

TATES CREEK MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN (KASC ACTION COMPONENT OPTION)

SCHOOL ASSURANCE REVIEW SCHOOL YEARS 2006-08

The Tates Creek Middle school council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* (2003) prior to approval of our plan.

Gregory E. Quenon
Chairperson, School Council

December 12, 2007
Date

Jennifer Kendall, Associate Principal
Chairperson, School Planning Committee

December 12, 2007
Date

School Council Members:

Gregory Quenon, Principal	Steve Marionneaux, Teacher
Jennifer Kendall, Associate Principal	Leigh Ann McDowell, Teacher
Gay Begley, Teacher	Keith Brewer, Parent
Kim Hinkson-Lee, Teacher	Glenda Green, Parent
Jenie Grant, Teacher	Shelley Jackson, Parent
Tricia Calico, Teacher	Tina Moorehead, Parent

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2003-2004 are in the *Comprehensive School Improvement Planning Framework* (2003) and can be downloaded from the Web Page at:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

MISSION STATEMENT: Tates Creek Middle School believes in empowering students to take charge of their futures. TCMS is committed to developing positive, productive, and responsible citizens who are independent thinkers, value themselves and others, and have the knowledge, skills, and desire to be life-long learners.

PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

How Planning and Needs Assessment Teams Were Organized:

Analysis of the Scholastic Audit Report of Tates Creek Middle School were used to determine needs and plan for allocating resources and setting goals to meet needs identified. In addition, Senate Bill 168 biennial targets addressed are including in the planning process. Input from the Dialogue Process Observers and Jack Hayes (Fayette Co. Middle School Director) was included in guiding the revision of the Comprehensive School Improvement Plan (CSIP). School committees were charged with giving input on many CSIP components.

Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

Greg Quenon, Jennifer Kendall, Diana Smith, Vicki Uppenkamp, Anisha Beatty-Adams and all members of the TCMS staff through committee work.

How the Needs of the School or District Were Determined:

Testing data, anecdotal information, discipline referral records, and teacher reporting records were reviewed, and achievement gaps were identified. We also looked at the content areas with the lowest scores and made plans to realign the curriculum.

How Goals and Strategies Were Decided Upon:

After looking at test data (KCCT, PAS, Learning Checks), areas of weakness (gaps) were identified. Team meetings were held with teachers, the previous consolidated plan was looked at, and anecdotal records were used to help develop goals and strategies. Goals were decided upon via the areas of weakness, and strategies were then designed to address the identified areas.

What Implementation of the Plan is Expected to Achieve:

We will work to close the targeted achievement gaps and to meet the needs of all students. We expect the level of instruction to address the needs of all groups of students, while teaching to the highest level possible. Title 1 funding, not to equal less than ten percent of Title 1, Part A allocation, will be used to fund professional development of teachers and improvements in student achievement with our students on free/reduced lunch, our African-American students, and students with special needs.

What Process was Used for Internal Review of the Plan:

A review of the existing consolidated plan was used for a baseline to begin dialogue between all stakeholders to initiate the revisions. The district Internal Facilitator meetings were also a contributing factor. Finally, it cannot be overstated as to how instrumental the feedback from the teachers, staff, and parents has been to arrive at a final product.

How Public Comment was Secured and What Response was Made:

Parents, and community members were welcomed at all consolidated plan meetings. A parent survey was sent home and their feedback was helpful and included.

How Consolidated Planning Will be Ensured in the Future:

An internal monitoring instrument will be used and implemented. Additionally, the consolidated plan will be an SBDM agenda item in all meetings. The district I & I checks will also help keep track that all strategies and activities are being addressed and implemented. New testing data will be reviewed to ensure that TCMS is on track in the areas that are being implemented.

COMMUNICATION PLAN

How will the Consolidated Plan and Other Important Information Be Shared with Stakeholders?

The consolidated plan was shared with teachers and parents to gather their input. The final draft will be presented at SBDM and a faculty meeting. The TCMS home webpage will include the CSIP as well as many other resources for parents and students to use.

How will Input Continue to be Gathered from Stakeholders?

Since this is a working document, solicitation of feedback will be part of a two-way interactive component of the plan. For example, various committees are in place that address different components and all communication will be interactive: question and answers via the webpage. Teachers will be able to give feedback during faculty meetings since consolidated plans components will be discussed according to the agenda.

