

16-17 Comprehensive School Improvement Plan

Talton K Stone Middle School
Elizabethtown Independent

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Overview

Plan Name

16-17 Comprehensive School Improvement Plan

Plan Description

T. K. Stone Middle School

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 proficiency ratings for all students in the non-duplicated gap group from 32.4% in 2015 to 53.7% in 2017.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$0
2	Increase the average combined reading and math K-prep scores for middle school students from 59.5% to 74.7% in 2019.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$38000
3	Increase the percentage of teachers who agree or strongly agree that the school maintains clear, two-way communication with the community from 89.5% to 93% as measured by the Tell survey (Q4.1b) by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
4	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: 1	Organizational	\$0
5	Novice Reduction - Decrease the number of students scoring novice in reading and math by 50% by 2020 for all individual student groups.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0
6	CCR: Increase the number of students who are College and Career Ready by 10% as demonstrated by scoring proficient or distinguished on the K-Prep.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$15000
7	Increase the percentage of effective teachers by 20%	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.4% in 2015 to 53.7% 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 47% to 53.7% by 05/31/2017 as measured by the school report card.

Strategy 1:

RTI/RTL - The school will develop and implement a system of targeted interventions in the areas of 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. Students who are in need of tiered support will be identified by the RTI/RTL committee (Administration, school psychologist, Reading and Math intervention teachers, school counselor) using data from KPREP, School/District Benchmark STAR data. Students will be placed in Strategy level classes (READING or Math) where they will receive individualized intensive instruction from an intervention teacher. The classes use computerized intervention programs to provide instruction along with the teacher. Students will be progress monitored at a minimum of every three weeks. Students will be moved out of intervention as data evidence proves they no longer need the additional support and instruction.

Category: Learning Systems

Research Cited: RTI/RTL Tiered Intervention Framework

Activity - Pyramid of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will embed reading and math interventions in the master schedule during the regular school day for students achieving below proficiency. Tiered interventions will be delivered in small group and individualized learning settings using technology and blended learning. Renewal and purchase of licences.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Intervention Teachers, Administrative Staff, Guidance Counselor, Classroom Staff
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement and refine working PLC groups to analyze student data, classroom practice, Instruction, and curriculum, and to monitor student learning. The principal will ensure common planning times for PLC groups in the master schedule. Principals will monitor PLC groups and assist as necessary. Principals will facilitate PLC competency and growth with professional development and monitoring and feedback.	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Administrative Staff and classroom teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student Data Dashboard reports linking students' progress trends on current assessment data (K-Prep, Star Benchmark, ongoing intervention progress monitoring) will be used to provide and refine intervention for targeted students.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	School and district administration and intervention teams/teachers
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Activity - ELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will review current process and continue to refine effectiveness for identifying and providing supports for ELL students within the school day and beyond.	Academic Support Program	01/01/2017	12/01/2017	\$0	No Funding Required	School Administration, FRYSC, ELL Coordinator

Measurable Objective 2:

collaborate to increase the achievement of students with IEP's from 24.5 % to 34.6% proficient in combined reading and math by 05/31/2017 as measured by the school report card.

Strategy 1:

Student Support Systems - Teachers and administration will identify and support SpEd population students to maximize learning and success.

Category: Continuous Improvement

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 implement effective co-teaching strategies to support students in the classroom. Teachers will collaborate through PLCs, with Coteachers, and administrative staff, to refine instructional practices and supports for students with IEPs.	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Administrative Staff, SpEd teachers and Regular Ed teachers.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be monitored (grades, behavior, attendance) and used to provide individualized intervention to SpEd students. SpEd staff will meet (typically Thursday PLC meeting) and then meet with the students to monitor and set goals for the grades, behavior, and attendance for each student on their caseload. SpEd staff will develop a data report for their case load and turn in weekly data to administration as well as provide information (on grades, behavior, attendance) to parents weekly at a minimum. Each student will have an adult advocate.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	SpEd Teachers, Administration, Guidance Counselor, RTI team

Goal 2: Increase the average combined reading and math K-prep scores for middle school students from 59.5% to 74.7% in 2019.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency from 59.5% to 64.6% by 06/01/2017 as measured by the Spring 2017 K-Prep as reported on the school report card..

