

# North Todd Elementary School

30-60-90 Day Plan 23-24

Monitoring the design and deployment of standards

<p><b>Horizon Goal:</b> Ensure that the current curriculum(s) is valid aligned to state/essential standards, components that support the instruction and assessment and paced with accuracy. Develop monitoring systems to ensure the curriculum(s) is taught at a high level of fidelity.</p>
<p><b>180 Day Goal:</b> This work will produce evidence based documentation that will guide the revision of curriculum design, pacing, level of mastery and resource utilization.</p>

<p><b>In the first 30 days, we will know we are successful when:</b></p>			
<p>A data collection document is created and shared with input from instructional staff.</p>			
<p><b>The measures/evidence we will use are:</b></p>			
<p>Weekly submissions by grade level content area teachers/teams on the <u>Content Tracker</u>.</p>			
<p><b>First 30 days action strategies:</b></p>	<p><b>Who is on point?</b></p>	<p><b>By When?</b></p>	<p><b>How Communicated?</b></p>
<ul style="list-style-type: none"> <li>● Content Tracker is shared with instructional staff</li> <li>● Instructional tracking data is submitted                             <ul style="list-style-type: none"> <li>○ Documentation to start at week 4. Team may choose to use a date rather than a week if that helps. <b>DO NOT REMOVE INFORMATION FROM LAST YEAR</b></li> </ul> </li> <li>● Content Tracker to be reviewed weekly in Admin PLC.                             <ul style="list-style-type: none"> <li>○ Begin looking for patterns in data, resource utilization, pacing of content delivery, and levels of mastery.</li> <li>○ Immediately address areas of critical concern.</li> </ul> </li> <li>● Classroom walkthroughs (5) completed weekly by Principal, Assistant Principal                             <ul style="list-style-type: none"> <li>○ Data reviewed weekly during Admin PLC</li> </ul> </li> <li>● Name &amp; Claim data is reviewed weekly during Admin PLC</li> <li>● Name &amp; Claim data is reviewed quarterly during MTSS meetings. This process provides guidance on reorganizing small groups for intervention services.</li> </ul>	<p>Bruce Voth</p> <p>Team Leaders/Content area teacher</p> <p>Bruce Voth</p> <p>Bruce Voth Yvonne Rundall</p> <p>Bruce Voth</p> <p>Yvonne Rundall &amp; Frances Traugber</p>	<p>8/28/23</p> <p>9/1/23 then weekly</p> <p>9/28/23 then weekly</p> <p>9/2/23</p> <p>9/1/23 then weekly</p> <p>9/11/23 then quarterly</p>	<p>PLC/Google Drive</p> <p>Content Tracker</p> <p>PLC Minutes</p> <p>Flexible Walkthrough PLC Minutes</p> <p>Name &amp; Claim</p> <p>Name &amp; Claim</p>

<ul style="list-style-type: none"> <li>Weekly PLC meetings during grade level common planning to focus on writing and student analysis, curriculum alignment to the Kentucky Academic standards, shared strategies, deconstruct priority standards, data analysis, and content tracker.</li> <li>STAR Benchmark administered by classroom teachers</li> <li>System 44 implement in grade 3</li> <li>Read 180 implement in grades 4 &amp; 5</li> </ul>	Yvonne Rundall	weekly	2023-24 PLC Mi...
	Teachers	completed	
	Teachers	daily	
<b>If we are not successful, we will:</b>			