SBDM Council Reporting Timeline

Parent Involvement Component

Months Action Component Activity	July 06	Aug 06	Sept 06	Oct 06	Nov 06	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07	May 07	Jun 07
	F	H	C	B	E		B	C&D	G	A&B	I	D

SBDM Council Reporting Timeline

Student Achievement Component

Months Action Component Activity	July 06	Aug 06	Sept 06	Oct 06	Nov 06	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07	May 07	Jun 07
		4A	1A	3A	1C	1B	4A	3A	1A	1C		3A
			4B	3B		4B		3B	4B			3B

SBDM Council Reporting Timeline

Equity Component

Months	July 06	Aug 06	Sept 06	Oct 06	Nov 06	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07	May 07	Jun 07
Action	2A	IB	2B	3B	1A	ESS	2A	3A	IB	1A	ESS	2A
Component			3A		IB		3B	3B				2B
Activity			3B					3D				IB
			3D									

Action Component Parental Involvement

District Name Fayette County

Component Manager YSC Director and Administration

School Name Tates Creek Middle School

Date December 12, 2007

Priority Need	Goal (Addresses the Priority Need)
<p>A. The 40 Developmental Asset survey of the students indicated that over 30% of TCM students lacked assets in the Empowerment type of asset with “safety” in the school and community being a primary concern. Informal meetings between YSC staff and parents indicate that parents feel less “notified” about school events once their child is in the Middle School.</p>	<p>A. To increase communication with parents, the community and the school to promote programs and work on being recognized as an inviting school.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. Parents indicate they receive poor communication from TCMS.</p> <p>A2. Parents are unaware of school programs and policies.</p> <p>A3. Community members indicate that they are not familiar with our school or programs.</p>	<p>A1. Increase communication with parents and community by at least 15%.</p> <p>A2. Parent involvement in schools will increase by 10% based on PTA membership.</p>

Parental Involvement Component And Implementation & Impact Form

(2006-2008 School Years)

Component Leader: YSC Director and Administration

Objective # Increase communication and involvement with parents and school:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Conference Nights	Implementation: TCMS will host one conference night per trimester. All parents will be notified by mail/flyer, and parents of students who are not performing to proficiency in their classes will receive a personal invitation (phone call) from the team.	Title 1 Teacher, Team Leaders	8/07	\$1800	SCIF YSC	I	<p><i>TCMS has hosted three conference nights during the 2007/08 school year, one at the conclusion of each grading period to date. Parents were contacted by personal invitation for students who are performing below proficiency representing all our disaggregated groups.</i></p> <p><i>Our Youth Service Center also provided teams with informational flyers/newsletters to give to parents.</i></p>
	Short-Term Measures of Success: Conference sign in sheets and progress reports of students involved.						
	Long-Term Measures of Success: Student progress reports and Individual Success plans will be updated regularly to track success of contacts.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B. Parent Involvement Logs	Implementation: All teachers will keep a parent involvement log containing information regarding contacts made (personal or by phone) with parents/guardians.	Teachers, Title 1 Lead Teacher, Principal	8/07	No Cost		I	<p><i>Teachers turn in contact logs to our Title 1 lead teacher three times during the school year. To date, she collected the logs on November 1 and February 1. During the first reporting, TCMS logged 71 conferences, 239 personal contacts, and 187 phone calls.</i></p>

	<p>Short-Term Measures of Success: Completion of logs for every teacher in the building.</p> <p>Long-Term Measures of Success: Student progress reports and Individual Success plans will be updated regularly to track success of contacts.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C. Team Newsletters	<p>Implementation: Each team will send home a parent letter explaining team/classroom procedures and expectations for the students on their team and in the event of changes communicate these as well throughout the year.</p> <p>Short-Term Measures of Success: Surveys from parents and students regarding effective communication and understanding of expectations and procedures.</p> <p>Long-Term Measures of Success: Survey data and informal data collection.</p>	Team Leaders	8/07	\$200 for printing	SCIF	P	<i>Teams utilize team newsletters differently with some sending weekly, some monthly. However, each time has a website that is updated weekly with upcoming information. The homework portion is updated daily along with the phone version of homework hotline.</i>
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
D. Delivery of Progress Reports	<p>Implementation: A copy of a progress report and of the grade reports will be mailed home to parents as well as sent home with the students.</p> <p>Short-Term Measures of Success: The number of "return to sender" report cards received back.</p>	School Counselors	8/07	\$1000 Postage and copy expense	SCIF	I	<p><i>To date TCMS has mailed home progress reports/report cards on 6 occasions during the 2007/08 school year with two more to follow before the year is out.</i></p> <p><i>YSC/GEAR UP hosts a Parent Breakfast Club for volunteers that help stuff envelopes. Additional communication such as newsletters and</i></p>

