for Gap Closure, ISLN, PLCs, etc.	Professional Learning	08/25/2015	05/18/2016	\$5000	District Funding	Teachers, administration
Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize teacher leaders within the school to share their learning from professional development opportunities through PLCs, Early Release Fridays, or other opportunities.	Professional Learning	08/25/2015	05/17/2016	\$0	No Funding Required	TCMS teachers and teacher leaders, administration
Activity - Professional Growth Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will utilize areas for teacher growth identified in the TPGES and Other PGES, and student data, to plan professional learning. Additionally, gain information about teacher professional growth needs through perception data (surveys), and utilize feedback regarding professional learning opportunities to plan future learning.	Professional Learning	08/25/2015	05/17/2016	\$0	No Funding Required	TCMS staff and administration

Goal 4: Proficiency Goal - Increase overall reading and math combined achievement KPREP proficient/distinguished for all students.

Measurable Objective 1:

63% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in proficient/distinguished achievement in Reading by 05/19/2017 as measured by KPREP scores .

Strategy 1:

Professional Learning - Teachers and administrators will participate in professional learning in order to best serve gap groups.

Category: Professional Learning & Support

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will participate in continued training regarding curriculum best practices in-house for Literacy Design Collaborative and through other resources regarding curriculum design practices.	Professional Learning	07/30/2015	05/31/2016	\$0	No Funding Required	ELA and writing teachers, administration, district Instructional Supervisor

Comprehensive School Improvement Plan

Todd County Middle School

(shared) Strategy 2:

Establish a rigorous, aligned curriculum - Opportunities to establish a vertically aligned curriculum will be provided through professional learning time and structures (PLCs and PD days).

Category: Continuous Improvement

Activity - Standards pacing and bundling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided time to pace and bundle their standards to establish a working document that is revised according to best practices throughout the year. Additionally, curriculum maps will be established and submitted to ClITS throughout the year to guide instruction and assessment.	Academic Support Program	07/30/2015	05/18/2016	\$0	No Funding Required	Teachers, administration

(shared) Strategy 3:

Data Teams - The data teams process will be implemented through PLCs regularly in order to target specific populations who aren't achieving at the proficient level.

Category: Continuous Improvement

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5-step data teams process requires teachers to chart data for pre-, mid-, or summative assessments in order to identify successful or weak instruction and assessment strategies for all students. Aligned instruction and assessment is planned and implemented as a result of the data study.	Academic Support Program	11/04/2015	05/18/2016	\$0	No Funding Required	Teachers, administration, Leading to Learn support staff

(shared) Strategy 4:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Professional Learning & Support

Research Cited: DrFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	08/25/2015	05/10/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor and District Assessment Coordinator

Comprehensive School Improvement Plan

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(shared) Strategy 5:

RtI/KSI - The RtI plan will be modified and implemented with fidelity in order to align with Kentucky System of Interventions requirements.

Category: Continuous Improvement

Activity - Review and Align RtI plan with Kentucky System of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RtI team will collaborate and align plan to RtI/KSI requirements with SBDM approval.	Academic Support Program	07/31/2015	12/31/2015	\$0	No Funding Required	Reading and Math Interventionists, administration, District Special Education Coordinator, District Instructional Supervisor, TCMS Guidance Counselor, and TCMS teachers

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students through the RtI Student Data Tracking Documentation Form for Tiers II and III. Interventionists will conduct intervention classes for reading and math, which will address students who qualify for Tier II and III instruction. Interventionists will co-teach with classroom teachers weekly to further address Tier III instruction through the use of substitute teachers in their classrooms funded by Daytime ESS waiver. Classroom teachers will use KPREP data as the universal screener to place students, and then modify placement using classroom, MAP, Read 180, Star Math, or other data.	Academic Support Program	09/01/2015	05/17/2016	\$3000	Other	TCMS teachers, administration, District Special Education Coordinator, District Instructional Supervisor, Gifted Coordinator, Guidance Counselor, District Assessment Coordinator, Interventionists, and ESS Daytime Waiver subs

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Measurable Objective 2:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of proficient/distinguished student achievement in Mathematics by 05/19/2017 as measured by KPREP scores .

(shared) Strategy 1:

Establish a rigorous, aligned curriculum - Opportunities to establish a vertically aligned curriculum will be provided through professional learning time and structures (PLCs and PD days).

Category: Continuous Improvement

Activity - Standards pacing and bundling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided time to pace and bundle their standards to establish a working document that is revised according to best practices throughout the year. Additionally, curriculum maps will be established and submitted to CIITS throughout the year to guide instruction and assessment.	Academic Support Program	07/30/2015	05/18/2016	\$0	No Funding Required	Teachers, administration

(shared) Strategy 2:

Data Teams - The data teams process will be implemented through PLCs regularly in order to target specific populations who aren't achieving at the proficient level.