<b>In the first 60 days, we will know we are successful when:</b>			
We are able to identify areas of strength and weakness in the curriculum design and delivery process. Additionally, we will make changes to instructional practices based on data collected.			
<b>The measures/evidence we will use are:</b>			
Weekly submissions by grade level content area teachers/teams on the Content Tracker.			
<b>First 60 days action strategies:</b>	<b>Who is on point?</b>	<b>By When?</b>	<b>How Communicated?</b>
<ul style="list-style-type: none"> <li>Instructional tracking data is submitted <ul style="list-style-type: none"> <li>Analyze trends and misconceptions</li> </ul> </li> <li>Content Tracker to be reviewed weekly in Admin PLC. <ul style="list-style-type: none"> <li>Begin looking for patterns in data, resource utilization, pacing of content delivery, and levels of mastery.</li> <li>Immediately address areas of critical concern.</li> </ul> </li> <li>Content Tracker added to the PLC agenda for grade-level teams for discussion and feedback. <ul style="list-style-type: none"> <li>Grade-level teams dedicate 5-10 minutes reviewing Content Tracker.</li> <li>Comments are encouraged by leaving feedback using <u>comments</u> in the Content Tracker.</li> <li>Teams are encouraged to review data from grade level above and below prior to PLC.</li> </ul> </li> <li>Classroom walkthroughs (5) completed weekly by Principal, Assistant Principal <ul style="list-style-type: none"> <li>Data reviewed weekly during Admin PLC</li> </ul> </li> <li>Develop School Comprehensive Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders/Content area teacher</li> <li>Bruce Voth</li> <li>Yvonne Rundall</li> <li>Bruce Voth</li> <li>Bruce Voth</li> </ul>	<ul style="list-style-type: none"> <li>weekly</li> <li>weekly</li> <li>10/12/23 then weekly</li> <li>weekly</li> <li>weekly</li> </ul>	<ul style="list-style-type: none"> <li>Content Tracker</li> <li>PLC Minutes</li> <li>Grade-level PLC minutes</li> <li>Flexible Walkthrough PLC Minutes</li> </ul>

<ul style="list-style-type: none"> <li>○ Disaggregation of KSA data to look for trends and gaps.</li> <li>○ Analyze STAR data in correlation to KSA data.</li> <li>○</li> </ul>	Yvonne Rundall	
<ul style="list-style-type: none"> <li>● Weekly PLC meetings - continue to focus on writing and student analysis, analyze teacher walkthrough trends and discussions in grade level teams, as well as school-wide plan for instructional improvements.</li> <li>● Close the Gap Walkthrough - share results with staff to continue making instructional improvements.</li> <li>● Name &amp; Claim MTSS - quarterly meeting that focuses on academic and behavior in Tier 1, 2, &amp; 3 to continue to make informed plans on individual students.</li> <li>● Tier 3 students in K-3 assess with STAR Phonics</li> <li>● Tier 3 will receive interventions based on STAR &amp; Core Phonics Screeners</li> <li>● Administer STAR Reading and Math Benchmark to analyze student growth and misconceptions in all 3 tiers</li> <li>● GRREC Literacy Academy Training</li> <li>● Two staff members will participate in LETRS science of reading training and share their learning with staff.</li> </ul>	Yvonne Rundall Yvonne Rundall District Yvonne Rundall Teachers Yvonne Rundall Frances Traugher Teachers GRREC Administration Teachers Sheila Woodall Jessica Lear	weekly 10/25/23 quarterly daily October November 6 November
<b>If we are not successful, we will:</b>		

<b>In the first 90 days, we will know we are successful when:</b>		
We are making instructional changes where needed and celebrating success as they occur. We will have identified needs for instructional resources as well as areas for professional growth. Teachers will begin to plan instruction based on longitudinal trend data.		
<b>The measures/evidence we will use are:</b>		
Weekly submissions by grade level content area teachers/teams on the Content Tracker. Comments and feedback left by peers.		
<b>First 90 days action strategies:</b>	<b>Who is on point?</b>	<b>By When?</b>
<ul style="list-style-type: none"> <li>● Content Tracker to be reviewed weekly in Admin PLC. <ul style="list-style-type: none"> <li>○ Begin looking for patterns in data, resource utilization, pacing of content delivery, and levels of mastery.</li> <li>○ Immediately address areas of critical concern.</li> </ul> </li> </ul>	Bruce Voth	weekly
		<b>How Communicated?</b> PLC Minutes