	Long-Term Measures of Success: The number of parent conferences scheduled as a result of the progress/grade updates.						<i>testing info is also included in the mailed progress report.</i>
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
E. Parent Workshops	Implementation: YSC will continue to host programs that encourage parental involvement: workshops, newsletters, etc. which relate to educational goals and core content.	YSC Director	8/07			I	<i>YSC collaborates with the school and community organizations to host meetings/workshops for parents. Some have included Explore testing Informational, College Prep, and support groups. All invitations, agendas and sign-in sheets are shared with Title 1 lead teacher.</i>
	Short-Term Measures of Success: Special Ed monitoring, Gear Up, Individual Learning Plans.						
	Long-Term Measures of Success: Increased parent involvement as determined by sign in sheets and volunteer hours along with improved test scores.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
F. Character Education Program	Implementation: Youth Service Center Director will provide counselors materials and resources to design a school-wide character education curriculum to be used during Titan Time and a series of classroom topics that can be delivered across grade levels	School Counselors, YSC Coordinator, Curriculum Committee Chair	8/07	No cost		I	<i>YSC director served on the Titan Time development committee that met during the spring and summer of 2007 to incorporate Character Ed into the Titan Time.</i> <i>Activity will be moved to the Equity Component in the 2008/09 school year.</i>
	Short-Term Measures of Success: Informal feedback from students and staff						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
	Long-Term Measures of Success: Reduction in discipline referrals, improvement in school climate as measured by staff, student, and parent surveys						
G. Technology Based Family Involvement	<p>Implementation: Families will be provided opportunities to be involved in school activities related to technology through the STLP: computer training for parents, school technology nights, etc</p> <p>Short-Term Measures of Success: Special Ed monitoring, Gear Up, Individual Learning Plans.</p> <p>Long-Term Measures of Success: Increased involvement from parents in program development as measured by sign in sheets, volunteer hours, and SBDM policy</p>	STLP LAN/WAN Tech STC	8/07	\$400	21 st Century Grant	P	<p><i>Computer classes were taught for students and their parents one night a week during February and March of the 2007 Spring semester.</i></p> <p><i>The classes were not continued during the 2008/09 school year.</i></p>
H. School/ Parent Organization Partnerships	<p>Implementation: A closer integration with school PTSA will be fostered so that faculty and students present programs and give incentives to students whose parents attend – attendance data will be collected to determine effectiveness</p> <p>Short-Term Measures of Success: Special Ed monitoring, Gear Up, Individual Learning Plans.</p>	Principal PTSA President	8/07			I	<p><i>PTSA has hosted several events that are free for members and encourage attendance (two dances and free admission to all regular season athletic events). GEAR UP provides parent workshops where the incentive is an educational field trip to a college campus (3 during 2006/07 and 2 during 2007/08). YSC partners with several community agencies that support the Grandparent and Guardian Support Group (meets monthly) as well as the Parents of Preschoolers Support Groups (fosters early learning).</i></p>

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
I. Surveys	<p>Implementation: Need to administer a survey to parents. One survey that meets the needs of all programs (Title I, YSC, etc.) will be developed and administered to parents with a reward being given to those students who return the survey.</p> <p>Short-Term Measures of Success: Rates of response from surveys</p> <p>Long-Term Measures of Success: Increased involvement from parents in program development as measured by sign in sheets, volunteer hours, and SBDM policy</p>	<p>Title 1 Lead Teacher</p> <p>YSC Coordinator</p> <p>Foundations Committee</p>	<p>8/07</p>	<p>\$200</p>	<p>SCIF</p> <p>YSC Budget</p> <p>GEAR UP Grant</p> <p>Safe Schools Office</p>	<p>I</p>	<p><i>Parent surveys for Title 1 were sent home in March for parents to fill out. Students who returned surveys are rewarded with a jeans day pass. – 111 parents responded to the surveys.</i></p> <p><i>YSC conducts their survey in December. Data is collected in December, analyzed in January in order to write/submit grant application by February 1.</i></p>

Action Component: Student Achievement

District Name: Fayette County Public Schools

Component Manager: Jennifer Kendall

School Name: Tates Creek Middle School

Date: December 12, 2007

Priority Need	Goal (Addresses the Priority Need)
<p>According to 2007 CATS scores, the overall achievement of TCMS students continues to improve as the Accountability Index increases. However, if student performance continues to increase at the same rate, the school will not achieve the 2014 Accountability Index of 100. Therefore, academic index scores in each content area must increase.</p>	<p>By the end of the 2007-08 school year’s accountability cycle, the CATS academic index scores will increase to the following:</p> <ul style="list-style-type: none"> • Reading 95 • Math 95 • Science 84 • Social Studies 95 • Arts/Humanities 90 • PL/VS 95 • Writing 80 • Norm Ref (CTBS) 105

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. All assessed content areas contain significant achievement gaps among all disaggregated populations.</p> <p>B. Students scoring at the proficient or distinguished levels or higher on the CATS assessment break down in the following percentages as indicated on the 2007 KPR report:</p> <ul style="list-style-type: none"> • Reading 50% • Math 44% • Science 37% • Social Studies 27% • PL/VS 52% • Arts/Humanities 49% • Writing Portfolio 38% • On Demand Writing 27% 	<p>A. Will be addressed in equity component of CSIP.</p> <p>B. (SA-1) During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase by 10% in all assessed content areas.</p> <ul style="list-style-type: none"> • Reading 70% • Math 64% • Science 57% • Social Studies 47% • PL/VS 72% • Arts/Humanities 69% • Writing Portfolio 58% • On Demand Writing 47%