Strategy 1:

Curriculum Alignment - Teachers will develop and deliver a consistent curriculum around the Common Core standards. (Identified, clear learning targets, pacing guides, weekly overviews, rigorous materials and products, common assessments, formative and summative assessment, feedback for improvement and learning, data and student learning monitoring, review and revision processes)

Category: Continuous Improvement

Activity - Professional Learning	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 (formative assessment and data based evidence of student learning) and the monitoring and implementation of effective classroom instruction. Meeting minutes will be turned in to principal. Professional development to increase the effectiveness of PLC and teachers will be provided. Professional Development: Curriculum, Data Usage/Assessment, Instructional Proficiency	Professional Learning	01/01/2017	12/31/2017	\$2500	State Funds	Administrative staff and all teachers
Activity - Response to Learning/Intention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will align data and intervention structures, procedures, and resources to support the response to learning initiatives. Alignment will include decisions on core curriculum, student and material identification for tiered intervention and enrichment, communication, scheduling, fluidity, flexibility, and personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Interventionists, Administration, Teachers

Strategy 2:

Effective Practices - School and classroom practices and systems will be reviewed and monitored using 30/60/90 District/School Admin visits and the elements of the Strategic Plan for successful sustained implementation and refinement purposes

Category: Continuous Improvement

Activity - Involvement and 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 learning and support activities, and scheduling nights. Additionally, the school will partner with community entities or participate in community events to create a higher level of engagement, support, and satisfaction throughout the community.	Career Preparation/Orientation, Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$500	Title I Schoolwide	Administrative team, teachers, committees, SBDM

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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 Development will include Engaging Students with Poverty in Mind and 7 Strategies for Assessment for Learning at a minimum.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, School teacher leaders, School and District level Administration

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will conduct walk-throughs to develop and monitor instructional quality within all classrooms and ensure support and progress in meeting school and district goals. (Student engagement, level of learning, support of standards learning, the use of formative assessment, clear learning targets and the use of feedback) The school level administration will create a calendar and completion goal level for ongoing sustained monitoring as well as a system for feedback for teachers.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Assistant Principal,

Strategy 3:

Learning Support - Extended School Opportunities for before school, after school, and summer school learning. Tutoring will be provided by a teacher before school five days a week. After school Homework Help (tutoring and technology) and transportation services will be provided a minimum of two days per week throughout the school year for all students who wish to attend.

Summer school tutoring will be provided for struggling and at risk students. Students will be identified by the RTL committee by April 15th, 2017.

Category: Learning Systems

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring services for students who request or need extra help will be provided before and after school. School services for GAP or students at risk will be provided for a period of time over the summer.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$15000	Title I Schoolwide	Teachers, student tutors, Administration, ESS Coordinator, FRYSC Coordinator

Activity - RTL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and Math Intervention classes using blended learning - computer programs/classrooms.	Academic Support Program	01/01/2017	12/31/2017	\$20000	Title I Schoolwide	Administration, RTL team

Goal 3: Increase the percentage of teachers who agree or strongly agree that the school maintains clear, two-way communication with the community from 89.5% to 93% as measured by the Tell survey (Q4.1b) by 2017.

Measurable Objective 1:

collaborate to increase communication between school and community members/groups by 12/31/2017 as measured by school strategic plan activities/30-60-90..

Strategy 1:

Communication - The school will develop and implement a plan to improve and increase communication means and activities between the school and families/community groups/members. Teachers will meet at the beginning of the 16-17 school year to create plan by dept/PLC. Each teacher, dept. PLC will document ongoing parent communication - positive, note cards home, failing students, etc. The school will send home weekly IC messages, update the school website, notify the newspaper of events, and achievements, and create a social media presence using Twitter, Remind, Facebook. Committee research and survey for engaging the community.

Category: Stakeholder Engagement

Activity - Parent and Community Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with guidelines for effective home/school communication. Teachers and administration will engage in ongoing efforts to engage parents and community members in meaningful ways to support student learning, and school involvement.	Professional Learning	01/01/2017	12/31/2017	\$1000	School Council Funds	Administration , faculty
Activity - Methods of Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and use Social media presence at the school level. Send home weekly email using Infinite Campus email system. Explore and expand other opportunities for direct communication with parents/families. Create and administer a survey to identify how students and families would like to get involved or what they would like to improve/change. System for two way communication. (student advisory panel meet with admin.) Admin. and teacher participation in school PTO and other organizations/events.	Community Engagement, Parent Involvement	01/01/2016	01/01/2017	\$0	No Funding Required	Jennifer Burnham, School Staff, Media Specialist, and teachers

Goal 4: 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, Arts and Humanities, PLCS, and Writing. by 12/31/2017 as measured by the Program Review Evidence/Rubric.

