

Tates Creek Middle School
Comprehensive School Improvement Plan
(2009-2011 School Year)

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/Plan for CSIP Development & Communication: Tates Creek Middle School will develop the Comprehensive School Improvement Plan with input from all stake holders including select district personnel, school administration, faculty & staff, parents, students, and community members. Tates Creek's staff will develop the CSIP based on school data and student needs. Once needs are identified and a draft developed, all stakeholders will be invited to an SBDM meeting at which they can provide their input. The faculty will then be given a draft of the CSIP and will be given a minimum of a week to review the draft. After the staff has been given the minimum week to review the CSIP, a meeting or meetings will be held in which they will be given the opportunity to provide and discuss their input. After all stake holders have had the opportunity to give input, the CSIP can be revised accordingly and re-presented to the SBDM for approval. Once the SBDM has given final approval to the CSIP, a link to it will be posted on the school website.

Comprehensive Needs Assessment (CNA): As a school, Tates Creek met AYP for 2009. While the school met only 12 of the 16 targets, Tates Creek Middle met AYP due to Safe Harbor for the subpopulations of African Americans and Free/Reduced Lunch in Reading and the subpopulation Disability for Reading and Math.

NCLB AYP SCHOOL WIDE RESULTS DATA	
2007	Met 14 of 16 targets
2008	Met 11 of 13 targets
2009	Met 12 of 16 targets

2009 Reading and Math Results				
<i>(66% Proficiency Rate to meet AMO for Reading)</i>				
<i>(48% Proficiency Rate to meet AMO for Mathematics)</i>				
Subpopulations	Reading-2009	Reading-2008	Math-2009	Math-2008
Total Students	YES-55%	51%	YES-55%	46%
White	YES-64%	58%	YES-64%	59%
African American	Safe-48%	42%	YES-42%	30%
Free/Reduced	Safe-51%	40%	YES-44%	33%
Disability	Safe-36%	13%	Safe-31%	14%

According to the KY Interim Performance Report for 2008-09, there were significant reading gaps for African American students, students with Free/Reduced lunch status, and students with disabilities. Although Tates Creek Middle made good progress in closing those gaps—increasing proficiency by 6% in the African American subpopulation, by 11% in the Free/Reduced lunch subcategory, and by a whopping 13% in the students with Disability subpopulation. Still, each time the school reaches Safe Harbor with those students, our need to increase efforts to reach the goals for all students increases. The graph below, 2009 Grade Level Information for Reading and Math shows that our biggest need in reading at all three grade levels lies in moving apprentice students to proficiency. In sixth grade, 34% of students were apprentice while only 8% were novice, in seventh grade, 40% of students were apprentice while only 8% were novice, and in eighth grade, only 5% of students were

novice in reading while 23% were apprentice. In math, while we made AYP with more targets without utilizing Safe Harbor, the gaps between students are more significant. We increased proficiency by 9% overall, by 12% for African American students, by 11% for students with Free/Reduced lunch status, and by 17% for students with Disabilities. This is great progress, but the 2009 Grade Level Information for Reading and Math shows that to create the needed growth to continue to meet AYP, we must pull more students out of the novice category. In 2009, 18% of sixth grade students were in the novice category while 26% of students were in the apprentice category, 14% of seventh grade students were in the novice category while 37% were apprentice, and in eighth grade, 18% of students were in the novice category while 37% were in the apprentice category. This puts Tates Creek in Title I **NCLB Tier 3** status.

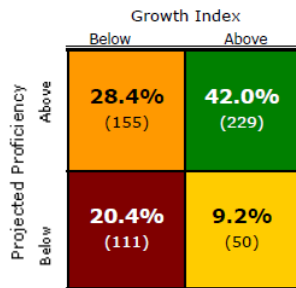
2009 NCLB Grade Level Information for READING & MATH

Reading	N	A	P	D	Math	N	A	P	D
6th	8%	34%	45%	14%	6th	18%	26%	33%	23%
7th	8%	40%	48%	5%	7th	14%	21%	42%	23%
8th	5%	23%	61%	11%	8th	18%	37%	33%	12%

NCLB Required Goals for READING & MATH

Goals	Reading	Math
2009-2010	72.8	58.25
2010-2011	79.6	68.68
2011-2012	86.4	79.12
2012-2013	93.2	89.56

