

15-16 Comprehensive School Improvement Plan

Todd County Middle School
Todd County

Mr. Les Broady, Principal
515 W Main St
Elkton, KY 42220-9220

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Overview

Plan Name

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Plan Description

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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	Students in the non-duplicated gap group at Todd County Middle School will improve in overall proficient/distinguished ratings.	Objectives: 3 Strategies: 2 Activities: 6	Academic	\$0
2	The number of students scoring novice on KPREP in all content areas will decrease to less than 10% by May 2017.	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	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	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: Students in the non-duplicated gap group at Todd County Middle School will improve in overall proficient/distinguished ratings.

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 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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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.

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 - Weekly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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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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: The number of students scoring novice on KPREP in all content areas will decrease to less than 10% by May 2017.

Measurable Objective 1:

90% 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:

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.

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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:

90% 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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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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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: Increase overall reading and math combined achievement KPREP proficient/distinguished for all students.

Measurable Objective 1:

63% of All 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

(shared) Strategy 2:

Establish a rigorous, aligned curriculum - Opportunities to establish a vertically aligned curriculum will be provided through professional learning time and structures

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(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 CITS 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

(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.

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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

Measurable Objective 2:

55% of All Students will demonstrate a proficiency of proficient/distinguished student achievement in Mathematics by 05/19/2017 as measured by KPREP scores .

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(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 CITS 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
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:

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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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
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	School Council Funds	Math teachers, administration coaches, GRREC Executive Coach

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 All 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.

(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.	Academic Support, Professional Learning	09/22/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, administration, guidance, community partners

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in all relevant program review components in Writing by 05/19/2017 as measured by Program Review rubric indicators.

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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.	Academic Support Program, Professional Learning	09/22/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, administration, guidance, community partners

Measurable Objective 3:

85% of All 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 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.	Academic Support Program, Professional Learning	09/22/2015	05/19/2017	\$0	No Funding Required	TCMS teachers, administration, guidance, community partners

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

Measurable Objective 1:

100% of All 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.

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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
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

Measurable Objective 2:

70% of All 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.	Academic Support Program, Professional Learning	08/25/2015	05/17/2016	\$0	No Funding Required	TCMS teachers, administration, guidance counselor, Gifted and Talented coordinator

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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
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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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.
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
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.	Academic Support Program, Professional Learning	08/25/2015	05/17/2016	\$0	TCMS teachers, administration, guidance counselor, Gifted and Talented coordinator
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
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

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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 RtI plan with Kentucky System of Interventions	RtI team will collaborate and align plan to RtI/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
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
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
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
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

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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
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
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.
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
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.	Academic Support Program, Professional Learning	09/22/2015	05/19/2017	\$0	TCMS teachers, administration, guidance, community partners
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
Total					\$0	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Interventions	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	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	

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	