

TCMS CSIP 2016-17

Tates Creek Middle School

Fayette County

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Overview

Plan Name

TCMS CSIP 2016-17

Plan Description

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 33.4% to 66.7% by 2019 as measured by KPREP.	Objectives: 1 Strategies: 2 Activities: 15	Organizational	\$5300
2	Increase the combined reading and math proficiency ratings for all students from 51.6 to 75.8% in 2019.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$10500
3	By 2020, Tates Creek Middle School will employ professional staff that reflects the diversity of students served by Fayette County Public Schools.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Increase the percentage of parent involvement by 40% by 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	Decrease the number of students scoring novice in reading and math from 25.5% to 12.8% in 2019 as measured by KPREP data.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.4% to 66.7% by 2019 as measured by KPREP.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.4% to 53.4% by 05/31/2017 as measured by KPREP data.

Strategy 1:

Instruction for All (Tier 1) - An intentional focus on improving high-yield structures and strategies within our core instruction will result in increased student achievement.

Category: Continuous Improvement

Research Cited: Schmoker, Marzano

Activity - Tier 1 Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team selected from MTSS conference attendees and department chairs will be formed to guide and support the staff through Tier 1 training and improvement.	Professional Learning	12/16/2013	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, MTSS Conference Participants, Department Chairs

Activity - Collegial Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will be reconfigured every Thursday to provide 120 minutes of uninterrupted planning time for core content teachers. Once a month, we will host Power Monday, which will provide encore teachers five and a half uninterrupted hours for collegial planning. During that time, teachers will meet with grade level partners to develop long-range plans, write units within and between disciplines, create assessments and rubrics, calibrate scoring, and analyze student work.	Professional Learning	09/02/2013	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, Dean of Students, All Teachers

Activity - Content Area Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area Literacy trainings, with a specific emphasis on writing strategies, will be offered throughout the spring semester. Teachers who see all their students every day will incorporate content area literacy strategies into their lessons at least once each week. Teachers who see their students every other day will incorporate a content area literacy strategy at least once every two weeks. Collegial plan leads will ensure inclusion of literacy strategies in unit plans.	Direct Instruction	01/19/2017	05/31/2017	\$0	No Funding Required	All Teachers, Teacher Leaders, Associate Principals, Principal

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee comprised of at least one representative from each department will study the research behind academic vocabulary instruction; determine the academic vocabulary to be taught this school year; establish a process for the teaching of academic vocabulary; present the process to staff and periodically take feedback on the process, making adjustments as needed.	Direct Instruction	10/14/2015	05/31/2016	\$500	General Fund	Academic Vocabulary Committee, Associate Principal
Activity - High Yield Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase the Zone of Minimal Effort, teachers will replace low-yield instructional strategies with those that yield a higher percentage of student engagement. All teachers will be trained in high yield strategies - questioning techniques, identifying similarities and differences, summarizing and note taking skills - through grade level and faculty meetings. All teachers will implement strategies that yield a high percentage of observable, measurable engagement every 2-10 minutes during instruction.	Direct Instruction	08/19/2013	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, All Teachers
Activity - Assessment for Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of classroom assessment is to support student learning and to communicate that learning to others. In order to support student learning, classroom assessment at TCMS will involve students deeply in the assessment process, provide specific, descriptive feedback during the learning, and include evaluative feedback as required to communicate and report progress over time. Strategies for providing descriptive feedback, including live scoring, tightly aligned rubrics and student achievement conferences will bolster our move to standards-based grading in an effort to provide frequent feedback throughout the learning process.	Academic Support Program, Direct Instruction	05/28/2013	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, All Teachers
Activity - Connected Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connected Math (CMP2) teaches math concepts through real-world applications, and supplements with skill work. Students participate in inquiry investigations, usually in a cooperative group or pair, and discuss their mathematical findings. Students learn to move from concrete thinkers to abstract and explain their processes through written expression. Eight math teachers attended Connected Math Training in Michigan during Summer 2013 for intensive training in the program. The math department chair and district support staff will work with teachers to train and plan Connected Math units. All math teachers implement the Connected Math Program as their primary curriculum, to ensure students are problem solving and practicing critical thinking skills using real-world applications.	Direct Instruction	05/28/2013	05/31/2016	\$0	No Funding Required	Math Teachers
Activity - Structured Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Interdisciplinary teams meet three times a week to discuss student concerns. Monday's focus is academics, Wednesday's focus is behavior and Friday's focus is parent communication. An administrator meets with teams during the Monday and Wednesday meetings to facilitate the conversation and to assist teams in the Systematic Problem Solving process as they complete MTSS forms on students. Meeting minutes are maintained on OneNote and referenced in subsequent weeks.	Academic Support Program, Behavioral Support Program	08/12/2016	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, Dean of Students, Core Teachers
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Activity - Student Achievement Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will meet with every student, beginning with those identified novice on the 2015 KPREP assessment. Through these meetings, administration will build relationships, set expectations, celebrate and motivate students.	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, students

Activity - End of Course Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Department Chairs and administration will guide teachers as they design end of course exams for each of their courses. Release days will be provided to departments so that teachers may collaboratively develop the tests. The assessments will be created and administered to all students in the fall of each year to establish a baseline, and then given again at the end of the year in order to show growth. A mid-year administration is also an option. Though primarily summative, the assessments will provide teachers formative feedback as they design long-range plans and daily instruction.	Academic Support Program	09/26/2016	05/31/2017	\$4800	Other	Principal, Associate Principals, Department Chairs, Classroom Teachers

Strategy 2:

Instruction for Struggling Students (Tiers 2 & 3) - An analysis of student achievement data will identify students in the bottom 25th percentile who are in need of more intensive interventions. Through Systematic Problem Solving, a team of educators will work to individualize interventions and monitor growth of these students.