<ul style="list-style-type: none"> <li>● Content Tracker added to the PLC agenda for grade-level teams for discussion and feedback. <ul style="list-style-type: none"> <li>○ Grade-level teams dedicate 5-10 minutes reviewing Content Tracker.</li> <li>○ Comments are encouraged by leaving feedback using <u>comments</u> in the Content Tracker.</li> <li>○ Teams are encouraged to review data from grade level above and below prior to PLC.</li> </ul> </li> </ul>	Yvonne Rundall	weekly	<u>Grade-level PLC minutes</u>
<ul style="list-style-type: none"> <li>● Classroom walkthroughs (5) completed weekly by Principal, Assistant Principal, Instructional Coach <ul style="list-style-type: none"> <li>○ Data reviewed weekly during Admin PLC</li> </ul> </li> </ul>	Bruce Voth	weekly	<u>Flexible Walkthrough PLC Minutes</u>
<ul style="list-style-type: none"> <li>● Weekly PLC meetings - continue to focus on writing and student analysis, analyze teacher walkthrough trends and discussions in grade level teams, as well as school-wide plan for instructional improvements, and data tracker</li> </ul>	Yvonne Rundall	weekly	2023-24 PLC Mi...
<ul style="list-style-type: none"> <li>● Name &amp; Claim MTSS - quarterly meeting that focuses on academic and behavior in Tier 1, 2, &amp; 3 to continue to make informed plans on individual students. Name and Claim</li> </ul>	Yvonne Rundall	quarterly	
<ul style="list-style-type: none"> <li>● Close the Gap - Meade County visit <ul style="list-style-type: none"> <li>○ Two of NT's teachers will visit classrooms and share observations with staff to make instructional decisions to close our gaps</li> </ul> </li> </ul>	Yvonne Rundall Trish Knepper Kaitlyn Morris	October 18th	
<ul style="list-style-type: none"> <li>● LETRS - Continue with LETRS training to disseminate to teachers</li> </ul>	Sheila Woodall Jessica Lear		
<ul style="list-style-type: none"> <li>● Tier 3 interventions based on student data analysis, name and claim</li> </ul>	Frances Traugber	daily	
<ul style="list-style-type: none"> <li>●</li> </ul>			
<b>if we are not successful, we will:</b>			

<b>In the first 120 days, we will know we are successful when:</b>
<b>The measures/evidence we will use are:</b>

**SOUTH TODD ELEMENTARY**  
**30-60-90-120 Day Plan**  
**2023-2024**

**Goal:**

- To implement and align consistent systems in literacy based on the science of reading and student need.
- To monitor key areas of focus in classrooms

1st 30 Days Aug 14-Sept 25	Actions	Person(s) Responsible	Implementation/ Impact
August Administration of STAR Benchmark	Conduct initial benchmark assessment of STAR Reading and Math	Teachers	Completed
Diagnostic Assessments based on STAR Reading results	Pull all students in grades 2-5 to conduct phonics diagnostic testing. Grades 2 & 3 - STAR Phonics Grades 4 & 5 - Core Phonics Survey	Administration	Completed
STAR Testing Data Disaggregation	<ul style="list-style-type: none"> <li>• Determine students identified for Tier 2 interventions</li> <li>• Determine students identified for Tier 3 interventions based on August administration of STAR Reading and Math.</li> <li>• Name &amp; Claim to document interventions and strategies.</li> </ul>	Administration Instructional Coach Grade level teams	Completed
MTSS Block Planning	All students, grades K-5, will participate in an MTSS block focused on ELA. 1st-3rd grades 8:30-9:00 4th & 5th grade 2:15-2:45	Jennifer Oyler Instructional Coach All Teachers	In process - groups to begin October 16th
Administrator Walkthrough Form Development	To develop a walkthrough form to gather quantitative data to monitor key areas of focus for this year (targets, instruction, quality and alignment of tasks, student engagement, opportunities for student discussion and writing about learning, procedures and classroom management, effective use of support staff).	Jennifer Oyler	Completed & In Process
Weekly PLCs	Grade level teams use common planning to analyze student work, plan instruction, set priority standards, deconstruct learning targets, and collaborate to improve the teaching skills and academic performance of students	Administration Instructional Coach Grade level teams	Completed weekly/ PLC agenda minutes are collected in shared Google Drive folder
Next 30 Days Sept 26-Nov 14 (60)	Actions	Person(s) Responsible	
Walkthrough Form	Weekly monitoring of items on the walkthrough form. Share out target data at PLCs.	Administration and Instructional Coach	