Category: Continuous Improvement

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5-step data teams process requires teachers to chart data for pre-, mid-, or summative assessments in order to identify successful or weak instruction and assessment strategies for all students. Aligned instruction and assessment is planned and implemented as a result of the data study.	Academic Support Program	11/04/2015	05/18/2016	\$0	No Funding Required	Teachers, administration, Leading to Learn support staff

(shared) Strategy 3:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Professional Learning & Support

Research Cited: DrFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	08/25/2015	05/10/2016	\$0	No Funding Required	TCMS teachers, administration, district Instructional Supervisor and District Assessment Coordinator
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(shared) Strategy 4:

Rtl/KSI - The Rtl plan will be modified and implemented with fidelity in order to align with Kentucky System of Interventions requirements.

Category: Continuous Improvement

Activity - Review and Align Rtl plan with Kentucky System of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl team will collaborate and align plan to Rtl/KSI requirements with SBDM approval.	Academic Support Program	07/31/2015	12/31/2015	\$0	No Funding Required	Reading and Math Interventionists, administration, District Special Education Coordinator, District Instructional Supervisor, TCMS Guidance Counselor, and TCMS teachers

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will monitor students through the RtI Student Data Tracking Documentation Form for Tiers II and III. Interventionists will conduct intervention classes for reading and math, which will address students who qualify for Tier II and III instruction. Interventionists will co-teach with classroom teachers weekly to further address Tier III instruction through the use of substitute teachers in their classrooms funded by Daytime ESS waiver. Classroom teachers will use KPREP data as the universal screener to place students, and then modify placement using classroom, MAP, Read 180, Star Math, or other data.</p>	<p>Academic Support Program</p>	<p>09/01/2015</p>	<p>05/17/2016</p>	<p>\$3000</p>	<p>Other</p>	<p>TCMS teachers, administration, District Special Education Coordinator, District Instructional Supervisor, Gifted Coordinator, Guidance Counselor, District Assessment Coordinator, Interventionists, and ESS Daytime Waiver subs</p>
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Strategy 5:

Professional Learning - Teachers will participate in content-area professional development.

Category: Professional Learning & Support

Activity - Math Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math teachers will participate in the Math Plus and Conceptual Building Blocks trainings through GRREC in order to utilize current best practice for instruction, assessment, and intervention. Instructional coaches will be utilized for both trainings. Teacher leaders will be responsible for sharing best practices with other math staff.</p>	<p>Academic Support Program</p>	<p>07/21/2015</p>	<p>05/17/2016</p>	<p>\$1000</p>	<p>School Council Funds</p>	<p>Math teachers, administration, coaches, GRREC Executive Coach</p>

Goal 5: Students will be provided opportunities to learn as dictated by the Writing, PLCS, and Arts/Humanities program review criteria.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all relevant program review components in Art & Humanities by 05/19/2017 as measured by Program Review rubric indicators.

Comprehensive School Improvement Plan

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(shared) Strategy 1:

Equal Access for Students - TCMS will provide structures for all students to have access to an effective Arts and Humanities, Writing, and Practical Living/Career Services education through scheduling, integrated opportunities across the school curriculum, and opportunities for specific, structured activities that target program review indicators.

Category: Learning Systems

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Professional Learning, Academic Support Program	09/22/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, administration, guidance, community partners

Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all relevant program review components in Writing by 05/19/2017 as measured by Program Review rubric indicators.

(shared) Strategy 1:

Equal Access for Students - TCMS will provide structures for all students to have access to an effective Arts and Humanities, Writing, and Practical Living/Career Services education through scheduling, integrated opportunities across the school curriculum, and opportunities for specific, structured activities that target program review indicators.

Category: Learning Systems

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Professional Learning, Academic Support Program	09/22/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, administration, guidance, community partners

Measurable Objective 3:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all program review components in Practical Living by 05/19/2017 as measured by Program Review rubric indicators.

(shared) Strategy 1:

Equal Access for Students - TCMS will provide structures for all students to have access to an effective Arts and Humanities, Writing, and Practical Living/Career

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Services education through scheduling, integrated opportunities across the school curriculum, and opportunities for specific, structured activities that target program review indicators.

Category: Learning Systems

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Professional Learning, Academic Support Program	09/22/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, administration, guidance, community partners

Goal 6: CCR Goal - All students at Todd County Middle School will begin to plan for a college and/or career path.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness at the middle school level by planning for a future career and/or college path in Career & Technical by 05/17/2016 as measured by Individual Learning Plan (ILP) completion

Strategy 1:

ILP Training for staff - Teachers will be trained to facilitate the ILP process with students, as it is connected to PLCS program review and college/career readiness at the middle school level.