Category:

Activity - Tiers 2 & 3 Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams serve as Tiers 2 & 3 Teams to design interventions and support for struggling students.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, MTSS Conference Participants, Department Chairs

Activity - Systematic Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Within the MTSS framework, Systematic Problem Solving (SPS) will provide high-quality instruction and interventions matched to students' needs. The SPS process at TCMS will begin by identifying trends and patterns using school-wide and grade-level data. For students scoring in the bottom 25th percentile on MAP and AimsWeb, an SPS team will define the problem, develop a plan, implement the plan and evaluate the success of the plan.</p>	Other	08/10/2016	05/31/2017	\$0	No Funding Required	<p>The SPS teams will be lead by the Associate Principals, but members vary, depending upon the nature of the problem. For example, at the classroom level, a teacher, parent, and student may discuss academic or behavioral needs and arrive at possible solutio</p>
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Activity - Learning Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Both Language Arts and Math committees will be created to develop learning pathways for RTI-Support classes. These Learning Pathways will sequence research-based interventions, allowing students to build knowledge progressively. Learning Pathways will provide structured, systemic interventions for all students enrolled in RTI-Support classes.</p>	Professional Learning	03/17/2016	05/31/2017	\$0	No Funding Required	Language Arts, Math and Special Education Teachers

Activity - Path Blazer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Language A and Math teachers will facilitate personalized support and enrichment for students through assigning and providing time for Path Blazer. New Language A and Math teachers will be trained in Compass Learning. Language A and Math teachers assign and monitor student use of Path Blazer in their RTI-Support classes. Language A and Math teachers will analyze the impact of Path Blazer through collegial plan following each MAP administration.</p>	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Language Arts, Math and Special Education Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Battle Boards will facilitate conversations and progress monitoring of novice students. The data will include KPREP, MAP, FastBridge, current interventions, and gap areas. Teachers will meet weekly with leadership to discuss current reality and problem solve for students.</p>	Other	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, Core Teachers

Goal 2: Increase the combined reading and math proficiency ratings for all students from 51.6 to 75.8% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math achievement for Tates Creek Middle School from 51.6% to 75.8% by 05/31/2017 as measured by K-PREP data.

Strategy 1:

Instruction for All Students (Tier 1) - An intentional focus on improving high-yield structures and strategies within our core will result in increased student achievement.

Category:

Research Cited: Schmoker, Marzano, Learning 24/7

Activity - Tier 1 Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team selected from MTSS conference attendees and department chairs will be formed to guide and support the staff through Tier 1 training and improvement.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Administrative Dean, MTSS conference participants, Department Chairs

Activity - Collegial Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will be reconfigured every Thursday to provide 120 minutes of uninterrupted planning time for core content teachers. Once a month, we will host Power Monday, which will provide encore teachers five and a half uninterrupted hours for collegial planning. During that time, teachers will meet with grade level partners to develop long-range plans, write units within and between disciplines, create assessments and rubrics, calibrate scoring, and analyze student work.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Administrative Deans, IB Coordinator, FRYSC Coordinator, All teachers

Activity - Content Area Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Optional Content Area Literacy trainings, with a specific emphasis on writing strategies, will be offered throughout the spring semester. Teachers who see all their students every day will incorporate content area literacy strategies into their lessons at least once each week. Teachers who see their students every other day will incorporate a content area literacy strategy at least once every two weeks. The walkthrough instrument will measure the frequency of literacy observed. Collegial plan leads will ensure inclusion of literacy strategies in unit plans.	Direct Instruction	01/19/2017	05/31/2017	\$0	No Funding Required	Administrative Deans, Department Chairs, All Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee comprised of at least one representative from each department will study the research behind academic vocabulary instruction; determine the academic vocabulary to be taught this school year; establish a process for the teaching of academic vocabulary; present the process to staff and periodically take feedback on the process, making adjustments as needed. Each week one department will be responsible for explicitly teaching three identified vocabulary words using the Frayer Model. Student planners will include a Frayer Model for each vocabulary word. Teachers in other departments will be sure to model the use of the words in their discipline and students will record those examples on their note cards as well. The walkthrough instrument will measure frequency of academic vocabulary observed. Collegial plan leads will ensure inclusion of vocabulary in unit plans.	Direct Instruction	09/02/2013	05/31/2016	\$500	General Fund	Academic Vocabulary Committee
Activity - High Yield Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase the Zone of Minimal Effort, teachers will replace low-yield instructional strategies with those that yield a higher percentage of student engagement. All teachers will be trained in high yield strategies - questioning techniques, identifying similarities and differences, summarizing and note taking skills - through grade level and faculty meetings. All teachers will implement strategies that yield a high percentage of observable, measurable engagement every 2-10 minutes during instruction. The walkthrough instrument will measure the frequency of high yield strategies observed.	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Administrative Deans, All Teachers
Activity - Assessment for Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of classroom assessment is to support student learning and to communicate that learning to others. In order to support student learning, classroom assessment at TCMS will involve students deeply in the assessment process, provide specific, descriptive feedback during the learning, and include evaluative feedback as required to communicate and report progress over time. Strategies for providing descriptive feedback, including live scoring, tightly aligned rubrics and student achievement conferences will bolster our move to standards-based grading in an effort to provide frequent feedback throughout the learning process.	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Administrative Deans, Grading Committee, All Teachers
Activity - Connected Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>Connected Math (CMP2) teaches math concepts through real-world applications, and supplements with skill work. Students participate in inquiry investigations, usually in a cooperative group or pair, and discuss their mathematical findings. Students learn to move from concrete thinkers to abstract and explain their processes through written expression. Eight math teachers attended Connected Math Training in Michigan during Summer 2013 for intensive training in the program. The math department chair and district support staff will work with teachers to train and plan Connected Math units. All math teachers implement the Connected Math Program as their primary curriculum, to ensure students are problem solving and practicing critical thinking skills using real-world applications.</p>	<p>Direct Instruction</p>	<p>05/28/2013</p>	<p>05/31/2016</p>	<p>\$10000</p>	<p>Title I School Improvement (ISI)</p>	<p>Principal, Administrative Dean, Math Teachers</p>
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Strategy 2:

Instruction for Struggling Students (Tiers 2 & 3) - An analysis of student achievement data will identify students in the bottom 25th percentile who are in need of more intensive interventions. Through Systematic Problem Solving, a team of educators will work to individualize interventions and monitor growth of these students.

Category:

Activity - Tiers 2 & 3 Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade Level Teams serve as Tiers 2 and 3 Teams to design interventions and support for struggling students.</p>	<p>Professional Learning</p>	<p>08/10/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal, Assistant Principal, Administrative Deans, MTSS conference attendees and department chairs</p>
Activity - Systematic Problem Solving Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>Within the MTSS framework, Systematic Problem Solving (SPS) will provide high-quality instruction and interventions matched to students' needs. The SPS process at TCMS will begin by identifying trends and patterns using school-wide and grade-level data. For students scoring in the bottom 25th percentile on MAP and AimsWeb, an SPS team will define the problem, develop a plan, implement the plan and evaluate the success of the plan.</p>	Other	08/10/2016	05/31/2017	\$0	No Funding Required	<p>The SPS process will be lead by the Admin Dean, but team members vary, depending upon the nature of the problem. For example, at the classroom level, a teacher, parent, and student may discuss academic or behavioral needs and arrive at possible solutions.</p>
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Activity - Learning Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Both Language Arts and Math committees will be created to develop learning pathways for RTI-Support classes. These Learning Pathways will sequence research-based interventions, allowing students to build knowledge progressively. Learning Pathways will provide structured, systemic interventions for all students enrolled in RTI-Support classes.</p>	Direct Instruction	03/17/2016	05/31/2017	\$0	No Funding Required	Language Arts, Math and Special Education Teachers

Activity - Path Blazer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Language A and Math teachers will facilitate personalized support and enrichment for students through assigning and providing time for Path Blazer. New Language A and Math teachers will be trained in Path Blazer. Language A and Math teachers assign and monitor student use of Path Blazer in their RTI-Support classes. Language A and Math teachers will analyze the impact of Path Blazer through collegial plan following each MAP administration.</p>	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Language Arts and Math Teachers

Activity - Collegial Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The master schedule will be reconfigured every Thursday to provide 120 minutes of uninterrupted planning time for core content teachers. Once a month, we will host Power Monday, which will provide encore teachers five and a half uninterrupted hours for collegial planning. During that time, teachers will analyze student data to make decisions about placement in RTI-Support classes.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Administrative Dean, Language Arts, Math and Special Education Teachers
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Goal 3: By 2020, Tates Creek Middle School will employ professional staff that reflects the diversity of students served by Fayette County Public Schools.

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflects the diversity of students served by Fayette County Public Schools by 08/03/2020 as measured by staffing reports generated by Human Resources.

Strategy 1:

Minority Hiring - To create an environment that is culturally diverse in order for our students to reach their highest potential.

Category:

Activity - Interview Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Minority representatives will be included on all hiring committees.	Recruitment and Retention	05/30/2014	08/01/2020	\$0	No Funding Required	Principal, Assistant Principal, Administrative Deans

Activity - Minority Interviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The hiring committee will ensure minority candidates are considered and/or interviewed for vacant positions.	Recruitment and Retention	12/13/2013	05/29/2020	\$0	No Funding Required	Principal and Hiring Committee

Goal 4: Increase the percentage of parent involvement by 40% by 2020.

Measurable Objective 1:

collaborate to increase the percentage of parents participating in the school community by 10% by 05/31/2017 as measured by Title I parent logs.

Strategy 1:

Title I - "Title I" is the federal program that provides funding to local school districts to improve the academic achievement of disadvantaged students. It is part of the Elementary and Secondary Education Act first passed in 1965. That Act is reauthorized by Congress from time to time, and often given a new name. It is currently known as the No Child Left Behind Act.

Section A of Title I provides grants to states to distribute directly to school districts. This is by far the largest source of federal money for local schools.