<p>C. Though students score well on the multiple choice portion of the CATS test, the percentage of students scoring 3's and 4's on open response items on the CATS assessment range from 0% to 34% in the assessed content areas.</p> <p>D. Many students enter middle school lacking basic skills in reading and math which impact achievement in other content areas.</p> <p>E. Students fail classes at high rates.</p>	<p>C. (SA-2) During each cycle of the biennium, the percentages of students scoring 3's and 4's on open response items on the CATS assessment will increase by 25% resulting in a scoring range of 25 to 59%.</p> <p>D1. (SA-3) The students who enter TCMS lacking basic skills in reading will show significant growth of skill as measured on PAS(10% increases in proficient/distinguished scores), Reading Plus (establishing baseline in 2008) assessments.</p> <p>D2. (SA-4) The students who enter TCMS lacking basic skills in math will show significant growth of skill as measured on the PAS (10% increases in proficient/distinguished scores), and Success Maker program.(establishing baseline in 2008*.</p> <p>E. (SA-5) The percentage students who pass 5 or more classes for the year will increase by 15%.</p>
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Student Achievement Component And Implementation & Impact Form

(2006-2008 School Years)

Component Leader: Jennifer Kendall

Objective #. (SA-1) During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. Horizontal and Vertical Curriculum alignment to Kentucky standards, core content 4.1, and DOK.	<p>Implementation: During Summer 2007, all core content teachers will participate in core content academies with other district middle schools and feeder elementaries that will focus on vertical and horizontal curriculum alignment. Work on the common scope and sequence aligned with the new DOK will continue during the school year through release days and/or department meetings to create standards-based units of study.</p> <p>Short-Term Measures of Success: Teachers will have a common scope and sequence to use in development of common end of semester exams. Learning check data will be collected.</p> <p>Long-Term Measures of Success: The KCCT index will increase to meet the target of 86.5 at the end of the 2006-08 biennium.</p>	Curriculum & Instruction Coach IAKSS Support Staff Teacher Representatives TCMS Administration	June 2007 to May 2008	Sub Fees	Prof. Dev.	P	<i>TCM teachers have planned with the feeder pattern team on three occasions (summer, November and February) to create a common curriculum plan and at least one common assessment. The common assessment was given to students in February, with result analyzed at the February meeting. The feeder pattern teams will continue to meet during the 2008-09 school year to tweak the curriculum plan and create more common assessments.</i>

Objective #. (SA-1) During each cycle of the biennium, the percentage of students scoring at proficient or distinguished levels will increase in all assessed content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
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<p>B. Teachers will implement the use of flashbacks and exit slips to provide continuous review of previously taught content.</p>	<p>Implementation: Through job-embedded professional development and coaching, teachers will create and use flashbacks and exit slips in their classrooms on a daily basis to provide feedback for more data-based instructional decisions. Targeted content for flashbacks will focus on areas where students have struggled with the concepts taught.</p>	<p>C&I Coach Department Chairs TCMS Administration</p>	<p>Spring 07 to Spring 08</p>	<p>Sub Fees</p>	<p>Prof. Dev.</p>	<p>I</p>	<p><i>Departmental teams have created flashbacks that incorporate previously taught material from earlier grades and the current school year in order for intentional review of content.</i></p> <p><i>Teachers use exit slips daily to monitor student comprehension of lesson.</i></p>
	<p>Short-Term Measures of Success: Common assessment (through use of goal calculator), district learning checks and PAS data will reflect increases in projected academic indices.</p>						
	<p>Long-Term Measures of Success: Academic indices will increase in all content areas to reflect the gains noted in the goal section above.</p>						

<p>Objective #. (SA-2) During each cycle of the biennium, the percentages of students scoring 3's and 4's on open response items on the CATS assessment will increase.</p>							
<p>Activity</p>	<p>Measure</p>	<p>Responsible Person</p>	<p>Start/End Date</p>	<p>Cost</p>	<p>Fund Source</p>	<p>I, P, N</p>	<p>Progress Statement</p>
<p>C. Common assessment development</p>	<p>Implementation: Through job-embedded professional development and coaching, teachers will create grade level, standards-based, KCCT-like common assessments to be administered as unit exams and final exams.</p>	<p>C&I Coach Department Chairs TCMS Administration</p>	<p>Spring 07 to Spring 08</p>	<p>Sub Fees</p>	<p>Prof. Dev.</p>	<p>P</p>	<p><i>All teachers have developed at least one common assessment through feeder pattern teams.</i></p> <p><i>Math uses common unit assessments.</i></p> <p><i>Sixth and 7th grade science use common unit assessments. Eighth grade is developing common unit assessments.</i></p>
	<p>Short-Term Measures of Success: Teachers will use results from classroom assessments and end of unit/trimester common exams to measure student growth throughout the school year. Open response averages will be at 3.3 or above on the various assessment measures.</p>						