Weekly PLCs (continued)	Grade level teams use common planning to analyze student work, plan instruction, set priority standards, deconstruct learning targets, and collaborate to improve the teaching skills and academic performance of students. Instructional coach shares a literacy strategy and assessment strategy weekly. <b>Update Name &amp; Claim document</b>	Administration Instructional Coach Grade level teams	
Teacher Coaching	Apprentice teachers being coached one-on-one by instructional coach	Instructional Coach	
Tier 3 Interventions	Tier 2 and Tier 3 students will receive interventions in reading and math.	Intervention teachers Special ed teachers	
KSA Testing Data Disaggregation	<ul style="list-style-type: none"> <li>• Use to develop Needs Assessment for CSIP</li> <li>• Look for gaps</li> <li>• Look for correlations between existing STAR data and KSA data.</li> </ul>		
October Administration of STAR Benchmark (undecided)	Conduct the next administration of STAR Reading and Math; Re-examine targeted students and interventions	Teachers Administration Instructional Coach Intervention Teachers	
GRREC Literacy Coaching (K-3)	Curriculum Day (November 6, 2022)	GRREC Administration Instructional Coach K-3 teachers	
LETRS training	Participate in LETRS science of reading training to disseminate to teachers during PLCs.	Jennifer Oyler Kendra Haley	
<b>Next 30 Days Nov 15-Jan 17 (90)</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	
Walkthrough Form (con't)	Weekly monitoring of items on the walkthrough form. Share out target data at PLCs.	Administration and Instructional Coach	
Weekly PLCs (continued)	Grade level teams use common planning to analyze student work, plan instruction, set priority standards, deconstruct learning targets, and collaborate to improve the teaching skills and academic performance of students. Instructional coach shares a literacy strategy and assessment strategy weekly. <b>Update Name &amp; Claim document</b>	Administration Instructional Coach Grade level teams	
Tier 3 Interventions (continued)	Tier 2 and Tier 3 students will receive interventions in reading and math.	Intervention teachers Special ed teachers	

Teacher Coaching (continued)	Apprentice teachers being coached one-on-one by instructional coach	Instructional Coach	
Constructed Response and On Demand Scoring	Constructed Response - 3rd-5th at least two scored and turned in each week during PLCs On-Demand practice - at least once a month	Teachers Administration Instructional Coach	
<b>Next 30 Days Jan 18-Feb 29 (120)</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	
GRREC Literacy Coaching (K-3)	Professional Learning K-3 in PLCs	GRREC and Administration Instructional Coach K-3 teachers	
Walkthrough Form (continued)	Weekly monitoring of items on the walkthrough form. Share out target data at PLCs.	Administration and Instructional Coach	
Weekly PLCs (continued)	Grade level teams use common planning to analyze student work, plan instruction, set priority standards, deconstruct learning targets, and collaborate to improve the teaching skills and academic performance of students. Instructional coach shares a literacy strategy and assessment strategy weekly. <b>Update Name &amp; Claim document</b>	Administration Instructional Coach Grade level teams	
Tier 3 Interventions (continued)	Tier 2 and Tier 3 students will receive interventions in reading and math.	Intervention teachers Special ed teachers	
Teacher Coaching (continued)	Apprentice teachers being coached one-on-one by instructional coach	Instructional Coach	
Constructed Response and On Demand Scoring	Constructed Response - 3rd-5th at least two scored and turned in each week during PLCs On-Demand practice - at least once a month	Teachers Administration Instructional Coach	