TCMS Spring 2010 Measures of Academic Progress (MAP) Data for Reading



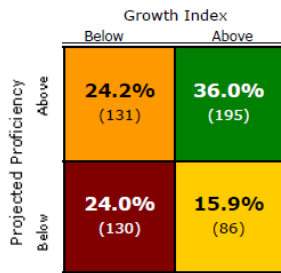
Quadrant Legend:
 Below Growth: Student's growth index is less than zero
 Above Growth: Student's growth index is greater than or equal to zero
 Above Proficiency: Student's performance is projected to be above the state standard
 Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		Student Count for Season		
	Student Count	% Growth	Student Count	% Proficient	% Median
6	212	45.3%	215	73.5%	52.6%
7	169	52.1%	177	65.5%	48.0%
8	164	57.9%	170	70.0%	45.9%

Interpreting MAP Reading Data

MAP reading data shows that we are making progress toward 2010 AYP; however, we have students both below and above the proficiency line who are not making a typical year's growth in reading. Of students who tested above proficient, 28.4% did not make typical growth targets. Of students who tested below proficient, 20% did not make typical growth targets. Also, only 6th grade students are projected to meet reading AYP goals for 2010.

TCMS Spring 2010 Measures of Academic Progress (MAP) Data for Math



Quadrant Legend:
 Below Growth: Student's growth index is less than zero
 Above Growth: Student's growth index is greater than or equal to zero
 Above Proficiency: Student's performance is projected to be above the state standard
 Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		Student Count for Season		
	Student Count	% Growth	Student Count	% Proficient	% Median
6	211	46.0%	216	60.2%	48.1%
7	171	55.0%	176	62.5%	48.9%
8	160	56.3%	169	56.8%	48.5%

Interpreting MAP Math Data

MAP math data shows that we are making progress toward 2010 AYP; however, we have students both below and above the proficiency line who are not making a typical year's growth in math. Of students who tested above proficient, 24.2% did not make typical growth targets. Of students who tested below proficient, 24% did not make typical growth targets. This means that almost 1/2 of our students did not make a typical year's growth. All three grade levels are projected to make AYP in math for all students; however, MAP does not project for sub-populations at this time.

Tier 3: Tates Creek Middle School is in Tier 3 status and will therefore, as a school, continue school choice. The Comprehensive School Improvement Plan is a revision of the previous school plan. Tier 3 also means that Tates Creek Middle School will continue supplemental services for our struggling and gap students, and will continue corrective action.

Action Plan Basis:

Priority Needs					Causes & Contributing Factors	Measurable Objectives/Goals
Academic Achievement Growth in Math					<p>According to our analysis of 2008-2009 KCCT assessment data, NCLB data, MAP data, Learning Checks results data, state Scholastic audit document, District Walkthrough data, Student Work Analysis and classroom observations:</p> <p>Curriculum (Standard 1) All students (with identified and non identified special learning needs) were not being consistently accommodated and high expectations for all are not being maintained.</p> <p>There are gaps in student knowledge bases according to MAP data.</p> <p>A systematic process for monitoring, evaluating, and reviewing curriculum, student work, & student data was not fully implemented.</p> <p>Assessment (Standard 2) Formative assessments were not being consistently used to guide instructional planning.</p> <p>Students have not been given multiple methods to demonstrate learning and are</p>	<p>TCMS will meet AYP for math by increasing to 58% by 2010 and 69% by 2011.</p> <p>TCMS will reduce the number of novice students in math by 10% for each grade level.</p>
Subpopulation	TCMS 2009 Results	Increase Needed	TCMS 2010 Goals	TCMS 2011 Goals		
All Students	55%	+3%	58%	69%		
White	64%	***	58%	69%		
Afr. American	44%	+14%	58%	69%		
Free/Reduced	42%	+16%	58%	69%		
Disability	31%	+27%	58%	69%		
<p>Test scores (KCCT) indicate that we have significant “gaps” in math for our students with disabilities and must increase our over-all student achievement in math in order to make AYP and meet both our NCLB and KCCT goals. Spring 2010 MAP data indicates that almost 50% of our students did not meet a typical year’s growth.</p>						

Academic Achievement Growth in Reading

Subpopulation	TCMS 2009 Results	Increase Needed	TCMS 2010 Goals	TCMS 2011 Goals
All Students	62%	+11%	73%	86%
White	72%	+1%	73%	86%
Afr. American	48%	+25%	73%	86%
Free/Reduced	51%	+22%	73%	86%
Disability	36%	+37%	73%	86%

Test scores (KCCT) indicate that we have significant gaps in reading for our African American students, students qualifying for free/reduced lunch, and students with disabilities and must increase our over-all student achievement in reading in order to make AYP and meet both our NCLB and KCCT goals. MAP data indicates that we will not meet our NCLB AYP targets in two grade levels and that almost 50% of our students did not make a year's typical growth.

not provided with meaningful feedback.