	<p>Long-Term Measures of Success: The percentage of students scoring 3's and 4's on the KCCT in 2008 will increase, and in turn the average open response score will be at 3.0 or above. Academic indices will increase in all content areas to reflect the gains noted in the goal section above.</p>						
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Objective SA 3: The students who enter TCMS lacking basic skills in reading will show significant growth of skill as measured on PAS, Reading Plus, and or SRI assessments.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. All students enrolled in Language Arts will be assessed using the PAS. All students scoring below proficient levels will be referred for strategic intervention of skills and further assessment using the Reading Plus program and/or the Scholastic Reading Inventory. (SRI will be used as an additional assessment for some students.)</p>	<p>Implementation: Students enrolled in Language Arts will be assessed three times per academic year (fall, winter, spring) with the PAS. Once results are obtained, teachers will identify skills/concepts that need to be introduced and/or developed for students.</p> <p>Short-Term Measures of Success: We will use growth reports from the PAS assessment program to determine short term success. Student Language Arts grades will also be tracked, but as a secondary source of information since many factors impact a student's grade.</p> <p>Long-Term Measures of Success: The KCCT reading index will increase to meet the target of 95.</p>	<p>C & I Coach Reading Specialist Language Arts Teachers Guidance Counselors Team Leaders</p>	<p>Aug. 06 to May 08</p>	<p>Approx \$15,000 per year</p>	<p>IAKSS Assessment Funds</p>	<p>I</p>	<p><i>Students requiring more strategic intervention as determined by the PAS and teacher observation are working on Reading Plus twice a week or more to increase skill development.</i></p> <p><i>All students work on Reading Plus at least once a week for individualized skill development rather it be remedial or enrichment.</i></p>

Objective SA-4: The students who enter TCMS lacking basic skills in math will show significant growth of skill as measured on the PAS assessment.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. All students enrolled in any math class will be assessed using the PAS. All students scoring below proficient levels will be referred for strategic intervention of skills.</p>	<p>Implementation: Students enrolled in any math class will be assessed three times per academic year (fall, winter, spring) with the PAS. Once results are obtained, teachers will identify skills/concepts that need to be introduced and/or developed for students. Students may also be referred for additional math support using ESS daytime waiver and/or the Success Maker software.</p>	<p>C&I Coach Math Teachers Guidance Counselors Team Leaders</p>	<p>Aug. 2006 to May 2008</p>	<p>Approx. \$15,000 per year</p>	<p>IAKSS Assessment Funds</p>	<p>I</p>	<p><i>Students have taken the PAS test twice so far this year and will take it once more in the Spring.</i></p> <p><i>All students with special needs work on Successmaker through their content reinforcement classes.</i></p> <p><i>Sixth grade math teachers differentiate for students who need specific skill development using Successmaker.</i></p> <p><i>Successmaker is used during daytime ESS for 7th and 8th grade.</i></p>
	<p>Short-Term Measures of Success: We will use growth reports from the PAS assessment program to determine short term success. Student math grades will also be tracked, but as a secondary source of information since many factors impact a student's grade.</p>						
	<p>Long-Term Measures of Success: The KCCT math index will increase to meet the target of 95.</p>						

Objective SA-5: The percentage students who successfully transition to the next grade will increase each year.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p>A. Strategic Academic Intervention plan for all grade students.</p>	<p>Implementation: Through a teaming structure, the core teachers will create watch lists and implement strategic academic interventions beginning the 2nd week of school to increase the number of students passing all courses. Interventions could be, but are not limited to SuccessMaker, Reading Plus, Mentoring, or PLATO.</p>	<p>TCMS Administration Counselors Team Leaders</p>	<p>Fall 2007 to Spring 2008</p>			<p>P</p>	<p><i>Strategic intervention plans are in place for each time, but need tweaking to meet the varying needs of our students.</i></p>
	<p>Short-Term Measures of Success: Short term measures of success will include progress reports, number of students attending tutoring sessions, attendance, and discipline.</p>						
	<p>Long-Term Measures of Success: Retention rates will decrease for all students.</p>						

Objective SA-5: The percentage students who successfully transition to the next grade will increase each year.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>B. Teachers new to TCMS will work with the district content person and will be paired with a mentor within the building to provide support by assisting with intervention plans.</p>	<p>Implementation: Through a teaming structure, the core teachers will create watch lists and implement strategic academic interventions beginning the 2nd week of school to increase the number of students passing all courses. Interventions could be, but are not limited to SuccessMaker, Reading Plus, Mentoring, or PLATO.</p>	<p>TCMS Administration Counselors Team Leaders</p>	<p>Fall 2007 to Spring 2008</p>			<p>N</p>	<p><i>Will begin implementation in 2008-09.</i></p>
	<p>Short-Term Measures of Success: Short term measures of success will include progress reports, number of students attending tutoring sessions, attendance, and discipline.</p>						
	<p>Long-Term Measures of Success: Retention rates will decrease for all students.</p>						

