



Comprehensive School Improvement Plan

Taylor County Middle School
Taylor County School District

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Taylor County Middle School has an enrollment of approximately 625 sixth, seventh and eighth grade students. Taylor County is a rural community located in central Kentucky. Campbellsville University is an asset to the community and to our school. Our student population is primarily caucasian, but we serve students from several races and nationalities. Approximately 55% of our population currently qualify for free or reduced lunch and we provide services to 60 Exceptional Education students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Taylor County Middle School is Every Child, Every Day - Together Preparing Youth for their Future. We actively strive to involve all stakeholders in the pursuit of providing the best education possible for our students.

Taylor County Middle School is a part of a performance based education district. Students are encouraged to work at an accelerated pace, based on their ability. We have middle school students taking approximately 200 high school courses and approximately 100 middle school courses are taken by elementary school students.

We take full advantage of our Early Release Fridays by allowing our teachers to work in their Professional Learning Communities. This time is used to review data, discuss student success and align curriculum.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Taylor County Middle School consistently receives test scores that are above state averages and surpass those received by surrounding schools. We are a "proficient" school and rank at the 77th percentile when compared to all other middle schools in the state. Over the past three years, all tested areas have made gains. However, in the next three years, Taylor County Middle School hopes to raise test scores in the areas of reading, writing and math, specifically among males.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Taylor County Middle School makes every effort to maintain a safe environment for students to learn. We have a full time School Resource Officer and buzzer and camera systems on the front and back doors. Furthermore, each staff member strives to build relationships with all students, even relating to those who are the most difficult. Students are regularly surveyed regarding school climate and connections to adults within the school. Results show that more than 99% of students have a relationship with a trusted adult and feel as if they can go to at least one adult within the school if they have a problem or concern. Survey results were used to address the few students who did not list an adult they were connected to so that those relationships could be cultivated.

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

We need the data to show us the areas that are in need of improvement, particularly those areas that will only require small gains to reach a higher level of proficiency. The data that is accessible to us tells us that we need to improve our reading and writing scores, particularly with boys. In addition, it tells us that some improvements in language mechanics are needed.

With the exception of the Explore test, students are not provided with specific individualized areas for improvement. Therefore, we lack information that would be valuable when providing individualized instruction.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Taylor County Middle School is celebrating proficiency on the K-Prep. We are one of 34 proficient districts, a proficient school and at 77th percentile statewide. As a school, we are continuing many of the initiatives that helped us reach those goals. We have implemented rigorous Quad D lessons in all classrooms, have vertically and horizontally aligned our curriculum, and continuously emphasize reading and math both during the school day and during our 21st CCLC after school program.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

While Taylor County Middle School has made impressive gains, we are continuously striving to improve. We would like to close the gap between our students with disabilities and all students. To do this, we are planning to continue many of the initiatives we have started with those students in both reading and math. We frequently monitor their progress toward proficiency through several assessment methods (i.e. AimsWeb, MAP, K-Prep, Explore).

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Continue providing professional development to move teachers toward more Quad D instruction and continue to encourage literacy across all disciplines. Professional Development will be provided to all teachers on literacy strategies. We will also continue to utilize Early Release Friday time for teachers to meet in Professional Learning Communities. This time is used to plan for rigorous instruction and the individual needs of all students. We will continue to use assessments to screen students and target those with noted areas of deficiency so that early intervention strategies can be employed. Supplemental support will be provided to all Exceptional Education students based on their IEP goals and support through collaborative classrooms.

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Overview

Plan Name

Taylor County Middle School

Plan Description

School Improvement Plan

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% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$7400
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$90000
3	Increase the percentage of students who are college and career ready from 34% to 68% by 2015	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

A 10% increase of Male students will demonstrate a proficiency in writing and language mechanics in English Language Arts by 05/30/2014 as measured by number of students scoring proficient and distinguished in writing on K-Prep.

Strategy 1:

Targeted materials for males - Increase the awareness of the importance of reading and writing among males. Allow boys to read and write about subjects that are of interest to them. Students will be allowed to research materials and gain mastery prior to writing.

Research Cited: In the Journal of Education Research, 99(4), 232-245, Wigfield and Guthrie documented that "students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation for reading". Education Today, March 2007 contained an article entitled "Boys Writing, A Hot Topic... but What are the Strategies". The article states the changes that had the most significant impact on writing included: writing from a position of expertise, making sure that they know a great deal about the subject before being invited to write.

