



Comprehensive School Improvement Plan

Trimble County Middle School

Trimble County

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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?

TCMS has roughly 340 students. TCMS is in Beford, KY. Bedford is a small town (population 800) and is in a very rural area. TCMS has very few minority students with less than 1% in African American, Hispanic, and Asian students. TCMS has a free and reduced population of over 50%. TCMS has a Special Education population of around 10%, but the students who are Special Education seem to have needs that sometimes are hard to meet with our limited resources. The community lacks in resources for students who have extensive needs.

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.

TCMS Where Kids, Character, and Education Come First!!! This is the mission for TCMS. We have REACH expectations also, Respect Enthusiasm Achievement and Cooperation. These goals are for all students and what our staff feels is important for students to be successful in school and in life. TCMS is involved in the KCID project to provide a schoolwide discipline plan which is based on our REACH expectations.

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.

TCMS had significant improvement on testing two years ago, but we have regressed for this past year. TCMS has implemented Thinking Strategies schoolwide to help our students become problem solvers, better collaborators, and to ask questions and present opinions based on facts. TCMS hopes to achieve a higher score on KPREP this year and to achieve a status of improving.

Additional Information

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

TCMS has offered parent trainings on a regular basis, but we are having a difficult time getting parents to attend. We need to find a way to make parents more involved at TCMS.

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?

What was the overall performance level? In what areas does TCMS need to improve? What are our strengths? How did our Gap groups perform? What was our Growth score? The data tells us we performed poorly across the board and have to improve in all areas. The information does not give us content strand information to help us see where we fell short in specific content. It also does not tell us how we performed on Multiple Choice as opposed to Extended Response.

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?

No strengths that I can see. We can celebrate knowing the only place to go is up and TCMS has plans in place to address Student Achievement.

Opportunities for Improvement

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

All Areas need improvement. TCMS has RTI in place, an Intervention Teacher to address individual students issues, use of PAS tests to see where our students are performing and to track their progress, Mentoring for testing groups, and many other things to improve student achievement.

Conclusion

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

Continuing the processes which have been set up at TCMS. Staying the course and believing in our students and staff.

Improvement Plan Stakeholder Involvement

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

TCMS offers Parent/Student/Staff surveys to gauge the feelings and the needs of these groups. The surveys are used by the CSIP committee to answer questions about TCMS and look for ways to improve. The CSIP committee has one parent, three teachers, and an administrator. The data is discussed and specific goals for TCMS are created.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All parents, students, and staff were given a survey to fill out on their experience and satisfaction with TCMS. The data is then disaggregated for use by the committee. The committee makes its suggestions and puts them into written form. The plan then is presented to SBDM council for their approval.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan is emailed to all staff and parents. The plan is available in the office at any time for the public to view. The plan is discussed at SBDM meetings twice per year to make sure the plan is being carried out successfully, make any necessary changes, and make judgments on the success of the plan itself.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Partents, Staff, and Students

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff has limited involvement with parents of new and ESL students.	Novice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

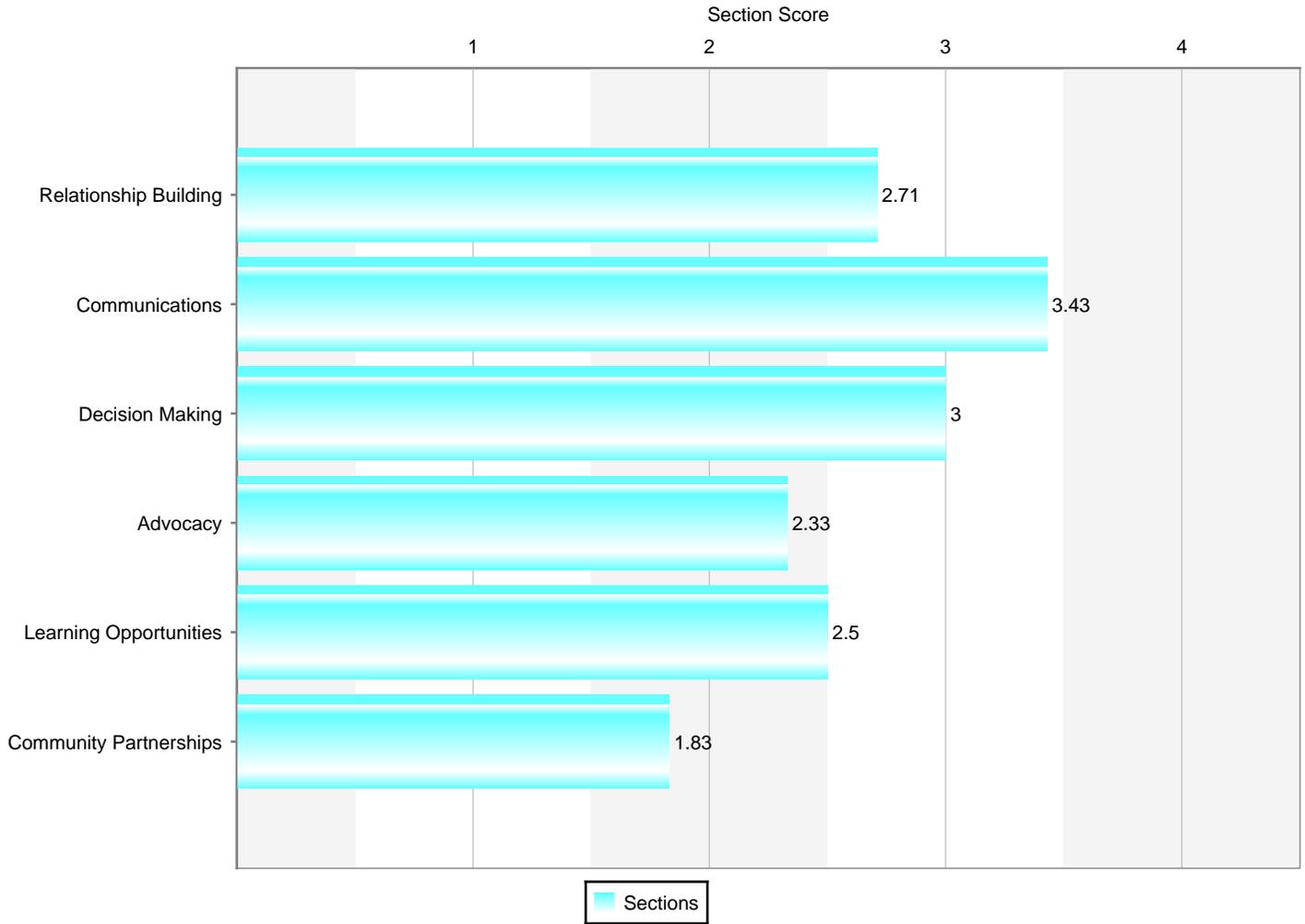
Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Good job of promoting achievement and keeping parents up to date on student success. We need to improve in our over all ability to address parent needs. We need to improve our relationship with our community leaders and businesses. We will continue our procedure of communication with parents, monthly parent meetings, and continue working with PTSA to make TCMS more responsive to parent needs. We need a plan to improve community ties, but it is difficult because we have very few businesses in our very small, rural community.

