

TODD COUNTY MIDDLE SCHOOL
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
IMPLEMENTATION AND IMPACT CHECK
ACADEMIC PERFORMANCE – ACTION COMPONENT

Strategy / Activity	Status I / PI / NI	If I / PI, what were the results and educational impact of doing this activity?	If NI, do you still plan to accomplish this activity?	If yes, when?	If no, why?
1a. All teachers will analyze test results in their content areas from the CATS Test and NCLB.	I	Test scores provided data information that identified gaps and target areas to improve instruction to help increase test scores.		September 2008	
1b. Math teachers will use GMADE as a resource tool to improve instruction.	I	Ability grouping, math labs, and RTI classes were put in the master schedule to help improve student learning.		August 2008 On - Going	
1c. Language Arts teachers will use GRADE as a resource tool to monitor learning growth.	I	Lit labs and RTI classes were created to improve student learning in Language Arts.		August 2008 On - Going	
1d. All teachers will analyze open response questions with immediate feedback to students.	I	Teachers will identify areas of weaknesses in writing open response questions such as lack of details, answering all parts of questions, etc....to help students improve level of performance.		August 2008 On - Going	
1e. Learning checks will be given each nine weeks.	I	Areas of strengths and weaknesses are identified in core content subjects. Guided instruction, test results, and test taking skills are reviewed and revised to improve student learning through instruction.		September 2008 On - Going	

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1f. Core content teachers will provide strategies to help increase minority scores.	I	Strategies being used to help improve minority scores are Lit labs, RTI, Peer tutoring, and Name and Claim.		August 2008	
2a. Teachers will develop instructional lessons and assessments based on Core Content, Programs of Studies, and Academic Expectations using the appropriate DOK levels.	I	Instructional lessons and assessments to help assist in improving preparedness for test and to help increase test scores.		August 2008	
2b. Attend Core Content conferences for instructional update and Methodological for various subjects.	PI	Instructional updates are being used to help improve assessments. Not all teachers have attended some type of conference at this time.		August 2008 On - Going	
2c. Learning checks written in CATS format to include DOK 2 items.	I	Learning checks written in CATS format prepare students for actual assessment. It lets teachers recognize gaps in core content knowledge.		September 2008 On - Going	
2d. General scoring rubric for all open response questions.	PI	Scoring guides allows students to analyze their work to a higher performance level. Not all teachers use general scoring rubrics at this time.		August 2008 On - Going	

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2e. Teachers will utilize various assessments to evaluate students weaknesses and strengths (i.e.; GMADE, BTA, ACC, Math, etc...)	I	Various assessments are being used to access gaps in core content knowledge of math.		August 2008 On - Going	
2f. Open responses should be given with each chapter test and anything scored below proficient is rewritten.	I	Strategy used for increasing open response scores on assessments and improving writing performance level by the students.		August 2008 On - Going	
2g. Assessments should be written CATS – like in nature using the appropriate ratios of multiple choice questions to open response (Should have scoring guide)	I	CATS – like assessments are being used in common assessments for all core content areas.		August 2008 On - Going	
2h. Teachers should continue implementing Carnegie Learning, Cognitive Tutor, and AC Math.	I	Students will increase math scores from exposure to various math skills.		August 2008 On - Going	
2i. Teachers will use Research – Based Reading strategies for decoding comprehensive skills.	I	Classroom instructions will include strategies relating to Thoughtful Education and SRA. RTI and Lit Labs have been added to the schedule.		August 2008 On - Going	
2j. Teachers will attend PD on development of open response questions and multiple choice questions at the appropriate DOK level to provide a more rigorous curriculum.	I	Professional Development day to help teachers in recognizing and writing multiple choice and quality open response questions.		June 11, 2008 Amy Ramage	
3a. All teachers will be required to attend PD day for analyzing student work.	NI		Yes, date has not been set.		

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4a. Teachers will utilize the district curriculum alignment to avoid gaps among the grade levels. Consistency using the core content, program of studies, essential questions, and essential vocabulary will help increase total instruction of the students.	PI	Not all core subjects have completed the district curriculum alignment guide.		All curriculum alignment guides should be completed by March, 2009	
4b. Develop pacing guide based on the district curriculum alignment to prioritize curriculum.	PI	Not all core subjects have completed the district curriculum alignment guide.		All curriculum alignment guides should be completed by March, 2009	

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LEARNING ENVIRONMENT – ACTION COMPONENT

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A.1 KYCID team will be developed to monitor behavior/discipline and to implement PBS (Positive Behavior Support) for the 2008 – 2009 school year.	I	Teams were developed and trained to help toward improving school climate and discipline.		June 2008 Other PD Days during the year	
A. 2 KYCID team will develop a school wide behavior program to include rewards to improve student behavior.	I	Team developed school wide discipline plan that included lesson plans, PRIDE, and reward program for the students. Monthly meeting are scheduled for the first Wednesday of each month.		August 2008 On - Going	
A. 3 Teachers will participate in PD on ER Fridays to learn strategies for implementing PBS	I	Teachers participated in receiving instructions for using lesson plans, PRIDE, and reward program for students.		August 2008 On - Going	
B.1, 2, 3 TCMS staff will expand parent communication through parent phone contacts, parent meetings, e-mails, or personal letters.	I	Teachers have sent good news cards, made phone calls or e-mails to parents regarding academics and discipline, conduct parent conferences, and etc... Administration is sending school news letters home. PTO and YSC have involved parents in several activities. School would like to see increase in parent involvement and student achievement.		August 2008 On - Going	

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C. 1 Develop and implement recognition for students, staff, and community volunteers – “Success”.	I	Student and staff recognition events will improve school culture and parent involvement		August 2008 On - Going	
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EFFICIENCY – ACTION COMPONENT**

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A. 1 Leadership will monitor and document the implementation of district and school improvement initiatives (Lesson Planning, PBS, Protocols of student work, assessments, instructional strategies, and etc...)	PI	PBS – Discipline reports have decreased each month by 25% allowing improved classroom instruction. Thoughtful Education, Reading for Meaning strategy is beginning to be implemented in classroom instruction.		First Nine Weeks On - Going Second Nine Weeks On - Going	
A. 2 The school mission, vision and belief statements will be posted throughout the school and used in all communications.	PI	Has been posted in all communications – staff meetings, SBDM meetings – improved community awareness and support. Not posted in hallways		August October	
B. 1 Walkthroughs will be used to stimulate conversation of student academic performance and instructional strategies being used.	I	Walkthroughs are used to determine “look fors” in instruction. Improvement in classroom instruction occurs when teachers can see and discuss what is seen in their classrooms.		August On - Going	

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C. 1 The stakeholders will investigate the master schedule to allow for implementation of RTI and other programs to address student needs to reach success as directed by the CSIP.	I	The schedule allows for Tier I, II, and III instruction for Reading and Math. Labs have been incorporated as well as additional time for pullouts. IEP students now are receiving core instruction in the regular classrooms. ALL students have access to the regular curriculum.		August On - Going	
C. 2 A development of an academic intervention plan (RTI) will be implemented and monitored for at risk students.	I	Students who have been identified receive additional help and time for reading and math through the school day. ESS day time and afterschool are used to give additional time for mastery. At Risk Students have also been given a staff mentor for the school year. Overall impact – to early to see, however, we have seen some improvement in student success and completing homework.		October On - Going	