Category: Career Readiness Pathways

Activity - ILP Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the purpose for ILPs, as well as how to facilitate the process with students so that it is meaningful and feeds the continuous process through their academic career and beyond.	Professional Learning	01/08/2016	05/17/2016	\$0	No Funding Required	TCMS teachers, administration, guidance counselor

Activity - Student Completion of ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will complete their Individual Learning Plan in order to begin the planning process for college and/or career.	Career Preparation/Orientation	01/08/2016	05/17/2016	\$0	No Funding Required	TCMS teachers, administration, guidance counselor
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Measurable Objective 2:

70% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness at the middle school level by scoring proficient or distinguished in all content areas (P and D indicating college readiness) in Career & Technical by 05/19/2017 as measured by KPREP scores .

Strategy 1:

Targeted Intervention - Through data analysis, students will be targeted and supported for college readiness through proficient/distinguished achievement.

Category: Learning Systems

Activity - Teacher Training for Differentiated Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in PLCs in order to plan best practices in instruction for students who could potentially go to college.	Professional Learning, Academic Support Program	08/25/2015	05/17/2016	\$0	No Funding Required	TCMS teachers, administration, guidance counselor, Gifted and Talented coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Professional Learning	Math teachers will participate in the Math Plus and Conceptual Building Blocks trainings through GRREC in order to utilize current best practice for instruction, assessment, and intervention. Instructional coaches will be utilized for both trainings. Teacher leaders will be responsible for sharing best practices with other math staff.	Academic Support Program	07/21/2015	05/17/2016	\$1000	Math teachers, administration, coaches, GRREC Executive Coach
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Interventions	Teachers will monitor students through the Rtl Student Data Tracking Documentation Form for Tiers II and III. Interventionists will conduct intervention classes for reading and math, which will address students who qualify for Tier II and III instruction. Interventionists will co-teach with classroom teachers weekly to further address Tier III instruction through the use of substitute teachers in their classrooms funded by Daytime ESS waiver. Classroom teachers will use KPREP data as the universal screener to place students, and then modify placement using classroom, MAP, Read 180, Star Math, or other data.	Academic Support Program	09/01/2015	05/17/2016	\$3000	TCMS teachers, administration, District Special Education Coordinator, District Instructional Supervisor, Gifted Coordinator, Guidance Counselor, District Assessment Coordinator, Interventionists, and ESS Daytime Waiver subs
Total					\$3000	

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District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Professional Learning Opportunities	Social Studies and Science Content Networks, Conceptual Building Blocks (math), Co-Teaching for Gap Closure, ISLN, PLCs, etc.	Professional Learning	08/25/2015	05/18/2016	\$5000	Teachers, administration
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards pacing and bundling	Teachers will be provided time to pace and bundle their standards to establish a working document that is revised according to best practices throughout the year. Additionally, curriculum maps will be established and submitted to CIITS throughout the year to guide instruction and assessment.	Academic Support Program	07/30/2015	05/18/2016	\$0	Teachers, administration
Student Completion of ILP	Students will complete their Individual Learning Plan in order to begin the planning process for college and/or career.	Career Preparation/Orientation	01/08/2016	05/17/2016	\$0	TCMS teachers, administration, guidance counselor
Data Teams and Data-driven Intervention	Students will be targeted for intervention through the data-teams process, or through other data-driven decision making processes. Instruction for intervention will be research- and skill-based in order to meet students' needs.	Academic Support Program	09/15/2015	05/19/2017	\$0	TCMS teachers, Interventionist, administration, District personnel - Instructional Supervisor and Special Education Coordinator
Professional Development	Professional development will occur to ensure teachers are familiar with and know how to track students on the RTI Student Tracking Form. GRREC staff will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/31/2016	\$0	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representative

Comprehensive School Improvement Plan

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Professional Learning Communities	Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Professional Learning, Academic Support Program	09/22/2015	05/19/2017	\$0	TCMS teachers, administration, guidance, community partners
Data Teams	The 5-step data teams process requires teachers to chart data for pre-, mid-, or summative assessments in order to identify successful or weak instruction and assessment strategies for all students. Aligned instruction and assessment is planned and implemented as a result of the data study.	Academic Support Program	11/04/2015	05/18/2016	\$0	Teachers, administration, Leading to Learn support staff
ILP Teacher Training	Teachers will receive training on the purpose for ILPs, as well as how to facilitate the process with students so that it is meaningful and feeds the continuous process through their academic career and beyond.	Professional Learning	01/08/2016	05/17/2016	\$0	TCMS teachers, administration, guidance counselor
Review and align RTI plan with KSI/RTI .	RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/31/2016	\$0	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.
Teacher Leadership	Utilize teacher leaders within the school to share their learning from professional development opportunities through PLCs, Early Release Fridays, or other opportunities.	Professional Learning	08/25/2015	05/17/2016	\$0	TCMS teachers and teacher leaders, administration
Professional Growth Planning	Administration will utilize areas for teacher growth identified in the TPGES and Other PGES, and student data, to plan professional learning. Additionally, gain information about teacher professional growth needs through perception data (surveys), and utilize feedback regarding professional learning opportunities to plan future learning.	Professional Learning	08/25/2015	05/17/2016	\$0	TCMS staff and administration
Data Retreat	The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/31/2016	\$0	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