School districts do not have to apply for Title I funding as they would have to for a competitive grant. If a school district qualifies for Title I funding, it is entitled to the money. However, the district must submit to the state education agency a plan for how it will use the funds to improve academic achievement among disadvantaged students.

"Disadvantaged" students are those who come from low-income families, are in foster homes, or are neglected or delinquent, or who live in families receiving temporary assistance from state governments.

The districts have wide discretion in determining how the money is to be used. About 83% of Title I money is used for programs serving pre-K through 8th grade. These programs must specifically serve students who are failing to meet academic standards or at risk of failing because they are disadvantaged. However, if more than 40% of the students in a school qualify as disadvantaged, the school is allowed to run "schoolwide" programs that serve all students, not just the disadvantaged.

(From the Formula Fairness Campaign)

Category: Stakeholder Engagement

Activity - Community Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCMS will host 9 Community Nights throughout the course of the year to engage families in the school community and provide learning opportunities for students and parents. The Community Nights are: Open House, Report Card Night, Literacy Night, Game Night with a focus on the impact of Social Media, Zumba Fitness Night, Breakfast with Mom & Dad that includes a focus on the Individualized Learning Plan and Career Pathways, STEM Night, Social Studies Night and Picnic with the Pops.	Community Engagement	09/08/2016	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, Counselors, Title I Coordinator, Department Chairs, Teachers

Activity - UConnect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Imani UConnect program is a free mentoring program for youth (grades 6-8). This comprehensive program is designed to enhance student engagement and academic success. The UConnect program utilizes evidence-based youth/academic development curriculum and technology to help adolescents become model students. This program is brought to you by the Imani Family Life Center, Kentucky State University, and the University of Minnesota. Classes meet Tuesday-Thursday, 4pm-6pm, at the Imani Family Life Center or a designated host site. (From the UConnect Facebook Page)	Academic Support Program, Extra Curricular, Career Preparation/Orientation, Behavioral Support Program, Parent Involvement	08/15/2016	05/31/2017	\$0	No Funding Required	Associate Principal, UConnect Staff
Activity - Titan Tea	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students of the Month will be recognized at a monthly "Titan Tea." Parents will be invited to share breakfast and tea with their students as we recognize their accomplishments. Students to be recognized will be chosen based on their demonstration of IB Learner Traits.	Community Engagement, Parent Involvement	09/16/2016	05/31/2017	\$0	No Funding Required	Associate Principal/IB Coordinator

Goal 5: Decrease the number of students scoring novice in reading and math from 25.5% to 12.8% in 2019 as measured by KPREP data.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice from 25.5% to 12% in Reading and from 21.3% to 11% in Math by 05/31/2020 as measured by KPREP data.

Strategy 1:

Tiers 2&3 Instruction - The goal of Tier 2 supports is to close the achievement gap as quickly as possible. Students who do not make adequate progress in Tier 1 receive more intensive Tier 2 small-group services within the general education classroom. Tier 2 interventions include programs, strategies, and procedures that provide a “double dose” of support to accelerate learning.

Tier 3 is the most intense level of intervention on the continuum of pyramid options. At Tier 3, the goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems. Chronic nonresponders to Tier 1 instruction and Tier 2 support are candidates for these Tier 3 intensive interventions.

(From hillsdale-isd.org)

Category: Continuous Improvement

Activity - Formal Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will develop formal, written departmental intervention plans. The plans will include criteria for identification, Identify an accurate and vetted assessment to identify student achievement deficiencies to determine content for student in RTI, and will require regular progress monitoring assessments to measure student progress and growth.	Academic Support Program	10/03/2016	12/16/2016	\$0	No Funding Required	Principal, Associate Principal, Math and Language Arts Department Chairs
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Battle Boards have been set up to facilitate conversations and progress monitoring of Novice gap students. The data will include KPREP, MAP, current interventions, and gap areas. Teachers will meet regularly with leadership to discuss current reality and problem solve for students.	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	Principal, Associate Principal, Department Chairs, Team Leaders, Core Teachers
Activity - Systematic Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the MTSS framework, Systematic Problem Solving (SPS) will provide high-quality instruction and interventions matched to students' needs. The SPS process at TCMS will begin by identifying trends and patterns using school-wide and grade-level data. For students scoring Novice on KPREP and in the bottom 25th percentile on MAP, an SPS team will define the problem, develop a plan, implement the plan and evaluate the success of the plan.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, Dean, Team Leaders, Counselors, Social Workers, Psychologist, Special Education Coordinator, Teachers
Activity - Prentice Hall Intervention Skills Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Prentice Hall Skills Intervention Kit is aimed at students in grades 6-9 who are struggling with course-level math work because they lack the basic skills required to succeed. The kit provides the tools these students need to get back on track and can be used to support any mathematics curriculum. Math Teachers will use the kit with struggling students and monitor progress through the progress monitoring tools included.	Academic Support Program, Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Math Department Chairs, Math Teachers, Administration

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and Math teachers will facilitate personalized support and enrichment for students through assigning and providing time for Compass Learning. New Reading and Math teachers will be trained in Compass Learning. Reading and Math teachers assign and monitor student use of Compass Learning in their RTI-Support classes. Reading and Math teachers will analyze the impact of Compass Learning through collegial plan following each MAP administration.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Associate Principals, RTI Teachers