**Todd County Central High School  
2023-2024 Monitoring in 30-60-90 Format**

Principal: Lee Quarles

School: Todd County Central High School

- 90-Day Success Measures: How will we know when we are successful in our work around the goal?
- \* Non-Negotiables are evident in teacher classrooms 90%+
  - \* PBIS is evident in classrooms at 80%
  - \* RTI students are screened with SRI in Read 180, IXL Math, and students are scheduled accordingly. 100%
  - \* All students are identified who need RtI
  - \* Identification of GAP students by grade level and team
  - \* Teachers implement research based strategies in dealing with gap students from trainings during PLCs
  - \* Teachers/Administration identify students for RtI Reading and Math
  - \* Mentored students show growth in acceptable behavior and academic skills
  - \* Students are screened with Achieve 3000.

- Evidence/Measures: List data to be used for monitoring :
- \* Administrative Walk through observations
  - \* PBIS Walk through observations
  - \* SRI and Achieve 3000 reports
  - \* RtI schedules/reports
  - \* Gap identification rosters for each team
  - \* PLC meeting minutes and completed product (Lesson plans, Unit Learning Maps, Common Assessments, and Student work analysis notes)
  - \* Common Assessment results given during this time period
  - \* Parent contact logs in infinite campus
  - \* Needs Assessment for CSIP in OCTOBER/NOVEMBER and begin new goals for 2023-24 CSIP

	# OBS	#NN	%
Learning targets posted & referenced throughout the lesson			
Learning targets formatively assessed			
Instruction congruent to the posted learning target			

TIMEFRAME						
30	60	90	120	150	180	210



ACTION STRATEGIES	POC	AREA	CSIP Goal & MO	STATUS (C, O, NP)	6T/6 - 6O/8		July - August
Non-Negotiables REVIEWED and monitored with all teachers-Readressed second semester with teachers in PLC(Weekly lesson plans, Clear target posted, attending duty stations)	Administration	Vision/PGES 1	1	O			
Communicate PLC process to faculty: Schedule, Format for meetings and lead administrator. Fidelity with PLC cycles	Leadership Team/ Admin	Tell Survey	1	C	X		
Train all teachers in PBIS	PBIS team	Culture/PGES	1,2	C	X		
Ongoing PBIS/student engagement walk throughs to insure fidelity with implementation and classroom cultures (goal of 35 per week)	PBIS team	Vision/PGES	1,2	NP	X		
Identification of Classrooms where high levels of Gap students are evident and work on PBIS management skills	Administration/ CS/	Culture	1,2	O	X		
Re-designed Master Schedule to allow a separation of Math and Reading Resource in order to allocate more time to fill instructional gaps in those areas.	Administration /SPED teachers/ CS	Vision/Needs Assessment	1, 2,4	C	X		
Tracking of GAP mentor students by teacher and TCCH staff (Positive Interactions) from Benchmark Test. "Making Great Decisions"	TCCHS Faculty	culture/Gap	1,4	O			
Communicate lesson plan expectations and Pacing Guides.	Quarles/ Carrington	PGES	2	O	X		
PLC schedule and weekly meetings scheduled through May 2022	Administration	PGES	2	O	X		
Hold weekly PLC meetings to address instructional strategies, writing analysis, common assessments, and data analysis of formative assessments	Administration	PGES	2,3	O	X		
SPED students scores from KPREP are analyzed with SPED team: Goals, Modifications, who tested them, as compared to what the IEP states are their needed modifications.	Administration /SPED teachers	Needs Assessments	2,4	C	X		
Rosters of students changed to meet intervention needs	Admin/Guidance	Needs Assessments	3,4	O	X		



TCMS

Principal: Kimberly Davis

90-Day Success Measures: How will we know when we are successful in our work around the goal?