Strategy 1:

Program Review Committees - 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: Continuous Improvement

Research Cited: Stakeholder Involvement, Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a faculty, identify areas for growth in the program (using program review) and address areas within departments or at school level.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers and Administration

Goal 5: Novice Reduction - Decrease the number of students scoring novice in reading and math by 50% by 2020 for all individual student groups.

Measurable Objective 1:

increase student growth by reducing the percent of students scoring Novice in Reading from 19.9% to 17.9% and in Math from 11.9% to 10.8% by 10/15/2017 as measured by the spring 2017 KPREP data..

Strategy 1:

RTL/RTI - Students scoring novice on last year's KPREP or below grade level on STAR benchmark assessments will be provided with intervention and support. See RTL process description. (data, identification, intervention, monitoring)

Special Ed students will be monitored and "check and connect" by case manager

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
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Students who scored novice on the KPREP in reading and/or Math or below grade level on STAR benchmark assessments will be given one additional class block per day of reading or math intervention until data indicates the student has progressed.	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Jennifer Burnham; Reading intervention teachers; Math Intervention teachers
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Activity - Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Administration will monitor instruction through walkthroughs, feedback, PLC meetings, L2L data from the district. Teachers will increase use of engaging strategies and participate in district PD activities related to improving instruction and cultural proficiency as it relates to student achievement.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Jennifer Burnham, Joe Nepi, All Teachers

Measurable Objective 2:

collaborate to improve equitable access to effective teachers and all learning programs for all students by 12/31/2017 as measured by as measured by data sources related to equitable access (Kprep, Tell, Student and Teacher data).

Strategy 1:

Equitable Access - The Learning Environment committee will create and present an updated equitable access plan for review and acceptance by SBDM. Areas should include: scheduling (teacher student placement review and recommendations, recruitment of minority teacher plan, PD plan for teachers, review of class offerings and placement policies.)

Category: Continuous Improvement

Research Cited: Equitable Access

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use the Professional Growth and Effectiveness System to monitor growth, receive and provide feedback for improvement, and identify areas of strength and areas for growth in order to improve effectiveness and student learning.	Policy and Process, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	School and District Administration, SBDM, Dept. and PLC groups/teachers.

Goal 6: CCR: Increase the number of students who are College and Career Ready by 10% as demonstrated by scoring proficient or distinguished on the K-Prep.

Measurable Objective 1:

achieve college and career readiness by increasing the percentage of students scoring at or above the proficient level by 10% by 12/31/2017 as measured by KPREP Scores.

Strategy 1:

Intervention and Support - RTL/RTI for Reading and Math - The school will develop and implement a system of targeted interventions in the areas of 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. Students who are in need of tiered support will be identified by the RTI/RTL committee (Administration, school psychologist, Reading and Math intervention teachers, school counselor) using data from KPREP, School/District Benchmark STAR data. Students will be placed in Strategy level classes (READING or Math) where they will receive individualized intensive instruction from an intervention teacher. The classes use computerized intervention programs to provide instruction along with the teacher. Students will be progress monitored at a minimum of every three weeks. Students will be moved out of intervention as data evidence proves they no longer need the additional support and instruction.

ESS will be made available for struggling students or students wishing extra assistance outside of regular school hours. These programs will be documented/monitored through the IC Intervention Tab, and with the administration/ESS coordinator using student performance/grade data.

Category: Continuous Improvement

Activity - RTL/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTL for Reading and Math - Tiered system of interventions for students not meeting proficiency in Reading or Math PLC identification of struggling students and use of data to monitor student learning - Reading, Math, Social Studies, and Writing	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	School and District Level Admin Staff; Math and Reading Intervention teachers, Regular Classroom teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Extended School Services - Morning tutoring and Afterschool Homework Help services will be offered and provided to struggling students. Afterschool Character and enrichment program	Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$15000	State Funds	ESS Coordinator, FRYSC
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Goal 7: Increase the percentage of effective teachers by 20%

Measurable Objective 1:

demonstrate a proficiency in effective teaching by 06/01/2017 as measured by as evaluated by the TPGES and PPGES overall ratings for the teachers and administration..