Activity - Skills Navigator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Navigator® helps educators save time by pinpointing discrete skill gaps to focus instruction and close achievement gaps. This in-classroom tool is ideally suited for use with targeted small groups and individual students—supporting both remediation and enrichment. Teachers can use this system to quickly and easily: Identify the skills students are ready to learn—on, above, or below grade level Check for evidence of learning progress and skills mastery Complement curriculum with resources that help students practice missing skills Monitor progress for students in tiered intervention programs	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	Administration , RTI Teachers

Strategy 2:

Title I - "Title I" is the federal program that provides funding to local school districts to improve the academic achievement of disadvantaged students. It is part of the Elementary and Secondary Education Act first passed in 1965. That Act is reauthorized by Congress from time to time, and often given a new name. It is currently known as the No Child Left Behind Act.

Section A of Title I provides grants to states to distribute directly to school districts. This is by far the largest source of federal money for local schools.

School districts do not have to apply for Title I funding as they would have to for a competitive grant. If a school district qualifies for Title I funding, it is entitled to the money. However, the district must submit to the state education agency a plan for how it will use the funds to improve academic achievement among disadvantaged students.

"Disadvantaged" students are those who come from low-income families, are in foster homes, or are neglected or delinquent, or who live in families receiving temporary assistance from state governments.

The districts have wide discretion in determining how the money is to be used. About 83% of Title I money is used for programs serving pre-K through 8th grade. These programs must specifically serve students who are failing to meet academic standards or at risk of failing because they are disadvantaged. However, if more than 40% of the students in a school qualify as disadvantaged, the school is allowed to run "schoolwide" programs that serve all students, not just the disadvantaged.

(From the Formula Fairness Campaign)

Category: Continuous Improvement

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Positive Peers Intervention Class will cultivate students' strengths and meet their academic and behavior growth needs through self-reflection, social competence and leadership. Students will convert negative peer influence into care and concern for others with guidance from trained adults.	Academic Support Program, Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Intervention Teacher
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Activity - Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I provides additional staff support through a social worker. Our social worker initiates home visits, community partnerTitle I provides additional staff support through a social worker. Our social worker initiates home visits, community partnerships, extracurricular activities for our students, social skills training for students among many other services.	Academic Support Program, Community Engagement, Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Social Worker

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connected Math	Connected Math (CMP2) teaches math concepts through real-world applications, and supplements with skill work. Students participate in inquiry investigations, usually in a cooperative group or pair, and discuss their mathematical findings. Students learn to move from concrete thinkers to abstract and explain their processes through written expression. Eight math teachers attended Connected Math Training in Michigan during Summer 2013 for intensive training in the program. The math department chair and district support staff will work with teachers to train and plan Connected Math units. All math teachers implement the Connected Math Program as their primary curriculum, to ensure students are problem solving and practicing critical thinking skills using real-world applications.	Direct Instruction	05/28/2013	05/31/2016	\$10000	Principal, Administrative Dean, Math Teachers
Total					\$10000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
End of Course Exams	The Department Chairs and administration will guide teachers as they design end of course exams for each of their courses. Release days will be provided to departments so that teachers may collaboratively develop the tests. The assessments will be created and administered to all students in the fall of each year to establish a baseline, and then given again at the end of the year in order to show growth. A mid-year administration is also an option. Though primarily summative, the assessments will provide teachers formative feedback as they design long-range plans and daily instruction.	Academic Support Program	09/26/2016	05/31/2017	\$4800	Principal, Associate Principals, Department Chairs, Classroom Teachers
Total					\$4800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Academic Vocabulary	A committee comprised of at least one representative from each department will study the research behind academic vocabulary instruction; determine the academic vocabulary to be taught this school year; establish a process for the teaching of academic vocabulary; present the process to staff and periodically take feedback on the process, making adjustments as needed. Each week one department will be responsible for explicitly teaching three identified vocabulary words using the Frayer Model. Student planners will include a Frayer Model for each vocabulary word. Teachers in other departments will be sure to model the use of the words in their discipline and students will record those examples on their note cards as well. The walkthrough instrument will measure frequency of academic vocabulary observed. Collegial plan leads will ensure inclusion of vocabulary in unit plans.	Direct Instruction	09/02/2013	05/31/2016	\$500	Academic Vocabulary Committee
Academic Vocabulary	A committee comprised of at least one representative from each department will study the research behind academic vocabulary instruction; determine the academic vocabulary to be taught this school year; establish a process for the teaching of academic vocabulary; present the process to staff and periodically take feedback on the process, making adjustments as needed.	Direct Instruction	10/14/2015	05/31/2016	\$500	Academic Vocabulary Committee, Associate Principal
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formal Intervention Plan	We will develop formal, written departmental intervention plans. The plans will include criteria for identification, identify an accurate and vetted assessment to identify student achievement deficiencies to determine content for student in RTI, and will require regular progress monitoring assessments to measure student progress and growth.	Academic Support Program	10/03/2016	12/16/2016	\$0	Principal, Associate Principal, Math and Language Arts Department Chairs
Titan Tea	Students of the Month will be recognized at a monthly "Titan Tea." Parents will be invited to share breakfast and tea with their students as we recognize their accomplishments. Students to be recognized will be chosen based on their demonstration of IB Learner Traits.	Community Engagement, Parent Involvement	09/16/2016	05/31/2017	\$0	Associate Principal/IB Coordinator
Intervention Class	Positive Peers Intervention Class will cultivate students' strengths and meet their academic and behavior growth needs through self-reflection, social competence and leadership. Students will convert negative peer influence into care and concern for others with guidance from trained adults.	Academic Support Program, Direct Instruction	08/10/2016	05/31/2017	\$0	Principal, Intervention Teacher