Activity - Publications targeting males	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize publications on topics of greater interest to boys	Academic Support Program	01/31/2013	05/30/2014	\$6000	Title I SIG	All reading and writing teachers

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across the curriculum will utilize guest speakers to present the application of reading in their career field. Students will be allowed choice in determining guest speakers and topics.	Academic Support Program	01/03/2013	05/21/2014	\$0	No Funding Required	All teachers, Principal

Measurable Objective 2:

A 12% increase of Students with Disabilities students will demonstrate a proficiency in Reading in English Language Arts by 05/21/2014 as measured by K-Prep scores.

Strategy 1:

Reading Intervention - Students identified in the targeted population with a reading goal will engage in a supplementary reading class(es). Student progress will be monitored using normative/ criterion based assessments.

Research Cited: All classes offered will use research based supplemental reading programs and assessments.

Activity - Reading Horizons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be provided with individualized supplemental reading instruction. Program utilizes technology and provides immediate feedback to encourage student motivation and progress.	Academic Support Program	01/31/2013	05/21/2014	\$0	No Funding Required	Exceptional Education Teacher, Principal
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Activity - SRA Distar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize existing program to provide direct phonics and comprehension based instruction to Exceptional Education students with a reading goal	Academic Support Program	01/31/2013	05/21/2014	\$0	No Funding Required	Instructional Assistant, Principal

Strategy 2:

Math Interventions - Utilize research and technology based math programs to provide interventions to Exceptional Education students with a math goal.

Research Cited: All utilized programs are research based.

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize computer based IXL program to assist students in progressing through mathematical skills based on individualized assessment data.	Academic Support Program	01/31/2013	05/21/2014	\$400	District Funding	Exceptional Education Teachers, Principal

Activity - Fast Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities and math goals will utilize computer based Fast Math program to improve computation skills.	Academic Support Program	01/31/2013	05/21/2014	\$1000	District Funding	Exceptional Education Teachers, Principal

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for middle school students from 52.9 to 57.6 by 05/21/2013 as measured by K-Prep scores.

Strategy 1:

Self-Paced (flipped) Classroom and Carnegie - Self-Paced Classrooms allow students to progress as their ability level allows. Teacher developed and Kahn Academy videos will be available for students to watch prior to attending class and students will progress through skills at an individualized pace. Every student will be provided an iPad to use during classroom time and will have the freedom to access videos and skills outside of the classroom. Teachers will be available to provide

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individualized and group instruction as needed.

Research Cited: Informal student feedback as well as formal research studies indicate a positive response among students. A study conducted by the University of Sussex identified the following key findings: recorded content increased student understanding, students liked the option of material in both video and text form and instructors required minimal support for creating their own videos and would recommend it to colleagues.

Activity - Self-Paced (flipped classrooms)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of one math classroom per grade level will utilize iPads to become Self-Paced (flipped). Teachers will map curriculum and post self-made videos of each skill on the web. Students will utilize these videos, along with corresponding videos from Khan Academy, to learn and master skills. When a proficiency is demonstrated within a skill, students will progress to the next skill. Students who progress through the entire curriculum for their grade level will be able to begin working on skills for the next grade level. Traditional classrooms will be offered for those students whose learning styles do not lend themselves to a self-paced classroom.	Academic Support Program	08/01/2013	05/21/2014	\$84000	District Funding	All Math Teachers Principal Curriculum Specialist

Strategy 2:

Targeted Materials for Males - Increase the awareness of the importance of reading and writing among males. Allow boys to read and write about subjects that are of interest to them. Students will be allowed to research materials and gain mastery prior to writing.

Research Cited: In the Journal of Education Research, 99(4), 232-245, Wigfield and Guthrie documented that "students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation for reading". Education Today, March 2007 contained an article entitled "Boys Writing, A Hot Topic...but What are the Strategies". The article states the changes that had the most significant impact on writing included: writing from a position of expertise, making sure that they know a great deal about the subject before being invited to write.

Activity - Publications targeting males	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize publications on topics of greater interest to boys	Academic Support Program	01/03/2013	05/21/2013	\$3000	Title I SIG	All reading and writing teachers, Principal

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across the curriculum will utilize guest speakers to present the application of reading in their career field. Students will be allowed choice in determining guest speakers and topics.	Academic Support Program	01/31/2013	05/30/2013	\$3000	Title I SIG	All teachers, Principal

Goal 3: Increase the percentage of students who are college and career ready from 34% to 68% by 2015

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Measurable Objective 1:

collaborate to increase the college and career ready percentage to 60% by 05/21/2014 as measured by the Unbridled Learning CCR formula.