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Weekly PLCs	Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/31/2016	\$0	TCMS teachers, administration, district Instruction Supervisor
Data Teams	The Data Teams process will occur at least 3 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/31/2016	\$0	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative
Teacher Training for Differentiated Learning	Teachers will collaborate in PLCs in order to plan best practices in instruction for students who could potentially go to college.	Professional Learning, Academic Support Program	08/25/2015	05/17/2016	\$0	TCMS teachers, administration, guidance counselor, Gifted and Talented coordinator
Weekly PLCs	Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	08/25/2015	05/10/2016	\$0	TCMS teachers, administration, district Instructional Supervisor and District Assessment Coordinator
Targeted Intervention	Through the Response to Intervention, data teams and data retreat processes, teachers will utilize targeted intervention for students who are scoring novice. Documentation of interventions will be maintained on the RtI Student Data Tracking Form and the Intervention Tab in Infinite Campus.	Academic Support Program	10/02/2015	05/17/2016	\$0	TCMS teachers, Interventionists, administration, guidance counselor

Comprehensive School Improvement Plan

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Implementation of Interventions	Teachers will monitor students through the RTI Student Tracking Documentation Form for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/31/2016	\$0	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.
Reading	Reading teachers will participate in continued training regarding curriculum best practices in-house for Literacy Design Collaborative and through other resources regarding curriculum design practices.	Professional Learning	07/30/2015	05/31/2016	\$0	ELA and writing teachers, administration, district Instructional Supervisor
Review and Align Rtl plan with Kentucky System of Interventions	Rtl team will collaborate and align plan to Rtl/KSI requirements with SBDM approval.	Academic Support Program	07/31/2015	12/31/2015	\$0	Reading and Math Interventionists, administration, District Special Education Coordinator, District Instructional Supervisor, TCMS Guidance Counselor, and TCMS teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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	Data review through the Data Retreat process occurred in October to assess the needs of the school. Additionally, administration and Efficiency Committee reviewed necessary data to create goals for CSIP. Through the data teams and Response to Intervention processes, needs were determined for individual students.	

Label	Assurance	Response	Comment	Attachment
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	Weekly PLC meetings, Rtl, and data-driven inquiry (data teams, data retreat, Star data boards) targets specific needs for all students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
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	Rtl plan has been revised to reflect the data teams process for evaluating individual student performance. ESS Daytime Waiver position helps with Tier III qualified students, and intervention classes in reading and math address the Ky. Systems of Intervention criteria.	16-17 Rtl Plan

Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Administration and district staff are intentionally including strategies to improve school culture, so that new teachers are vested and ingrained in the established norms of the building, as well as the new traditions. Additionally, efforts to include veteran teachers in decision making and planning is intentional in order to create buy-in for initiatives and planning. District staff are making visits to surrounding universities to recruit a diverse pool of applicants for hiring in order to represent the population of the school.	

Label	Assurance	Response	Comment	Attachment
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.	N/A		

Label	Assurance	Response	Comment	Attachment
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	Assessment results have been communicated to SBDM and Board of Education members through a presentation by a Leading to Learn aspiring principal. Previous years' individual assessment results and MAP data were given to parents at Open House. Current SBDM policies are under review. Current administration professional growth goal is as follows: During the 16-17 school year, efforts will be made to increase parental involvement in school sponsored academic-focused events in an effort to communicate and obtain greater parent support for their child's academic achievement.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	TCMS does not accept Title I funds	

Comprehensive School Improvement Plan

Todd County Middle School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	The administration Working Conditions goal for 15-16 was to address differentiated professional learning opportunities for all staff. PLCs occur weekly, and teachers have access to individualized learning for their content areas. Professional Growth Plans are also consulted and professional learning is planned accordingly.	

Label	Assurance	Response	Comment	Attachment
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	Implementation and Impact completed in March. For the 16-17 school year, this will occur more frequently.	

Label	Assurance	Response	Comment	Attachment
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.	N/A	TCMS does not accept Title I funds.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	PLCs discuss high-impact instructional strategies and continue to utilize the data teams process to evaluate their effectiveness.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	The data teams and Rtl processes allow for evaluation of data in order to inform instructional practice.	

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.	Yes	Intervention classes for reading and math are coordinated so that students receive support in the regular ed. classrooms.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	N/A	TCMS does not accept Title I funds.	

Comprehensive School Improvement Plan

Todd County Middle School

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.	Yes	Continual review of Star Math and Reading data, as well as Read 180, is conducted to assess student performance and effectiveness of programs. PLCs continually assess this as well through data teams and collaborative work.	

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.	N/A	TCMS does not accept Title I funds.	