Analysis of assessment items were not consistently used to make instructional decisions with "reteachable" moments .

Instruction (Standard 3) Instructional activities were not always student-centered or rigorous.

IB MYP units are not fully implemented and students are not always given opportunity to connect learning experiences to real world situations or across content areas.

Targeted interventions have not been consistently implemented or monitored across Tier 2 of RTI.

RTI tiers 2 and 3 are not fully implemented.

Instruction is not always differentiated.

TCMS will meet AYP in reading by increasing to 73% for all sub groups by 2010 and 80% by 2011.

TCMS will reduce the number of novice students in reading by 10% for each grade level.

Increased Positive Behavior School Wide

Referral and suspension data indicates that African Americans, F/R Lunch and SPED populations are receiving referrals and suspensions at a disproportionate rate. Also, classroom referrals outstrip referrals being made in any other area of the building.

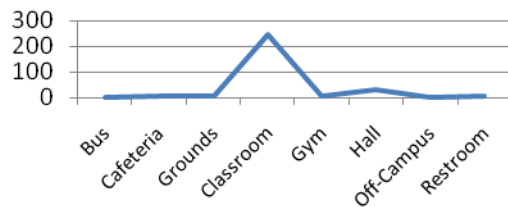
Referrals by Subpopulations

Subpopulation	# of Referrals
White	106
Black	205
Hispanic	11
Asian	1
Indian	3
Other	8
SPED	97
F/R Lunch	266
Total	314

2009-2010 Suspension Data

Wht	Blk	Hisp	Asi	Oth	Total
25	84	7	1	5	112

Referrals By Location



Teachers and para-educators don't always recognize cultural barriers to learning.

Discipline policy is not consistently implemented or monitored across the building.

Instruction is not always differentiated or focused on learning styles to meet the individualized needs of students.

Decreased Suspensions By 25% & Office Referrals by 25%

<p><i>Increased Parental & Community Involvement</i></p> <hr/> <p><i>Title One Parent Involvement Data</i></p> <table border="1"> <tr> <td><i>Title One Compacts</i></td> <td><i>227</i></td> </tr> <tr> <td><i>Conferences</i></td> <td><i>301</i></td> </tr> <tr> <td><i>Personal Contacts</i></td> <td><i>227</i></td> </tr> <tr> <td><i>Phone Calls</i></td> <td><i>546</i></td> </tr> </table>	<i>Title One Compacts</i>	<i>227</i>	<i>Conferences</i>	<i>301</i>	<i>Personal Contacts</i>	<i>227</i>	<i>Phone Calls</i>	<i>546</i>	<p>Teachers don't always recognize cultural barriers to parent communication.</p> <p>Not all parents have access to email or internet communication, but it is economically difficult to send all communication home by mail.</p>	<p>TCMS will increase parent and community involvement by doubling the number of parents involved in the PTA, holding at least 3 events each semester that parents are invited to, increasing Title I compacts signed and conferences held to 90%, and being actively involved with at least 2 community groups per semester.</p>
<i>Title One Compacts</i>	<i>227</i>									
<i>Conferences</i>	<i>301</i>									
<i>Personal Contacts</i>	<i>227</i>									
<i>Phone Calls</i>	<i>546</i>									

Action Plan Specifics:

Academic Achievement Growth in Math

Component Leader – Math Intervention Specialist/ Michael Price

Objective: By 2011, Tates Creek Middle School will make enough gains in Math student achievement to make AYP.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>District Instructional Support Specialist-The district will provide a qualified person to support teachers with planning, data analysis, classroom support and improvement planning, focusing on the areas of math and reading.</p> <p>Gap Intervention Specialist-TCMS will continue to employ a qualified RTI specialist to work with teachers on tier 1 and tier 2 interventions in both reading and math and to train teachers in the concepts of RTI.</p> <p>Math Intervention Specialist- TCMS will hire a qualified math specialist to work with student interventions and to collaborate with teachers both in planning and implementing more hands-on learning.</p>	<p>Student growth in math will be monitored and measured through:</p> <p>Short Term - Classroom assessments reported to administration though goal calculators and teacher analysis three times each trimester. It will also be monitored through the student growth according to the MAP test.</p> <p>Long Term - The evaluation of the action plan will be done through the NCLB AYP Report and the KCCT math scores.</p>	<p>Principal, Associate Principal, Gap Intervention Specialist, Math Department, Special Education Department</p>	<p>8/1/10-6/1/11</p>	<p>\$50,000</p> <p>\$70,000</p> <p>\$60,000</p>	<p>Title 1 SIG</p> <p>Title 1 SIF & RFP</p> <p>Title 1 SIG</p> <p>Title 1</p>	<p>P</p> <p>P</p> <p>I</p>	

<p>Conceptual Development- Teachers will attend 4 release days throughout the school year designed to increase the amount of hand-on learning, manipulative use, and conceptual instruction that students receive in the Tier I classroom.</p> <p>RTI Tiers 2/3 - Math support classes will be offered, in addition to the students' regular math classes, for all students struggling in math based on MAP scores, and class assessment data. These classes will implement CPA instructional model and AMP math intervention support.</p> <p>Compass Learning- All students will participate in web-based supplementary learning experiences that are tailored to their learning needs based on MAP data at least 30 minutes a week.</p> <p>Calendar Math—All math blocks will include 20</p>				<p>\$6,000</p> <p>N/A</p> <p>\$40,000</p> <p>N/A</p>	<p>SIG</p> <p>N/A</p> <p>Title 1 SIG</p> <p>N/A</p>	<p>I</p> <p>P</p> <p>I</p> <p>I</p>	
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<p>minutes of calendar math each day. All math teachers will attend the summer calendar math training and follow-up during the school year.</p> <p>CMP Training—8 teachers will attend CMP training at MSU with follow-up meetings and monitoring conducted by the math specialist on a monthly basis.</p> <p>UK Math Grant—SPED teachers will participate in a grant led by UK to develop hands-on, problem-solving approach to learning. Teachers will participate in a summer training at UK with classroom support from UK grant staff throughout the year.</p>				<p>\$16,000</p> <p>N/A</p>	<p>Title 1 SIG</p> <p>UK Grant</p>	<p>I</p> <p>I</p>	
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Academic Achievement Growth in Reading

Component Leader – Hannah Campbell/Michael Price

Objective: By 2011, Tates Creek Middle School will make enough gains in Reading student achievement to make AYP.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>District Instructional Support Specialist-The district will provide a qualified person to support</p>	<p>Student growth in reading will be monitored through:</p>	<p>Principal, Associate Principal, Gap Intervention</p>	<p>8/1/10-6/1/11</p>	<p>See Above</p>		<p>P</p>	

<p>teachers with planning, data analysis, classroom support and improvement planning, focusing on the areas of math and reading.</p> <p>Gap Intervention Specialist-TCMS will continue to employ a qualified RTI specialist to work with teachers on tier 1 and tier 2 interventions in both reading and math and to train teachers in the concepts of RTI.</p> <p>Compass Learning- All students will participate in web-based supplementary learning experiences that are tailored to their learning needs based on MAP data at least 30 minutes a week.</p> <p>RTI Tiers 2/3 - Reading support classes will be offered, in addition to the students' regular math classes, for all students struggling in reading based on MAP scores, and class assessment data. These classes will implement Read 180 and System 44. In addition, there will be</p>	<p>Short Term - the bi-weekly classroom assessments reported to administration through goal calculators and teacher analysis. It will also be monitored through the student growth according to the MAP test.</p> <p>Long Term - The evaluation of the action plan will be done through NCLB AYP Report and the KCCT reading scores.</p>	<p>Specialist, Language Arts Department, Special Education Teachers,</p>		<p>See Above</p> <p>See Above</p> <p>16,600</p>	<p>Title 1 SIG</p>	<p>P</p> <p>I</p> <p>P</p>	
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<p>two additional days of implementation training and 4 days of classroom support/coaching.</p> <p>Content Area Reading Strategies-Two three-hour afterschool content literacy trainings per trimester will be held for content area teachers and para-educators. Follow up and monitoring will be provided to ensure that teachers are using the strategies on a weekly basis.</p> <p>Literacy Workshop Training-One release day will be held each trimester for language arts teachers to train in literacy workshop strategies including response journals, alternatives to round robin reading, and literature circles.</p>				<p>\$7,500</p> <p>\$4,000</p>	<p>Title 1 SIG</p> <p>Title 1 SIG</p>	<p>I</p> <p>I</p>	
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Increased Positive Behavior School Wide