Strategy 1:

Effective Instruction - District TPGES Plan including the following components: Self Reflection, PGP, SGG, Mid year, Summative, minis and full observations, pre-and post conferences, and teacher - evaluator feedback.

Category: Teacher PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and administrator professional learning to improve teaching effectiveness.	Professional Learning	01/01/2017	12/31/2017	\$2500	State Funds	Jennifer Burnham, Teachers, District Admin

Activity - Profesional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional Learning Communities to improve classroom instruction and student learning outcomes. The school master schedule will allow for regular meeting time for common plan for PLC groups. PLC groups will be monitored and supported by administration. (Meeting minutes, meeting attendance, curriculum and data monitoring, professional development support)	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	All Teachers and school administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Involvement and Communication	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 learning and support activities, and scheduling nights. Additionally, the school will partner with community entities or participate in community events to create a higher level of engagement, support, and satisfaction throughout the community.	Career Preparation/Orientation, Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$500	Administrative team, teachers, committees, SBDM
RTL	Reading and Math Intervention classes using blended learning - computer programs/classrooms.	Academic Support Program	01/01/2017	12/31/2017	\$20000	Administration, RTL team
Extended School Services	Tutoring services for students who request or need extra help will be provided before and after school. School services for GAP or students at risk will be provided for a period of time over the summer.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$15000	Teachers, student tutors, Administration, ESS Coordinator, FRYSC Coordinator
Total					\$35500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Community Engagement	Teachers will be provided with guidelines for effective home/school communication. Teachers and administration will engage in ongoing efforts to engage parents and community members in meaningful ways to support student learning, and school involvement.	Professional Learning	01/01/2017	12/31/2017	\$1000	Administration, faculty
Total					\$1000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Extended School Services	Extended School Services - Morning tutoring and Afterschool Homework Help services will be offered and provided to struggling students. Afterschool Character and enrichment program	Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$15000	ESS Coordinator, FRYSC
Professional Development	Teacher and administrator professional learning to improve teaching effectiveness.	Professional Learning	01/01/2017	12/31/2017	\$2500	Jennifer Burnham, Teachers, District Admin
Professional Learning	Each teacher will participate in a professional learning community to focus on student achievement data (formative assessment and data based evidence of student learning) and the monitoring and implementation of effective classroom instruction. Meeting minutes will be turned in to principal. Professional development to increase the effectiveness of PLC and teachers will be provided. Professional Development: Curriculum, Data Usage/Assessment, Instructional Proficiency	Professional Learning	01/01/2017	12/31/2017	\$2500	Administrative staff and all teachers
Total					\$20000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Student data will be monitored (grades, behavior, attendance) and used to provide individualized intervention to SpEd students. SpEd staff will meet (typically Thursday PLC meeting) and then meet with the students to monitor and set goals for the grades, behavior, and attendance for each student on their caseload. SpEd staff will develop a data report for their case load and turn in weekly data to administration as well as provide information (on grades, behavior, attendance) to parents weekly at a minimum. Each student will have an adult advocate.	Academic Support Program	01/01/2017	12/31/2017	\$0	SpEd Teachers, Administration, Guidance Counselor, RTI team
ELL	Committee will review current process and continue to refine effectiveness for identifying and providing supports for ELL students within the school day and beyond.	Academic Support Program	01/01/2017	12/01/2017	\$0	School Administration, FRYSC, ELL Coordinator
Teacher Effectiveness	Teachers and administrators will use the Professional Growth and Effectiveness System to monitor growth, receive and provide feedback for improvement, and identify areas of strength and areas for growth in order to improve effectiveness and student learning.	Policy and Process, Professional Learning	01/01/2017	12/31/2017	\$0	School and District Administration, SBDM, Dept. and PLC groups/teachers.