Strategy 1:

Race to the Top - We have received a Race to the Top grant which will provide for a Career Counselor in each covered school district. The Career Counselor will be responsible for providing a variety of services and implementing strategies and programming to assist our students in reaching their college and career readiness goals.

Research Cited: The Career Counselor will utilize small group instruction and assist with preparations for Explore, a research based assessment.

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote and implement Operation Preparation for students	Career Preparation/Orientation	01/03/2013	05/21/2014	\$0	No Funding Required	Career Coach, Guidance Counselor, Principal, YSC Coordinator

Activity - Individualized Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Coach will assist eighth grade students in preparing their Individualized Learning Plans (ILPs). The Media Specialist will work with sixth and seventh grade students to prepare their ILPs. Exceptional Education teachers will be utilized to provide additional guidance for ECE students.	Career Preparation/Orientation	01/03/2013	05/21/2014	\$0	No Funding Required	Career Coach, Media Specialist, ECE Teachers, Principal

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Policy and Process	01/03/2013	05/21/2014	\$0	No Funding Required	Career Coach, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Policy and Process	01/03/2013	05/21/2014	\$0	Career Coach, Principal
Individualized Learning Plans	Career Coach will assist eighth grade students in preparing their Individualized Learning Plans (ILPs). The Media Specialist will work with sixth and seventh grade students to prepare their ILPs. Exceptional Education teachers will be utilized to provide additional guidance for ECE students.	Career Preparation/Orientation	01/03/2013	05/21/2014	\$0	Career Coach, Media Specialist, ECE Teachers, Principal
Operation Preparation	Develop, promote and implement Operation Preparation for students	Career Preparation/Orientation	01/03/2013	05/21/2014	\$0	Career Coach, Guidance Counselor, Principal, YSC Coordinator
Guest Speakers	Teachers across the curriculum will utilize guest speakers to present the application of reading in their career field. Students will be allowed choice in determining guest speakers and topics.	Academic Support Program	01/03/2013	05/21/2014	\$0	All teachers, Principal
Reading Horizons	Students will be provided with individualized supplemental reading instruction. Program utilizes technology and provides immediate feedback to encourage student motivation and progress.	Academic Support Program	01/31/2013	05/21/2014	\$0	Exceptional Education Teacher, Principal
SRA Distar	Utilize existing program to provide direct phonics and comprehension based instruction to Exceptional Education students with a reading goal	Academic Support Program	01/31/2013	05/21/2014	\$0	Instructional Assistant, Principal
Total					\$0	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Guest Speakers	Teachers across the curriculum will utilize guest speakers to present the application of reading in their career field. Students will be allowed choice in determining guest speakers and topics.	Academic Support Program	01/31/2013	05/30/2013	\$3000	All teachers, Principal
Publications targeting males	Teachers will utilize publications on topics of greater interest to boys	Academic Support Program	01/03/2013	05/21/2013	\$3000	All reading and writing teachers, Principal
Publications targeting males	Teachers will utilize publications on topics of greater interest to boys	Academic Support Program	01/31/2013	05/30/2014	\$6000	All reading and writing teachers
Total					\$12000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL	Utilize computer based IXL program to assist students in progressing through mathematical skills based on individualized assessment data.	Academic Support Program	01/31/2013	05/21/2014	\$400	Exceptional Education Teachers, Principal
Self-Paced (flipped classrooms)	A minimum of one math classroom per grade level will utilize iPads to become Self-Paced (flipped). Teachers will map curriculum and post self-made videos of each skill on the web. Students will utilize these videos, along with corresponding videos from Khan Academy, to learn and master skills. When a proficiency is demonstrated within a skill, students will progress to the next skill. Students who progress through the entire curriculum for their grade level will be able to begin working on skills for the next grade level. Traditional classrooms will be offered for those students whose learning styles do not lend themselves to a self-paced classroom.	Academic Support Program	08/01/2013	05/21/2014	\$84000	All Math Teachers Principal Curriculum Specialist
Fast Math	Students with disabilities and math goals will utilize computer based Fast Math program to improve computation skills.	Academic Support Program	01/31/2013	05/21/2014	\$1000	Exceptional Education Teachers, Principal
Total					\$85400	