Social Worker	Title I provides additional staff support through a social worker. Our social worker initiates home visits, community partnerTitle I provides additional staff support through a social worker. Our social worker initiates home visits, community partnerships, extracurricular activities for our students, social skills training for students among many other services. ships, extracurricular activities for our students, social skills training for students among many other services.	Academic Support Program, Community Engagement, Behavioral Support Program	08/10/2016	05/31/2017	\$0	Social Worker
Progress Monitoring	Battle Boards will facilitate conversations and progress monitoring of novice students. The data will include KPREP, MAP, FastBridge, current interventions, and gap areas. Teachers will meet weekly with leadership to discuss current reality and problem solve for students.	Other	08/10/2016	05/31/2017	\$0	Principal, Associate Principals, Core Teachers
Tiers 2 & 3 Team	Grade Level Teams serve as Tiers 2 and 3 Teams to design interventions and support for struggling students.	Professional Learning	08/10/2016	05/31/2017	\$0	Principal, Assistant Principal, Administrative Deans, MTSS conference attendees and department chairs
Content Area Literacy	Optional Content Area Literacy trainings, with a specific emphasis on writing strategies, will be offered throughout the spring semester. Teachers who see all their students every day will incorporate content area literacy strategies into their lessons at least once each week. Teachers who see their students every other day will incorporate a content area literacy strategy at least once every two weeks. The walkthrough instrument will measure the frequency of literacy observed. Collegial plan leads will ensure inclusion of literacy strategies in unit plans.	Direct Instruction	01/19/2017	05/31/2017	\$0	Administrative Deans, Department Chairs, All Teachers
Minority Interviews	The hiring committee will ensure minority candidates are considered and/or interviewed for vacant positions.	Recruitment and Retention	12/13/2013	05/29/2020	\$0	Principal and Hiring Committee
Assessment for Learning	The purpose of classroom assessment is to support student learning and to communicate that learning to others. In order to support student learning, classroom assessment at TCMS will involve students deeply in the assessment process, provide specific, descriptive feedback during the learning, and include evaluative feedback as required to communicate and report progress over time. Strategies for providing descriptive feedback, including live scoring, tightly aligned rubrics and student achievement conferences will bolster our move to standards-based grading in an effort to provide frequent feedback throughout the learning process.	Direct Instruction	08/10/2016	05/31/2017	\$0	Principal, Assistant Principal, Administrative Deans, Grading Committee, All Teachers

Progress Monitoring	Battle Boards have been set up to facilitate conversations and progress monitoring of Novice gap students. The data will include KPREP, MAP, current interventions, and gap areas. Teachers will meet regularly with leadership to discuss current reality and problem solve for students.	Academic Support Program	01/02/2017	05/31/2017	\$0	Principal, Associate Principal, Department Chairs, Team Leaders, Core Teachers
Path Blazer	Language A and Math teachers will facilitate personalized support and enrichment for students through assigning and providing time for Path Blazer. New Language A and Math teachers will be trained in Compass Learning. Language A and Math teachers assign and monitor student use of Path Blazer in their RTI-Support classes. Language A and Math teachers will analyze the impact of Path Blazer through collegial plan following each MAP administration.	Direct Instruction	08/10/2016	05/31/2017	\$0	Language Arts, Math and Special Education Teachers
Path Blazer	Language A and Math teachers will facilitate personalized support and enrichment for students through assigning and providing time for Path Blazer. New Language A and Math teachers will be trained in Path Blazer. Language A and Math teachers assign and monitor student use of Path Blazer in their RTI-Support classes. Language A and Math teachers will analyze the impact of Path Blazer through collegial plan following each MAP administration.	Direct Instruction	08/10/2016	05/31/2017	\$0	Language Arts and Math Teachers
Systematic Problem Solving	Within the MTSS framework, Systematic Problem Solving (SPS) will provide high-quality instruction and interventions matched to students' needs. The SPS process at TCMS will begin by identifying trends and patterns using school-wide and grade-level data. For students scoring Novice on KPREP and in the bottom 25th percentile on MAP, an SPS team will define the problem, develop a plan, implement the plan and evaluate the success of the plan.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	Principal, Associate Principals, Dean, Team Leaders, Counselors, Social Workers, Psychologist, Special Education Coordinator, Teachers
Collegial Planning	The master schedule will be reconfigured every Thursday to provide 120 minutes of uninterrupted planning time for core content teachers. Once a month, we will host Power Monday, which will provide encore teachers five and a half uninterrupted hours for collegial planning. During that time, teachers will meet with grade level partners to develop long-range plans, write units within and between disciplines, create assessments and rubrics, calibrate scoring, and analyze student work.	Professional Learning	09/02/2013	05/31/2017	\$0	Principal, Associate Principals, Dean of Students, All Teachers