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.	N/A	No Title I	

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	Administrator goals were created for the increased involvement of parents and community members.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	No Title I	

Label	Assurance	Response	Comment	Attachment
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		

Comprehensive School Improvement Plan

Todd County Middle School

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	tcms.todd.kyschools.us	

Label	Assurance	Response	Comment	Attachment
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.	N/A	This did not occur in 2015-16	

Label	Assurance	Response	Comment	Attachment
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	Data retreat, Star data boards, and teacher PGPs are utilized in order to plan professional development. PLCs also serve as a capacity building structure, and meet weekly to serve the professional needs of certified teachers.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	No Title I	

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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.	Yes		

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

Comprehensive School Improvement Plan

Todd County Middle School

Label	Assurance	Response	Comment	Attachment
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.	Yes		

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

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

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Administration sets goals related to working conditions as indicated by results on TELL and Val-Ed Surveys.

Measurable Objective 1:

demonstrate a proficiency for planning and implementing professional learning opportunities for staff that are differentiated to their professional needs by 05/18/2016 as measured by results on TELL or Val-Ed surveys.

Strategy1:

Evaluate TELL results from spring 2015 - Professional learning opportunities will be provided for individual teacher practice based on their Professional Growth and Student Growth Goals, as well as opportunities in PLCs to address specific needs.

Category: Continuous Improvement

Research Cited:

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize teacher leaders within the school to share their learning from professional development opportunities through PLCs, Early Release Fridays, or other opportunities.	Professional Learning	08/25/2015	05/17/2016	\$0 - No Funding Required	TCMS teachers and teacher leaders, administration

Activity - Professional Growth Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will utilize areas for teacher growth identified in the TPGES and Other PGES, and student data, to plan professional learning. Additionally, gain information about teacher professional growth needs through perception data (surveys), and utilize feedback regarding professional learning opportunities to plan future learning.	Professional Learning	08/25/2015	05/19/2017	\$0 - No Funding Required	TCMS staff and administration

Activity - Differentiated Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning specific to content areas will continue to be offered, and structures will be allowed for teachers to participate in learning that is associated with their Professional Growth Plans through PIMSER ASSES Science PD, Math PLE (grade 6) and Concrete-Semi concrete-Abstract, PLCs, LDC, Inquiry Design for social studies.	Professional Learning	08/25/2015	05/19/2017	\$5000 - District Funding	Teachers, administration

Comprehensive School Improvement Plan

Todd County Middle School

Measurable Objective 2:

collaborate to maintain accountability for all teachers to become effective facilitators of teaching and learning. by 05/19/2017 as measured by teacher effectiveness in the TPGES Framework for Teaching ratings, and KPREP and classroom data to evaluate student learning..

Strategy1:

Teacher Effectiveness - Administration will coach and evaluate teachers fairly according to Danielson's Framework for Teaching in order to create accountability for all TCMS teachers.

Category: Continuous Improvement

Research Cited:

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will coach teachers using the Danielson Framework for Teaching in order to create accountability for all teachers.	Other - Teacher Effectiveness	10/01/2016	05/19/2017	\$0 - No Funding Required	Principal and assistant principal, teachers, district administration

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

Goal 1:

Proficiency Goal - Increase overall reading and math combined achievement KPREP proficient/distinguished for all students.

Measurable Objective 1:

63% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in proficient/distinguished achievement in Reading by 05/19/2017 as measured by KPREP scores .

Strategy1:

Rtl/KSI - The Rtl plan will be modified and implemented with fidelity in order to align with Kentucky System of Interventions requirements.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Todd County Middle School

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the Data Teams process and specific tracking in Intervention classes for Tiers II and III. Interventionists will conduct intervention classes for reading and math, which will address students who qualify for Tier II and III instruction. Interventionists will co-teach with classroom teachers weekly to further address Tier III instruction through the use of substitute teachers in their classrooms funded by Daytime ESS waiver. Classroom teachers will use KPREP data as the universal screener to place students, and then modify placement using classroom, MAP, Read 180, Star Math, or other data.	Academic Support Program	09/01/2015	05/19/2017	\$3000 - Other	TCMS teachers, administration, District Special Education Coordinator, District Instructional Supervisor, Gifted Coordinator, Guidance Counselor, District Assessment Coordinator, Interventionists, and ESS Daytime Waiver subs

Activity - Review and Align Rtl plan with Kentucky System of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl team will collaborate and align plan to Rtl/KSI requirements with SBDM approval.	Academic Support Program	07/31/2015	05/19/2017	\$0 - No Funding Required	Reading and Math Interventionists, administration, District Special Education Coordinator, District Instructional Supervisor, TCMS Guidance Counselor, and TCMS teachers

Strategy2:

Professional Learning - Teachers and administrators will participate in professional learning in order to best serve gap groups.

