

15-16 Comprehensive School Improvement Plan

Talton K Stone Middle School
Elizabethtown Independent

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Overview

Plan Name

15-16 Comprehensive School Improvement Plan

Plan Description

TK Stone Comprehensive School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-prep scores for middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.4% in 2015 to 66.5% in 2017.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$41000
3	Increase the percent of students who are college and career ready as determined by scoring proficient or distinguished on the KPREP in each area with reported scores (Reading, Writing, Math, Science, Social Studies) by 10%.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Increase the number of parents who agree or strongly agree that the school communicates effectively about the school's goals and activities from 60% to 75% as measured by parent survey.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Students at TKS will have the opportunity to experience distinguished instruction in the classroom, the arts and humanities, writing, PL/CS, and GC/WL.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Novice Reduction - Decrease the average combined Reading and Math novice percent for all students by 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Increase the average combined reading and math K-prep scores for middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency from 49.3% to 59.5% by 05/31/2016 as measured by the Spring 2016 K-PREP test with the results reported on the fall 2015-16 school report card..

Strategy 1:

Response to Learning - The school will align structures, procedures, and resources to support the response to learning initiatives. Alignment will include decisions on core curriculum, student identification for intervention and enrichment, communication, scheduling, fluidity and flexibility and personnel.

Category: Continuous Improvement

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop and implement an intentional plan to share with parents/guardians information regarding student interests, achievement levels and other concerns, including but not limited to Open House, testing results sessions, parent involvement activities and scheduling nights.	Parent Involvement	01/01/2016	01/01/2017	\$0	No Funding Required	Administration , Angie Rucker, Classroom teachers
Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in Professional Development focusing on instructional strategies to increase student engagement in learning. Specific feedback on the instructional strategies will be given during teacher conferences following: scheduled/non-scheduled full period observations;mini-observations;peer observations; and Look-2-Learn Walks.	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	District and school level administration , peer observers, classroom teachers
Activity - Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement the math curriculum and will provide detailed units of instruction to the principal prior to the beginning of instruction on the given unit. Math teachers will meet regularly with PLCs. Students achieving below proficiency will be placed in intervention classes.	Direct Instruction	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham, Derisa Hindle, Ashley Atcher, Scott Mooney, Heather Coogle, Ryan Lutz,

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Activity - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to classroom teachers to increase the use of effective instructional strategies in the area of reading. ELA teachers will provide detailed copies of unit/lesson plans to the principal. ELA teachers will meet with PLCs regularly and students scoring below proficiency will be provided reading intervention.	Direct Instruction	01/01/2016	01/01/2017	\$0	No Funding Required	Administrative Staff, classroom teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will participate in a professional learning community to focus on student achievement data, evidence of student learning, and the monitoring and implementation of effective classroom instruction. Meeting minutes will be turned in to principal.	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	Administrative staff and all teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.4% in 2015 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of achievement gap students performing at the proficient level for combined reading and math from 32.4% to 47% by 05/01/2016 as measured by the school report card.

Strategy 1:

Targeted Interventions - The school will develop and implement a system of targeted interventions in reading and math that provide additional time and instructional support to address possible factors which contribute to the achievement of gap students who are performing below proficiency.

Category: Learning Systems

Research Cited: RTI Framework

Activity - Pyramid of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will imbed reading and math interventions in the master schedule during the regular school day for targeted students achieving below proficiency.	Academic Support Program	01/01/2016	01/01/2017	\$3000	Title I Schoolwide	Administrative Staff, Guidance Counselor, Classroom Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school will implement working PLC groups to analyze student data, classroom practice, curriculum, and monitor student achievement.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Administrative Staff and classroom teachers
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Activity - Graduation Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ Graduation Assistance Coordinator to assist with truancy, behavior, and academic support for at risk students.	Behavioral Support Program, Academic Support Program	07/01/2015	05/31/2016	\$38000	Title I Schoolwide	Principal, GAC

Measurable Objective 2:

collaborate to increase the achievement of students with IEP's from 12.3 to 25.2 percent proficient in combined reading and math by 05/31/2016 as measured by the school report card.

Strategy 1:

Effective Co-teaching - Co-teachers will be given the opportunity to learn effective models of co-teaching and time to implement for increased student success

Category: Professional Learning & Support

Research Cited: Marilyn Friend's strategies for effective co-teaching.