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Effective Instruction	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. Administration will monitor instruction through walkthroughs, feedback, PLC meetings, L2L data from the district. Teachers will increase use of engaging strategies and participate in district PD activities related to improving instruction and cultural proficiency as it relates to student achievement.	Academic Support Program	01/01/2017	12/31/2017	\$0	Jennifer Burnham, Joe Nepi, All Teachers
RTL/RTI	RTL for Reading and Math - Tiered system of interventions for students not meeting proficiency in Reading or Math PLC identification of struggling students and use of data to monitor student learning - Reading, Math, Social Studies, and Writing	Academic Support Program	01/01/2017	12/31/2017	\$0	School and District Level Admin Staff; Math and Reading Intervention teachers, Regular Classroom teachers
Response to Learning/Intention	The school will align data and intervention structures, procedures, and resources to support the response to learning initiatives. Alignment will include decisions on core curriculum, student and material identification for tiered intervention and enrichment, communication, scheduling, fluidity, flexibility, and personnel.	Academic Support Program	01/01/2017	12/31/2017	\$0	Interventionist s, Administration , Teachers
Methods of Communication	Create and use Social media presence at the school level. Send home weekly email using Infinite Campus email system. Explore and expand other opportunities for direct communication with parents/families. Create and administer a survey to identify how students and families would like to get involved or what they would like to improve/change. System for two way communication. (student advisory panel meet with admin.) Admin. and teacher participation in school PTO and other organizations/events.	Community Engagement, Parent Involvement	01/01/2016	01/01/2017	\$0	Jennifer Burnham, School Staff, Media Specialist, and teachers
Student Engagement	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 Development will include Engaging Students with Poverty in Mind and 7 Strategies for Assessment for Learning at a minimum.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	Teachers, School teacher leaders, School and District level Administration

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Progress Monitoring	Student Data Dashboard reports linking students' progress trends on current assessment data (K-Prep, Star Benchmark, ongoing intervention progress monitoring) will be used to provide and refine intervention for targeted students.	Academic Support Program	01/01/2017	12/31/2017	\$0	School and district administration and intervention teams/teachers
Program Review	As a faculty, identify areas for growth in the program (using program review) and address areas within departments or at school level.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	Teachers and Administration
Professional Learning Communities	The school will implement and refine working PLC groups to analyze student data, classroom practice, Instruction, and curriculum, and to monitor student learning. The principal will ensure common planning times for PLC groups in the master schedule. Principals will monitor PLC groups and assist as necessary. Principals will facilitate PLC competency and growth with professional development and monitoring and feedback.	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	Administrative Staff and classroom teachers
Pyramid of Interventions	The school will embed reading and math interventions in the master schedule during the regular school day for students achieving below proficiency. Tiered interventions will be delivered in small group and individualized learning settings using technology and blended learning. Renewal and purchase of licences.	Academic Support Program	01/01/2017	12/31/2017	\$0	Intervention Teachers, Administrative Staff, Guidance Counselor, Classroom Staff
Monitoring Instructional Practices	School Leadership will conduct walk-throughs to develop and monitor instructional quality within all classrooms and ensure support and progress in meeting school and district goals. (Student engagement, level of learning, support of standards learning, the use of formative assessment, clear learning targets and the use of feedback) The school level administration will create a calendar and completion goal level for ongoing sustained monitoring as well as a system for feedback for teachers.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Assistant Principal,
Profesional Learning Communities	Teachers will participate in professional Learning Communities to improve classroom instruction and student learning outcomes. The school master schedule will allow for regular meeting time for common plan for PLC groups. PLC groups will be monitored and supported by administration. (Meeting minutes, meeting attendance, curriculum and data monitoring, professional development support)	Professional Learning	01/01/2017	12/31/2017	\$0	All Teachers and school administration

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Reading and Math Intervention Classes	Students who scored novice on the KPREP in reading and/or Math or below grade level on STAR benchmark assessments will be given one additional class block per day of reading or math intervention until data indicates the student has progressed.	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Jennifer Burnham; Reading intervention teachers; Math Intervention teachers
Co-teaching Strategies	Teachers will implement effective co-teaching strategies to support students in the classroom. Teachers will collaborate through PLCs, with Coteachers, and administrative staff, to refine instructional practices and supports for students with IEPs.	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	Administrative Staff, SpEd teachers and Regular Ed teachers.
Total					\$0	