Action Component : Equity

District Name : Fayette County Public Schools

Component Manager : Jennifer Kendall

School Name: Tates Creek Middle School

Date: December 12, 2007

Priority Need	Goal (Addresses the Priority Need)																																																							
<p>As CATS assessment scores remain stagnant, so do the gaps between the white and African American students, the low SES and middle/upper SES students, and our special needs and students without special needs. Therefore, as the index scores in all content areas increase, the differences in performance among the disaggregated groups listed must decrease.</p>	<p>At the close of the 2006-08 biennium, the percentage of students scoring proficient/distinguished in all disaggregated groups will increase at a faster rate than that of the general population. In addition, TCMS will meet all the goals for reading and math set forth by No Child Left Behind legislation and SB 168. (See chart below)</p> <table border="1" data-bbox="1056 706 1955 1161"> <thead> <tr> <th></th> <th>Content Area</th> <th>Disaggregated Group</th> <th>Spring 07 Percentage P/D</th> <th>Goal (2008)</th> </tr> </thead> <tbody> <tr> <td>SB 168</td> <td>Reading</td> <td>F/R Lunch</td> <td>40</td> <td>66</td> </tr> <tr> <td>SB 168</td> <td>Math</td> <td>F/R Lunch</td> <td>31</td> <td>56</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>Caucasian</td> <td>57.49</td> <td>59.2</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>African Am.</td> <td>39.15</td> <td>59.2</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>Disability**</td> <td>12</td> <td>59.2</td> </tr> <tr> <td>AYP</td> <td>Reading</td> <td>Low SES</td> <td>40.07</td> <td>59.2</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Caucasian</td> <td>54.01</td> <td>37.37</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>African Am.</td> <td>29.25</td> <td>37.37</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Low SES</td> <td>32.19</td> <td>37.37</td> </tr> <tr> <td>AYP</td> <td>Math</td> <td>Disability**</td> <td>8</td> <td>37.37</td> </tr> </tbody> </table> <p>*AYP – Adequate Yearly Progress ** Disability was not an accountable group for NCLB in 2007</p>		Content Area	Disaggregated Group	Spring 07 Percentage P/D	Goal (2008)	SB 168	Reading	F/R Lunch	40	66	SB 168	Math	F/R Lunch	31	56	AYP	Reading	Caucasian	57.49	59.2	AYP	Reading	African Am.	39.15	59.2	AYP	Reading	Disability**	12	59.2	AYP	Reading	Low SES	40.07	59.2	AYP	Math	Caucasian	54.01	37.37	AYP	Math	African Am.	29.25	37.37	AYP	Math	Low SES	32.19	37.37	AYP	Math	Disability**	8	37.37
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Action Component: Equity

District Name: Fayette County Public Schools

Component Manager: Jennifer Kendall

School Name: Tates Creek Middle School

Date: December 12, 2007

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • The percentage of African American, Hispanic, low SES, and special education students scoring proficient/distinguished is below that of the school mean in all content areas. • Lack of differentiated instruction to meet the needs of individual students. • Students do not all receive the same rigorous, standards-based curriculum. 	<p>A. (E-1) Gap reduction targets set by SB 168 and NCLB will be met. (See chart above for specific percentage gains)</p> <p>B. (E-2) New course development will better meet the needs of all students; therefore, gaps will decrease by a minimum of 10% each year of the biennium.</p> <p>C. (E-3) Support courses will improve student achievement in designated weak skill areas. Percentage of students scoring proficient/distinguished will increase by 10% each year of the biennium in each disaggregated group.</p> <p>D. (E-4) Provide a rigorous curriculum for all students.</p>

Objective : (E-2) New course development will better meet the needs of all students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. All content classes with the exception of Math will be taught at the advanced level including all students. (Math courses: Integrated Math, Pre-Algebra and Algebra will be stratified according to placement tests)</p>	<p>Implementation: Core teachers will utilize differentiation strategies to meet the instructional needs of all students in an advanced setting. Students will be heterogeneously grouped.</p>	<p>Social Studies, Language Arts, and Science Teachers</p>	<p>June 06 to June 08</p>	<p>No extra cost</p>	<p>Staffing Allocation</p>	<p>P</p>	<p><i>Teachers were provided Professional development in differentiating instruction. The PD was spread over two different sessions allowing the teachers to implement and come back to the second session with questions and then given more work time.</i></p>
	<p>Short-Term Measures of Success: Teachers will monitor student success using 4.5 wk. progress reports, common assessments, and learning check data.</p>	<p>Administration</p>					
	<p>Long-Term Measures of Success: Long term success will be measured by semester grades and increases in the number of African American, Hispanic, low SES, and Special education courses enrolling and successfully completing advanced courses.</p>	<p>IAKSS Support Staff</p>					<p><i>IAKSS content specialists have worked through weekly planning meetings to create true standards-based classroom curriculum.</i></p>