Category: Professional Learning & Support

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will participate in continued training regarding curriculum best practices in-house for Literacy Design Collaborative and through other resources regarding curriculum design practices.	Professional Learning	07/30/2015	05/19/2017	\$0 - No Funding Required	ELA and writing teachers, administration, district Instructional Supervisor

Strategy3:

Data Teams - The data teams process will be implemented through PLCs regularly in order to target specific populations who aren't achieving at the proficient level.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Todd County Middle School

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5-step data teams process requires teachers to chart data for pre-, mid-, or summative assessments in order to identify successful or weak instruction and assessment strategies for all students. Aligned instruction and assessment is planned and implemented as a result of the data study.	Academic Support Program	11/04/2015	05/19/2017	\$0 - No Funding Required	Teachers, administration, Leading to Learn support staff

Strategy4:

Establish a rigorous, aligned curriculum - Opportunities to establish a vertically aligned curriculum will be provided through professional learning time and structures (PLCs and PD days).

Category: Continuous Improvement

Research Cited:

Activity - Standards pacing and bundling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided time to pace and bundle their standards to establish a working document that is revised according to best practices throughout the year. Additionally, curriculum maps will be established and submitted to CIITS throughout the year to guide instruction and assessment.	Academic Support Program	07/30/2015	05/19/2017	\$0 - No Funding Required	Teachers, administration

Strategy5:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Professional Learning & Support

Research Cited: DrFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	08/25/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor and District Assessment Coordinator

Measurable Objective 2:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of proficient/distinguished student achievement in Mathematics by 05/19/2017 as measured by KPREP scores .

Strategy1:

Establish a rigorous, aligned curriculum - Opportunities to establish a vertically aligned curriculum will be provided through professional learning time and structures (PLCs and PD days).

Comprehensive School Improvement Plan

Todd County Middle School

Category: Continuous Improvement

Research Cited:

Activity - Standards pacing and bundling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided time to pace and bundle their standards to establish a working document that is revised according to best practices throughout the year. Additionally, curriculum maps will be established and submitted to CIITS throughout the year to guide instruction and assessment.	Academic Support Program	07/30/2015	05/19/2017	\$0 - No Funding Required	Teachers, administration

Strategy2:

Rtl/KSI - The Rtl plan will be modified and implemented with fidelity in order to align with Kentucky System of Interventions requirements.

Category: Continuous Improvement

Research Cited:

Activity - Review and Align Rtl plan with Kentucky System of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl team will collaborate and align plan to Rtl/KSI requirements with SBDM approval.	Academic Support Program	07/31/2015	05/19/2017	\$0 - No Funding Required	Reading and Math Interventionists, administration, District Special Education Coordinator, District Instructional Supervisor, TCMS Guidance Counselor, and TCMS teachers

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the Data Teams process and specific tracking in Intervention classes for Tiers II and III. Interventionists will conduct intervention classes for reading and math, which will address students who qualify for Tier II and III instruction. Interventionists will co-teach with classroom teachers weekly to further address Tier III instruction through the use of substitute teachers in their classrooms funded by Daytime ESS waiver. Classroom teachers will use KPREP data as the universal screener to place students, and then modify placement using classroom, MAP, Read 180, Star Math, or other data.	Academic Support Program	09/01/2015	05/19/2017	\$3000 - Other	TCMS teachers, administration, District Special Education Coordinator, District Instructional Supervisor, Gifted Coordinator, Guidance Counselor, District Assessment Coordinator, Interventionists, and ESS Daytime Waiver subs

Strategy3:

Data Teams - The data teams process will be implemented through PLCs regularly in order to target specific populations who aren't achieving at the proficient level.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Todd County Middle School

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5-step data teams process requires teachers to chart data for pre-, mid-, or summative assessments in order to identify successful or weak instruction and assessment strategies for all students. Aligned instruction and assessment is planned and implemented as a result of the data study.	Academic Support Program	11/04/2015	05/19/2017	\$0 - No Funding Required	Teachers, administration, Leading to Learn support staff

Strategy4:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Professional Learning & Support

Research Cited: DrFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	08/25/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor and District Assessment Coordinator

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal - Students in the non-duplicated gap group at Todd County Middle School will improve proficient/distinguished ratings.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in proficient/distinguished achievement in Mathematics by 05/19/2017 as measured by KPREP scores .

Comprehensive School Improvement Plan

Todd County Middle School

Strategy1:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RtI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category: Professional Learning & Support

Research Cited:

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the Data Teams process, Star Reading and Math, and Read 180 for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/19/2017	\$0 - No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students through the Data Teams and Star data tracking processes. GRREC staff and L2L professional learning will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/01/2017	\$0 - No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representatives.

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/19/2017	\$0 - No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

Strategy2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Comprehensive School Improvement Plan

Todd County Middle School

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instruction Supervisor

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Teams process will occur at least 5 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Measurable Objective 2:

56% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency of proficient/distinguished student achievement in Writing by 05/19/2017 as measured by KPREP scores .

Strategy1:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instruction Supervisor

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Teams process will occur at least 5 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

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Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Strategy2:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RtI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students through the Data Teams and Star data tracking processes. GRREC staff and L2L professional learning will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/01/2017	\$0 - No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representatives.

