

Phase Three: Executive Summary for Schools - TCMS

Phase Three: Executive Summary for Schools

Todd County Middle School

David Carmichael
515 W Main St
Elkton, Kentucky, 42220-9220
United States of America

Last Modified: 12/20/2018

Status: Locked

TABLE OF CONTENTS

Executive Summary for Schools	3
ATTACHMENT SUMMARY.....	5

Phase Three: Executive Summary for Schools

Executive Summary for Schools

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 487 students, a majority of which are from free/reduced-lunch households. Our school is located in Elkton, KY - the county seat - and has an increased population from last year, although our two feeder elementary schools are losing numbers. Our county is largely agricultural, with very little industry (though there is hope, as a new business is building in the south part of our county). We have had huge turnover the last few years, with several teachers leaving (not always the district, but the school) for cultural/climate issues. Both administrators left at the end of the 2017-18 school year, and both current administrators are in their first year of admin. work. Teacher, community, and board-level support are very high... but everyone understands there is considerable work to be done to help fix our school to enable students to achieve at their potential. Our district has, for decades, placed more emphasis on athletics than academics. This presents a challenge, as well. However, strides have been made this year to help put the focus on learning, and there is hope that will continue into the future. We have a growing number of students coming to us from Hispanic and/or migrant backgrounds. Our staff demographics are not indicative of our students. While our students are fairly diverse (11% African American, 11% Hispanic, 11% disability, and a fairly equal split of male/female), our staff is primarily made up of white females. We have one African American teacher, one African American instructional aid (both female), and five male teachers out of a total of 27 teachers.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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. This year, we have also begun an OLWEUS anti-bullying program focused on helping students know how to react to and report bullying when it is seen in hopes of decreasing the bullying at our school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

The climate of the school has changed dramatically over the last few months. Teachers feel they are "finally able to teach," and students are finally being offered tier II interventions in both academic and behavioral areas (a first, as far as we can tell). Consistency in expectations is at what most in the school agree to be an all-time high. Teachers are working with each other in PLCs to help each other, and to help students in fostering a growth mindset, and are aligning curriculum materials to standards regularly. We are continuing to revise practice around standards-based and data driven instruction. School-based instructional Rounds, Data Teams, Data Retreat, and PLCs continue to help all stakeholders understand what good instruction looks like. We are also conducting ELEOT walkthroughs with the help of district administrators. Our Academic Team is growing in capacity and skill. The band continues to feed the high school with competent players. Our new STEAM class is attracting lots of positive attention and interest to the engineering world, and students are enjoying the hands-on activities presented in it. District and school-level Writing Plans and policies have been implemented with updated requirements 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. The SBDM council is reviewing and revising several policies already this year to ensure our teachers and students have the very best supports in place to enable them to be successful.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------