Systematic Problem Solving	Within the MTSS framework, Systematic Problem Solving (SPS) will provide high-quality instruction and interventions matched to students' needs. The SPS process at TCMS will begin by identifying trends and patterns using school-wide and grade-level data. For students scoring in the bottom 25th percentile on MAP and AimsWeb, an SPS team will define the problem, develop a plan, implement the plan and evaluate the success of the plan.	Other	08/10/2016	05/31/2017	\$0	The SPS teams will be lead by the Associate Principals, but members vary, depending upon the nature of the problem. For example, at the classroom level, a teacher, parent, and student may discuss academic or behavioral needs and arrive at possible solutio
Tiers 2 & 3 Teams	Grade Level Teams serve as Tiers 2 & 3 Teams to design interventions and support for struggling students.	Professional Learning	08/10/2016	05/31/2017	\$0	Principal, Associate Principals, MTSS Conference Participants, Department Chairs
High Yield Strategies	In an effort to increase the Zone of Minimal Effort, teachers will replace low-yield instructional strategies with those that yield a higher percentage of student engagement. All teachers will be trained in high yield strategies - questioning techniques, identifying similarities and differences, summarizing and note taking skills - through grade level and faculty meetings. All teachers will implement strategies that yield a high percentage of observable, measurable engagement every 2-10 minutes during instruction.	Direct Instruction	08/19/2013	05/31/2017	\$0	Principal, Associate Principals, All Teachers

UConnect	The Imani UConnect program is a free mentoring program for youth (grades 6-8). This comprehensive program is designed to enhance student engagement and academic success. The UConnect program utilizes evidence-based youth/academic development curriculum and technology to help adolescents become model students. This program is brought to you by the Imani Family Life Center, Kentucky State University, and the University of Minnesota. Classes meet Tuesday-Thursday, 4pm-6pm, at the Imani Family Life Center or a designated host site. (From the UConnect Facebook Page)	Academic Support Program, Extra Curricular, Career Preparation/Orientation, Behavioral Support Program, Parent Involvement	08/15/2016	05/31/2017	\$0	Associate Principal, UConnect Staff
Structured Team Meetings	Interdisciplinary teams meet three times a week to discuss student concerns. Monday's focus is academics, Wednesday's focus is behavior and Friday's focus is parent communication. An administrator meets with teams during the Monday and Wednesday meetings to facilitate the conversation and to assist teams in the Systematic Problem Solving process as they complete MTSS forms on students. Meeting minutes are maintained on OneNote and referenced in subsequent weeks.	Academic Support Program, Behavioral Support Program	08/12/2016	05/31/2017	\$0	Principal, Associate Principals, Dean of Students, Core Teachers
Collegial Planning	The master schedule will be reconfigured every Thursday to provide 120 minutes of uninterrupted planning time for core content teachers. Once a month, we will host Power Monday, which will provide core teachers five and a half uninterrupted hours for collegial planning. During that time, teachers will analyze student data to make decisions about placement in RTI-Support classes.	Professional Learning	08/10/2016	05/31/2017	\$0	Administrative Dean, Language Arts, Math and Special Education Teachers
Learning Pathways	Both Language Arts and Math committees will be created to develop learning pathways for RTI-Support classes. These Learning Pathways will sequence research-based interventions, allowing students to build knowledge progressively. Learning Pathways will provide structured, systemic interventions for all students enrolled in RTI-Support classes.	Direct Instruction	03/17/2016	05/31/2017	\$0	Language Arts, Math and Special Education Teachers
Content Area Literacy	Content Area Literacy trainings, with a specific emphasis on writing strategies, will be offered throughout the spring semester. Teachers who see all their students every day will incorporate content area literacy strategies into their lessons at least once each week. Teachers who see their students every other day will incorporate a content area literacy strategy at least once every two weeks. Collegial plan leads will ensure inclusion of literacy strategies in unit plans.	Direct Instruction	01/19/2017	05/31/2017	\$0	All Teachers, Teacher Leaders, Associate Principals, Principal

Tier 1 Team	A team selected from MTSS conference attendees and department chairs will be formed to guide and support the staff through Tier 1 training and improvement.	Professional Learning	12/16/2013	05/31/2017	\$0	Principal, Associate Principals, MTSS Conference Participants, Department Chairs
Collegial Planning	The master schedule will be reconfigured every Thursday to provide 120 minutes of uninterrupted planning time for core content teachers. Once a month, we will host Power Monday, which will provide encore teachers five and a half uninterrupted hours for collegial planning. During that time, teachers will meet with grade level partners to develop long-range plans, write units within and between disciplines, create assessments and rubrics, calibrate scoring, and analyze student work.	Professional Learning	08/10/2016	05/31/2017	\$0	Principal, Assistant Principal, Administrative Deans, IB Coordinator, FRYSC Coordinator, All teachers
Community Nights	TCMS will host 9 Community Nights throughout the course of the year to engage families in the school community and provide learning opportunities for students and parents. The Community Nights are: Open House, Report Card Night, Literacy Night, Game Night with a focus on the impact of Social Media, Zumba Fitness Night, Breakfast with Mom & Dad that includes a focus on the Individualized Learning Plan and Career Pathways, STEM Night, Social Studies Night and Picnic with the Pops.	Community Engagement	09/08/2016	05/31/2017	\$0	Principal, Associate Principals, Counselors, Title I Coordinator, Department Chairs, Teachers
Assessment for Learning	The purpose of classroom assessment is to support student learning and to communicate that learning to others. In order to support student learning, classroom assessment at TCMS will involve students deeply in the assessment process, provide specific, descriptive feedback during the learning, and include evaluative feedback as required to communicate and report progress over time. Strategies for providing descriptive feedback, including live scoring, tightly aligned rubrics and student achievement conferences will bolster our move to standards-based grading in an effort to provide frequent feedback throughout the learning process.	Academic Support Program, Direct Instruction	05/28/2013	05/31/2017	\$0	Principal, Associate Principals, All Teachers
Skills Navigator	Skills Navigator® helps educators save time by pinpointing discrete skill gaps to focus instruction and close achievement gaps. This in-classroom tool is ideally suited for use with targeted small groups and individual students—supporting both remediation and enrichment. Teachers can use this system to quickly and easily: Identify the skills students are ready to learn—on, above, or below grade level Check for evidence of learning progress and skills mastery Complement curriculum with resources that help students practice missing skills Monitor progress for students in tiered intervention programs	Academic Support Program	01/02/2017	05/31/2017	\$0	Administration, RTI Teachers