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/19/2017	\$0 - No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the Data Teams process, Star Reading and Math, and Read 180 for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/19/2017	\$0 - No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

Measurable Objective 3:

58% of Sixth, Seventh and Eighth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in proficient/distinguished achievement in Reading by 05/19/2017 as measured by KPREP scores .

Comprehensive School Improvement Plan

Todd County Middle School

Strategy1:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused around highly effective teaching, assessment, and data collection to inform professional practice.

Category: Continuous Improvement

Research Cited: DuFour, R. and R. DuFour. Professional Learning Communities at Work. Solution Tree. 2006.

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Teams process will occur at least 5 times a year, particularly in math, reading, and writing, in order to inform best practice regarding instruction and assessment.	Professional Learning	11/04/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Retreat process will be utilized in order to identify gap areas for improving school achievement.	Professional Learning	10/12/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instructional Supervisor, Leading to Learn representative

Activity - Weekly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will incorporate a rotating schedule that incorporates deconstruction of standards, alignment of assessment and instruction to standards, and data-driven decision making for effective practice.	Professional Learning	09/01/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, district Instruction Supervisor

Strategy2:

RTI/KSI - All teachers will complete professional development to inform them of the new KSI/RtI document to evaluate the Response to Intervention plan to ensure program is implemented with fidelity.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will occur to ensure teachers are familiar with and know how to track students through the Data Teams and Star data tracking processes. GRREC staff and L2L professional learning will also conduct professional learning around intervention strategies.	Professional Learning	07/30/2015	05/01/2017	\$0 - No Funding Required	All TCMS teachers, TCMS administration, Guidance Counselor, District Special Ed Director, and GRREC representatives.

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Todd County Middle School

Activity - Implementation of Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students through the Data Teams process, Star Reading and Math, and Read 180 for Tiers I, II, and III. Interventionists will conduct intervention classes for reading and math, which will address students who are classified as Tiers II and III. Interventionists will co-teach with classroom teachers to further address Tier III students through Daytime ESS Waiver (for subs). Classroom teachers identify Tier II and III students through KPREP as the universal screener, and then move students in and out as needed when supported by data from classroom assessments or MAP.	Academic Support Program	09/01/2015	05/19/2017	\$0 - No Funding Required	All TCMS staff and administration, RTI teams, TCMS Guidance, BAC, DAC, Gifted coordinator, District Instructional Specialist, and District Special Education Director.

Activity - Review and align RTI plan with KSI/RTI .	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Team (interventionists, district staff, guidance, and administration) will collaborate to align plan to KSI/RTI requirements. SBDM will approve plan.	Academic Support Program	07/30/2015	05/19/2017	\$0 - No Funding Required	All TCMS teachers, TCMS guidance, TCMS administration, RTI staff, District Instructional Supervisor, and Special Ed Director.

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

CCR Goal - All students at Todd County Middle School will begin to plan for a college and/or career path.

Measurable Objective 1:

70% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness at the middle school level by scoring proficient or distinguished in all content areas (P and D indicating college readiness) in Career & Technical by 05/19/2017 as measured by KPREP scores .

Strategy1:

Targeted Intervention - Through data analysis, students will be targeted and supported for college readiness through proficient/distinguished achievement.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Todd County Middle School

Activity - Teacher Training for Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in PLCs in order to plan best practices in instruction for students who could potentially go to college.	Professional Learning Academic Support Program	08/25/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, guidance counselor, Gifted and Talented coordinator

Measurable Objective 2:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness at the middle school level by planning for a future career and/or college path in Career & Technical by 05/19/2017 as measured by Individual Learning Plan (ILP) completion .

Strategy1:

ILP Training for staff - Teachers will be trained to facilitate the ILP process with students, as it is connected to PLCS program review and college/career readiness at the middle school level.

Category: Career Readiness Pathways

Research Cited:

Activity - Student Completion of ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete their Individual Learning Plan in order to begin the planning process for college and/or career.	Career Preparation/Orientation	01/08/2016	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, guidance counselor

Activity - ILP Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the purpose for ILPs, as well as how to facilitate the process with students so that it is meaningful and feeds the continuous process through their academic career and beyond.	Professional Learning	01/08/2016	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, guidance counselor

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

Goal 1:

Students will be provided opportunities to learn as dictated by the Writing, PLCS, and Arts/Humanities program review criteria.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade,

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Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all relevant program review components in Writing by 05/19/2017 as measured by Program Review rubric indicators.

Strategy1:

Equal Access for Students - TCMS will provide structures for all students to have access to an effective Arts and Humanities, Writing, and Practical Living/Career Services education through scheduling, integrated opportunities across the school curriculum, and opportunities for specific, structured activities that target program review indicators.

Category: Learning Systems

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Academic Support Program Professional Learning	09/22/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, guidance, community partners

Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all program review components in Practical Living by 05/19/2017 as measured by Program Review rubric indicators.

Strategy1:

Equal Access for Students - TCMS will provide structures for all students to have access to an effective Arts and Humanities, Writing, and Practical Living/Career Services education through scheduling, integrated opportunities across the school curriculum, and opportunities for specific, structured activities that target program review indicators.