Component Leader – Eric Thornsbury

Objective: By 2011, Tates Creek Middle School will reduce both office referrals and suspensions by 25%.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>Ongoing KYCID implementation-KYCID team will meet monthly to review data, problem-solve. The team will attend four KYCID trainings.</p> <p>School-wide Positive Behavior Plan-KYCID team will create a positive behavior plan that will be presented to teachers during August PD. Follow-up will occur monthly at grade level meetings.</p> <p>RTI Monitoring-SAT team will create monitoring tools for tier 1 students and will work to establish tier 2 supports for targeted students. The plan will be presented during August PD. Follow-up will occur monthly at grade level meetings.</p>	<p>Short-Term Measures of Success: Short-Term success will be measured through a 25% reduction of Level 2 and Level 3 office referrals and SAFE by December 2010.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through attendance at Foundations meetings, reduction of office referrals, reduction in SAFE hours, and an increase in instructional time. Instructional time will be measured through walk through observations, evidence folders, and formal observations.</p>	Principal, Associate Principal, KYCID Team, SAT Team and Classroom teachers	8/1/10-6/1/11	\$2000	Section 6	P	
				N/A	N/A		
				N/A	N/A		

Professional Development for Sustainable Growth & Increased Improvement Capacity **Component Leader – Michael Price/Marie Conger**

Objective: By 2011, Tates Creek Middle School will make 10% gains in Reading and Math for all sub groups on KCCT annually from 2009 – 12. By 2012, Tates Creek Middle School will make 10% gains in Science and Social Studies proficiency.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>IB MYP Unit Development- All teachers will develop 1 IB MYP unit for their content area each semester during the 2010-2011 school year. All teachers will take part in at least one interdisciplinary IB MYP unit during the 2010-2011 school year.</p> <p>IB Training-An additional 10 teachers will be IB trained during the school year and will bring the training information back to their content area department meeting. Leadership will attend IB conference during the summer of 2010.</p> <p>Content Area Reading Strategies-Two three-hour afterschool content literacy trainings per trimester will</p>	<p>The measurement for this will be:</p> <p>Short Term: Teachers will implement the strategies learned in the Professional Development sessions and the administration will see evidence through walk – throughs & teacher reflections.</p> <p>Short & Long Term: This will be measured by the increased student growth demonstrated by students’ MAP and KCCT scores during the years 2009-2011 and beyond.</p>	<p>Principal, Assistant Principal, IB Coordinator, Assistant Principal, Department Chairs, Teachers</p>	<p>8/1/10-6/1/11</p>	<p>N/A</p> <p>\$20,000</p> <p>See Above</p>	<p>N/A</p> <p>Title 1 SIG</p>	<p>I</p> <p>P</p> <p>I</p>	

<p>be held for content area teachers and para-educators. Follow up and monitoring will be provided to ensure that teachers are using the strategies on a weekly basis.</p> <p>RTI Leadership Training— Leadership will attend trainings to build their capacity in leading staff through RTI process both in academics and behavior.</p>				\$9,000	Title 1 SIG	P	
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Increased Parental & Community Involvement

Component Leader – Greg Quenon

Objective: By 2011, Tates Creek Middle School will double the # of parents in the PTSA, & increase the amount of parent/community communication/collaboration.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>Increased Positive Communication—All staff will begin the year by making positive phone calls to every student in the school. Positive post cards will be sent monthly by all staff; records will be kept to ensure that all students get at least one per year.</p>	<p>This will be measured by increased parent involvement & membership in the PTA, increased connections and involvement with community organizations, increased number of parents attending events and conferences,</p>	<p>All Faculty & Staff</p>	<p>08/16/09</p>	<p>\$500</p>	<p>Title 1</p>	<p>I</p>	