- \* Non-Negotiables are evident in teacher classrooms 80%+
- \* PBIS is evident in classrooms at 80%
- \* STAR, Snapshot, and IXL Diagnostic is complete and all students are identified who need RtI
- \* Identification of GAP and Bubble students by grade level teams
- \* Teachers implement research based strategies in dealing with GAP students introduced to them during PLCs
- \* Teachers/Administration identify students for specific levels of specific Tiers of RtI Reading and Math
- \* Mentored students show growth in acceptable behavior and academic skills
- \* WIN Time data is analyzed and students are able to move fluidly through different levels of interventions

Evidence/Measures: List data to be used for monitoring :

- \* Administrative observations
- \* PBIS Walkthrough observations
- \* SRI and STAR reports
- \* WIN Time data and PBIS team meeting reports
- \* WIN Time identification rosters for each team
- \* PLC meeting minutes and completed product (Pacing Guides, Lesson plans, Assessments, and Student work analysis notes)
- \* Assessment results given during this time period
- \* Parent contact logs in infinite campus
- \* Needs Assessment for CSIP in OCTOBER/NOVEMBER and begin new goals for 2023-2024 CSIP

	# OBS	#NN	%
Learning targets posted & referenced throughout the lesson			
Learning targets formatively assessed			
Instruction congruent to the posted learning target			

ACTION STRATEGIES	POC	AREA	CSIP Goal & MD	STATUS (C, O, NP)	6/28/23	12/15/23	2/15/24
Non-Negotiables REVIEWED and monitored with all teachers	Administration	Vision/PGES		C			
Communicate PLC process to faculty	Leadership Team	Culture/PGES		O			
Review PBIS expectations with all faculty at all breaks in instruction over two days in length.	PBIS team	Culture/PGES		O			
Ongoing PBIS/student engagement walk-throughs to insure fidelity with implementation and classroom cultures	PBIS team	Vision/PGES		O			
WIN Time is being used effectively to help students progress in skills they are lacking academically and behaviorally	Administration /Ad Hoc committee	Vision/Needs Assessment		O			
Student data during WIN time is tracked to determine student growth	TCMS teachers	PGES		O			
Professional Development for teachers in Content Areas throughout the year.	Administration/TCMS teachers	Teacher Effectiveness		C			
Student and staff surveys to improve school culture, student engagement, and effective leadership ideas.	Leadership Team	PGES		O			
Communicate lesson plan expectations and Pacing Guides with District	Administration	PGES		O			
PLC schedule and weekly meetings scheduled through May 2024	Administration	PGES		C			
Hold weekly PLC meetings to address instructional strategies, writing analysis, common assessments, and data analysis of formative assessments	Administration	PGES		O			



## Horizons Academy Progress Plan

### Horizons Update

Date	Number of student completed	Number of students still working
08/10/23	5	10
10/2/23	11	4

- At the beginning of the year there were a total of 15 students enrolled at Horizons Credit Recovery. Five students were had completed the necessary courses for graduation prior to this school, but their cohort has their graduation in May 2024. Six students have completed their necessary courses for graduation since the beginning of the 2023-2024 school year, and are now in a workplace program.

### Academy Update

Date	Number of students	Behavior Issues
8/10/23	4	0
10/3/23	8	0

- At the beginning of the school year there were four students enrolled in the Academy from behaviors in the previous school year. All four students have completed their days with no behavioral issues, and are successfully back at TCCHS. Since that time there have been seven new students to enter the Academy. At this time there have been no behavioral issues with those six students. One has reached out for help with THC addiction, and we are working with Mrs. Kelli Templeman on this.

**Day Treatment Update**

Date	Number of students	Behavioral Issues
8/10/23	3	1
10/2/23	5	7

- Day Treatment has had a total of six students this school year. One student was removed for behavioral issues. All five students enrolled have been written up at least one time with two students being written up more than once. Students struggle the most during counseling, but different measures have been put in place to help with this. The past two weeks, the group counseling sessions have had no issues.
- Two students did have goals of completing at least one credit, and both have completed one.
- Two students are on track to exit the program successfully by October 20th if they do not miss anymore days, and gain points as they should each day.