Category: Learning Systems

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Academic Support Program Professional Learning	09/22/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, guidance, community partners

Comprehensive School Improvement Plan

Todd County Middle School

Measurable Objective 3:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all relevant program review components in Art & Humanities by 05/19/2017 as measured by Program Review rubric indicators.

Strategy1:

Equal Access for Students - TCMS will provide structures for all students to have access to an effective Arts and Humanities, Writing, and Practical Living/Career Services education through scheduling, integrated opportunities across the school curriculum, and opportunities for specific, structured activities that target program review indicators.

Category: Learning Systems

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular attention will be given to program review structures across the curriculum and opportunities to learn through related arts professional learning communities: making meaning of indicators, regular review of submitted evidences, collaborative planning of learning opportunities, and/or training of content area staff by related arts teacher leaders.	Professional Learning Academic Support Program	09/22/2015	05/19/2017	\$0 - No Funding Required	TCMS teachers, administration, guidance, community partners

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?

Todd County Middle School has an enrollment of 465 students with 64% free/reduced lunch, 11.7% students with disabilities, 8% Gifted and Talented, 22% Minority (African-American, Hispanic, Asian), and 2% Limited English Proficiency. Staffing includes 19 regular education teachers, 3 special education teachers, one guidance counselor, one Youth Services Coordinator, one assistant principal, and one principal. Todd County has a population of 2,172, with Elkton as the county seat.

Many changes have occurred at TCMS in the 15-16 school year. The amount of new staff to Todd Middle was 50%, including a new assistant principal and principal. Renewed focus occurred in incorporating effective professional learning communities within the school day and the Response to Intervention process, as well as building capacity around effective teaching, learning, and assessment. Within these processes, making decisions about what is best for students is driven by data and objective decision making. Additionally, early release Fridays allow for time to deepen teacher capacity in order to meet student needs. Academically, data indicates that continued focus remain on increasing achievement in reading, writing, and math, particularly for students with disabilities and African- American gap groups. Since TCMS is still considered a focus school, efforts to target and facilitate meaningful and effective intervention for students scoring less than proficiency in all areas will be driven by the data teams process. The addition of Star Reading and Math programs will help to know student achievement levels, and to differentiate accordingly in instruction, tasks, and products. Teachers will continue to hone their practice through the Data Retreat and Instructional Rounds processes. This year's Problem of Practice will continue to be around differentiation.

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 vision of TCMS is "Together, Creating Mastery and Success for ALL"

The mission of TCMS is "Teaching, Caring, Mentoring, Serving"

Belief statements:

1. We believe all stakeholders decisions will be based on student achievement.
2. We believe in providing each student with values that foster positive contributions to society and cultivate lifelong learning.
3. We believe students must share responsibility for their learning and behavior.
4. We believe that students must be offered a quality education in a safe and supportive environment.
5. We believe in a commitment to student engagement and success while utilizing diverse teaching strategies.
6. We believe each student is a unique and valued individual.

Our vision, mission, and belief statements were developed through the collective effort of the Efficiency Committee, and have been incorporated into the culture of the school through many avenues.

Through professional learning communities, PBIS, Efficiency, and Academic Performance committees, and other collaborative opportunities for sharing best practices and planning, these beliefs are utilized to make decisions regarding student achievement. Structures provided for data-driven decision making will continue to drive targeted, specific interventions for individuals so that learning is appropriate and effective for all students. Consideration of SBDM and other stakeholder perspectives remains at the forefront for input regarding student achievement as well. Additionally, P.R.I.D.E. school wide expectations reflect these values and beliefs and students are reminded regularly of their value and

meaning through PRIDE lessons, PRIDE rewards, and posted expectations.

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.

According to TELL and Val-Ed survey results, school culture is one that is focused on student learning, inside and outside the classroom. Teachers are working with students to foster a growth mindset, and are aligning curriculum materials to standards regularly. The collaborative nature of PLCs is a positive factor for TCMS. Teachers continue to hone their practice around standards-based and data driven instruction. Instructional Rounds, Data Teams, Data Retreat, and PLCs continue to help all stakeholders understand what good instruction looks like.

Currently, there are 3 aspiring principals in the Leading to Learn grant who are taking courses at WKU and on the path toward principal certification.

21st Century continues to grow and help students daily with social and academic goals.

The Archery Team is excelling in competitions and the Academic Team is growing in capacity and skill.

The band continues to feed the high school with competent players.

District and school-level Writing Plans and policies will be updated this year to streamline and vertically align writing across the district.

We will continue to differentiate for all students and provide an equitable experience for student success.

Novice reduction in all areas is a strong focus for the 16-17 school year.

Additional Information

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

Discipline structures, specifically bullying prevention, has been a focus for the 16-17 school year. Additionally, disciplinary procedures and reduction in office referrals will be a continued focus.