Objective : (E-2) New course development will better meet the needs of all students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B. All teachers will be trained in differentiation to accommodate the various needs of the students in their classrooms.	Implementation: Teachers will utilize differentiation strategies within their classes.	All Teachers (Both core and exploratory)	September 07		PD Title 1 School Improvement Funds	I	<i>Teachers were provided Professional development in differentiating instruction. The PD was spread over two different sessions allowing the teachers to implement and come back to the second session with questions and then given more work time.</i> <i>The cost for the 2007-08 school year was free because the presenter donated her services to our school.</i>
	Short-Term Measures of Success: Walk-thru data, goal calculator, PAS and learning checks		To				
	Long-term Measure of Success: Achievement gaps will narrow as test scores increase for students with special needs, low socio-economic groups, and African-American student groups.		June 2008				

Objective : (E-3) Support courses will improve students achievement in designated weak skill areas.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A All students will use the Reading Plus Program to increase reading skills.</p>	<p>Implementation: Students will use the Reading Plus program weekly through their Language Arts classes. Based on a placement assessment, the program adjusts the level of instruction to meet the students' needs. It can serve as remediation for some students while accelerated learning for others.</p>	<p>Language Arts Teachers</p> <p>Reading Specialist</p> <p>Reading Plus Consultant</p>	<p>Aug. 2007 to May 08</p>	<p>\$33,000</p>	<p>RFP grant funds</p>	<p>I</p>	<p><i>Students requiring more strategic intervention as determined by the PAS and teacher observation are working on Reading Plus twice a week or more to increase skill development.</i></p>
	<p>Short-Term Measures of Success: Reading scores will improve on PAS and KCCT.</p>						
	<p>Long-Term Measures of Success: Reading scores will improve as achievement gaps narrow for students with special needs, low socio-economic groups, and African-American student groups.</p>						

Objective : (E-3) Support courses will improve students achievement in designated weak skill areas.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>B. Collaboration classes will get an additional day of Reading Plus weekly for their students, and the teams will target individual students who need increased intervention who will use the program during Titan Time.</p>	<p>Implementation: Students will use the Reading Plus program weekly through their Language Arts classes. Based on a placement assessment, the program adjusts the level of instruction to meet the students' needs. It can serve as remediation for some students while accelerated learning for others.</p>	<p>Language Arts Teachers</p> <p>Reading Specialist</p> <p>Reading Plus Consultant</p>	<p>Aug. 2007 to May 08</p>	<p>\$33,000</p>	<p>RFP grant funds</p>	<p>I</p>	<p><i>All students work on Reading Plus at least once a week for individualized skill development rather it be remedial or enrichment</i></p>
	<p>Short-Term Measures of Success: Reading scores will improve on PAS and KCCT.</p>						

	Long-Term Measures of Success: Reading scores will improve as achievement gaps narrow for students with special needs, low socio-economic groups, and African-American student groups.						
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Objective : (E-3) Support courses will improve students achievement in designated weak skill areas.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C. Successmaker Software	<p>Implementation: Students will work through the SuccessMaker software in their math classes to improve individual math skills. (Program automatically individualized instruction based on placement assessments.)</p>	Math Teachers Special Education Teachers	Aug. 07 to May 08	\$30,000	Title 1 Part A	I	<p><i>All students with special needs work on Successmaker through their content reinforcement classes.</i></p> <p><i>Sixth grade math teachers differentiate for students who need specific skill development using Successmaker.</i></p> <p><i>Successmaker is used during daytime ESS for 7th and 8th grade.</i></p>
	<p>Short-Term Measures of Success: Six week grades, common assessment data, and learning check data.</p>						
	<p>Long-Term Measures of Success: Achievement in math will improve in target groups for NCLB of students with special needs, African-American students and students from low socio-economic households.</p>						

Objective : (E-3) Support courses will improve student achievement in designated weak skill areas.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
D. Assistance with reading instruction for Special Education and content area teachers.	Implementation: Using a job embedded professional development model and continuous small group sessions, the Literacy Coach will train all special education teachers and core content teachers on how to embed reading instruction through the content areas.	Core Content Teachers Literacy Coach Special Education Teachers	January 2008 to May 2008	\$750	PD	N	<p><i>Through job embedded PD, the literacy coach has worked with all social studies teachers and new language arts teachers during the 2007-08 school year.</i></p> <p><i>Will begin training special needs teachers during the 2008-09 school year along with science and math.</i></p> <p><i>Training will be on-going throughout the school year.</i></p>
	Short-Term Measures of Success: Four and half week progress reports, PAS data, learning check data, standards based common assessments.						
	Long-Term Measures of Success: The academic index in reading for students with special needs will increase.						