Activity - Co-teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the Director of Special Programs and administration to learn about and implement effective co-teaching strategies. Teachers will collaborate through PLCs and other meetings to refine instructional practices and supports for students with IEPs.	Professional Learning, Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Director of Special Programs, Administrative Staff, SpEd teachers and Regular Ed teachers.

Goal 3: Increase the percent of students who are college and career ready as determined by scoring proficient or distinguished on the KPREP in each area with reported scores (Reading, Writing, Math, Science, Social Studies) by 10%.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient or distinguished using the average combined KPREP score in each assessed area by 10% by 10/14/2016 as measured by the results on the Fall 2016 release of KPREP scores..

Strategy 1:

Benchmark - The school will develop and implement a plan to increase the number of students scoring at or above proficiency in reading, math, social studies, writing, and science on the KPREP test.

Category: Continuous Improvement

Activity - Targeted Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grade levels and content will imbed assessment questions similar to those on the KPREP test on their common assessments. Teachers will used formative and summative assessment data to monitor student achievement.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Administration , classroom teachers
Activity - Data Analysis and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results from formative and summative data sources to determine areas of student curriculum needs and address those needs in both the regular classroom and through intervention blocks.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Administrative staff, classroom teachers

Goal 4: Increase the number of parents who agree or strongly agree that the school communicates effectively about the school's goals and activities from 60% to 75% as measured by parent survey.

Measurable Objective 1:

collaborate to increase school to home communication by 12/31/2016 as measured by parent survey input.

Strategy 1:

Communication - The school will develop and implement a plan to improve and increase communication with families.

Category: Stakeholder Engagement

Activity - School Level Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with guidelines for effective home/school communication.	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	Administration , faculty
Activity - Methods of Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Create and use REMIND at the school level. Send home weekly email using Infinite Campus email system. Explore and expand other opportunities for direct communication with parents/families.	Parent Involvement, Community Engagement	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham, School Staff and teachers
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Goal 5: Students at TKS will have the opportunity to experience distinguished instruction in the classroom, the arts and humanities, writing, PL/CS, and GC/WL.

Measurable Objective 1:

collaborate to provide students with access to instruction in Global Competencies and World Languages. by 05/31/2016 as measured by the Program Review Evidence/Rubric.

Strategy 1:

School Wide input - Create a Committee to amass and review evidence and to gather input from each dept/content area. Committee members will work as representatives within each dept. to establish guidelines for successful implementation and expansion of the GC/WL program.

Category: Stakeholder Engagement

Activity - GC/WL Program Review Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have committee representatives attend state-level GC/WL implementation meeting and present to faculty upon return.	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham, Cindy Carter, Ryan Lutz

Activity - Dept and grade level involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each committee member from each dept. will work with dept. members to create lessons and amass evidence of effective program instruction strategies and implementation.	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham GC/WL committee members All teachers

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning for all staff regarding: ILP development and advising, Content specific instructional practices, Best Practice in the classroom, Cultural Proficiency, and implementation of student wellness and safety policies.	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	Administration , All teachers

Goal 6: Novice Reduction - Decrease the average combined Reading and Math novice percent for all students by 50% by 2020.

Measurable Objective 1:

increase student growth by reducing the percent of students scoring Novice in Reading from 16.2% to 14.6% and in Math from 14.5% to 13.1% by 09/30/2016 as measured by KPREP.

Strategy 1:

Intervention - Students scoring novice on last year's KPREP will be provided with interventions.

Category: Continuous Improvement

Research Cited: RTI/tiered intervention support data

Activity - Reading and Math Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice on the KPREP in reading and/or Math will be given one additional class block per day of reading support.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham; All ELA intervention teachers; All Math Intervention teachers

Activity - Effective use of Strategies to teach reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given opportunity for professional learning regarding effective reading instruction strategies; including teaching non-fiction; Literacy Design Collaborative; and how to analyze data regarding student learning; or MATH instruction, including novice reduction measures; MAPshell.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham, Teachers

Activity - Effective Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Director of Special Programs to improve Co-teaching effectiveness.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Director of Special Programs, Jennifer Burnham, SpEd and Coteaching regular teachers

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Activity - Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA and Math teachers will collaborate with PLCs to establish effective instructional practices that result in increased student achievement. Teachers will create standards based units and lessons. As part of this process, PLCs will create and use common formative assessments and use data to analyze student progress towards mastery. Unit/Lessons and CFA/data will be submitted to the principal along with PLC meeting minutes.	Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham, Joe Nepi, All Teachers