High Yield Strategies	In an effort to increase the Zone of Minimal Effort, teachers will replace low-yield instructional strategies with those that yield a higher percentage of student engagement. All teachers will be trained in high yield strategies - questioning techniques, identifying similarities and differences, summarizing and note taking skills - through grade level and faculty meetings. All teachers will implement strategies that yield a high percentage of observable, measurable engagement every 2-10 minutes during instruction. The walkthrough instrument will measure the frequency of high yield strategies observed.	Direct Instruction	08/10/2016	05/31/2017	\$0	Principal, Assistant Principal, Administrative Deans, All Teachers
Learning Pathways	Both Language Arts and Math committees will be created to develop learning pathways for RTI-Support classes. These Learning Pathways will sequence research-based interventions, allowing students to build knowledge progressively. Learning Pathways will provide structured, systemic interventions for all students enrolled in RTI-Support classes.	Professional Learning	03/17/2016	05/31/2017	\$0	Language Arts, Math and Special Education Teachers
Tier 1 Team	A team selected from MTSS conference attendees and department chairs will be formed to guide and support the staff through Tier 1 training and improvement.	Professional Learning	08/10/2016	05/31/2017	\$0	Administrative Dean, MTSS conference participants, Department Chairs
Systematic Problem Solving Teams	Within the MTSS framework, Systematic Problem Solving (SPS) will provide high-quality instruction and interventions matched to students' needs. The SPS process at TCMS will begin by identifying trends and patterns using school-wide and grade-level data. For students scoring in the bottom 25th percentile on MAP and AimsWeb, an SPS team will define the problem, develop a plan, implement the plan and evaluate the success of the plan.	Other	08/10/2016	05/31/2017	\$0	The SPS process will be lead by the Admin Dean, but team members vary, depending upon the nature of the problem. For example, at the classroom level, a teacher, parent, and student may discuss academic or behavioral needs and arrive at possible solutions.

Prentice Hall Intervention Skills Kit	The Prentice Hall Skills Intervention Kit is aimed at students in grades 6-9 who are struggling with course-level math work because they lack the basic skills required to succeed. The kit provides the tools these students need to get back on track and can be used to support any mathematics curriculum. Math Teachers will use the kit with struggling students and monitor progress through the progress monitoring tools included.	Academic Support Program, Direct Instruction	08/10/2016	05/31/2017	\$0	Math Department Chairs, Math Teachers, Administration
Interview Committees	Minority representatives will be included on all hiring committees.	Recruitment and Retention	05/30/2014	08/01/2020	\$0	Principal, Assistant Principal, Administrative Deans
Connected Math	Connected Math (CMP2) teaches math concepts through real-world applications, and supplements with skill work. Students participate in inquiry investigations, usually in a cooperative group or pair, and discuss their mathematical findings. Students learn to move from concrete thinkers to abstract and explain their processes through written expression. Eight math teachers attended Connected Math Training in Michigan during Summer 2013 for intensive training in the program. The math department chair and district support staff will work with teachers to train and plan Connected Math units. All math teachers implement the Connected Math Program as their primary curriculum, to ensure students are problem solving and practicing critical thinking skills using real-world applications.	Direct Instruction	05/28/2013	05/31/2016	\$0	Math Teachers
Compass Learning	Reading and Math teachers will facilitate personalized support and enrichment for students through assigning and providing time for Compass Learning. New Reading and Math teachers will be trained in Compass Learning. Reading and Math teachers assign and monitor student use of Compass Learning in their RTI-Support classes. Reading and Math teachers will analyze the impact of Compass Learning through collegial plan following each MAP administration.	Academic Support Program	08/10/2016	05/31/2017	\$0	Principal, Associate Principals, RTI Teachers
Student Achievement Meetings	The administration will meet with every student, beginning with those identified novice on the 2015 KPREP assessment. Through these meetings, administration will build relationships, set expectations, celebrate and motivate students.	Academic Support Program	01/02/2017	05/31/2017	\$0	Principal, Associate Principals, students
Total					\$0	