Objective : (E-3) Support courses will improve student achievement in designated weak skill areas.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
E. ESS	<p>Implementation: The ESS program will include both after school and daytime classes. Daytime Waiver classes for 6th grade will utilize Accelerated Math while the daytime waiver classes for 7th and 8th will use PLATO. After school classes will target students who are in our NCLB disaggregated groups (African American, Low SES, and students with disabilities) and who are not performing at a level or proficiency in their core subjects.</p> <p>Short-Term Measures of Success: Progress reports, PLATO assessments, PAS results</p> <p>Long-Term Measures of Success: Achievement will improve for students in our NCLB target populations of students with special needs, African-American students, and students in low socio-economic households.</p>	Principal ESS Coordinator Teachers	Aug. 2006 to May 2008	\$8900	ESS	I	<p><i>To date 39 7th graders and 14 8th graders have enrolled in daytime ESS.</i></p> <p><i>8th graders mastered an average of 26.9 modules as of April 2008.</i></p> <p><i>7th graders mastered an average of 38.3 modules as of April 2008.</i></p>
Objective : (E-4) To provide a rigorous curriculum for all students.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p>A. Common Planning for Standards-based learning</p>	<p>Implementation: Planning hour meetings and/or after school will be used for the following: job-embedded PD, assessment tools, open response, aligning curriculum, and analyzing student work. The results of this will be used to define the level of rigor needed for students to be successful and to create opportunities to revise current curriculum, instruction, assessment programs, and will allow time for more experienced teachers to mentor and assist new teachers. The planning sessions will be facilitated by the Content Resource Teachers at the district level at least once a week. The remainder of the week TCMS staff will facilitate.</p> <p>Short-Term Measures of Success: Improved scores on common unit exams, learning checks, and PAS assessments.</p> <p>Long-Term Measures of Success: Student achievement scores will increase as the achievement gaps decrease with students representing all disaggregated groups.</p>	<p>Principal Instructional Coach IAKSS Support Staff</p>	<p>September 2007 to May 2008</p>	<p>No extra cost</p>		<p>P</p>	<p><i>The common planning facilitated by the District Content Specialists began in September 2007. Since the focused planning has begun, the administration has also collected weekly curriculum plans that highlight the learning objectives for the upcoming week and how those objectives will be assessed.</i></p> <p><i>The common planning will continue for the 2008-09 school year with the addition of a more structured mentoring program. Each teacher new to TCMS will be assigned to a mentor teacher for additional support throughout the school year.</i></p> <p><i>TCMS will also have a New Teacher Academy in addition to the FCPS new teacher orientation to acclimate them to our procedures, curriculum and expectations. The teachers will meet with administration in the mornings and their mentor teachers in the afternoon.</i></p>
<p>Objective : (E-4)To provide a rigorous curriculum for all students.</p>							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>B. TCMS has begun a three stage process to become an International Baccalaureate World School.</p>	<p>Implementation: One teacher from eight content areas along with the Head of School and IB Coordinator will require training before Application A of the process is completed. Due date May 1, 2008.</p>	<p>Principal IB Coordinator Teachers</p>	<p>June 2007 to May 2009</p>	<p>15,000</p>	<p>Title 1 School Improvement PD</p>		<p><i>Eight teachers, the principal, and associate principal were trained summer 2007.</i></p> <p><i>All 6th grade teachers will be trained during the summer of 2008 for trial implementation in 2008-</i></p>

	<p>Short-Term Measures of Success: Trial implementation will begin in the 6th grade classes for all students, including those with special needs, in the fall of 2008.</p>				<p>10% of Title 1 set aside for staff development</p>	<p>09.</p>
<p>C. Emphasizing open response and targeting specific students who represent our disaggregated groups that did not meet NCLB (African-American, Low SES, and Special Needs).</p>	<p>Implementation: Teachers will have open response questions as part of every unit assessment. Teachers will chart the progress of students in their classes. Teachers will target students in our low performing sub-groups and meet with them monthly (or more frequently if teachers choose) to discuss their progress.</p>	<p>All teachers Instructional Coach</p>	<p>September 2007 To May 2008</p>			<p><i>The entire faculty was trained on writing ORQ's that correlate to the appropriate DOK in the core content on November 6 2007.</i></p> <p><i>Follow up support was done through grade level meetings.</i></p> <p><i>Teachers are required to turn in samples of student work along with their ORQ's with their weekly curriculum plans. They are then reviewed by an administrator and/or the curriculum coach.</i></p>
	<p>Short-Term Measures of Success: 25% Novice & 28% Proficient on 1st Learning Check. 22%N & 32%P on 2nd Learning Check.</p>					
	<p>Long-Term Measures of Success: 18% Novice and 35% Proficient on KCCT.</p>					