Report Summary

Scores By Section



TCMS CSIP 2012-2013

Overview

Plan Name

TCMS CSIP 2012-2013

Plan Description

Comprehensive School Improvement Plan for Trimble County Middle School for the 2012-2013 School Year.

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	Measurable Objective	Total Funding
1	All Students at Trimble County Middle School will become Proficient in all Subject areas	Objectives: 5 Strategies: 14 Activities: 14	Academic	67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Core Content in Mathematics by 05/31/2017 as measured by Performance on the 2016-2017 KPREP test., 67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Writing Standards and Language Mechanics in English Language Arts by 05/31/2017 as measured by 2016-2017 KPREP., 67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in content in Science by 05/31/2017 as measured by 2016-2017 KPREP., 67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in content in Social Studies by 05/31/2017 as measured by 2016-2017 KPREP., 67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading Content and Literacy Standards 2016-2017 KPREP in English Language Arts by 05/31/2017 as measured by KPREP.	\$101700

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2	All Students at TCMS will be on track for College and Career Readiness when graduating the 8th Grade	Objectives: 3 Strategies: 3 Activities: 3	Organizational	Collaborate to prepare all students to gain the skills necessary to be College and Career Ready by the end of their 8th grade year by 05/31/2013 as measured by Explore test/ILP completion., Collaborate to engage all 7th and 8th grade students in the GEAR UP Kentucky Curriculum by 05/31/2013 as measured by tracking the number of students who have finished the curriculum ., Collaborate to implement Princeton Review for all 7th and 8th grade students who are one to two points below benchmark on their Explore test by 05/31/2013 as measured by Pre-test/Post-test to track student progress on Explore Benchmarks.	\$0
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3	All Gap area Students at TCMS will be proficient in all Subject Areas	Objectives: 5 Strategies: 7 Activities: 7	Academic	31% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Content in Mathematics by 05/31/2013 as measured by 2012-2013 KPREP., 54% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Content in Social Studies by 05/31/2013 as measured by 2012-2013 KPREP., 62% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Writing Content in English Language Arts by 05/31/2017 as measured by 2016-2017 KPREP., 43% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Content in Science by 05/31/2013 as measured by 2012-2013 KPREP., 36% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Reading Content in English Language Arts by 05/31/2013 as measured by 2012-2013 KRPEP.	\$88000
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Goal 1: All Students at Trimble County Middle School will become Proficient in all Subject areas

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Core Content in Mathematics by 05/31/2017 as measured by Performance on the 2016-2017 KPREP test.

Strategy 1:

Carnegie Math - TCMS will implement the Carnegie Math program school wide to help improve student achievement.

Research Cited: <http://www.carnegielearning.com/research/reports/>

Activity - Monitor the implementation of Carnegie Math Program School Wide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Walk Throughs and Monthly Progress Monitoring of Student Performance TCMS will be able to insure that Carnegie Math is being implemented	Academic Support Program	08/15/2012	05/31/2013	\$70000	Title I SIG	Instructional Supervisor/Principal/Math PLC

Strategy 2:

Mathia Online Program - Mathia is the online portion of the Carnegie Math Program. All students will get two class periods per week to work on this program to help enhance their Math skills. The students will be using class time that is not during core content so there will be no time taken away from the regular Math class. Our students will be getting two hours of extra Math per week to help improve student achievement.

Research Cited: <http://www.carnegielearning.com/research/reports/>

Activity - Mathia Online	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The online program specifically works on students individual needs in math. The differentiated instruction will allow our students to be more successful and improve in areas of weakness.	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor/Principal/Math PLC/Support Staff

Strategy 3:

Predictive Assessment Series Test - Students will take the PAS test three times per year. The test will allow us to see where our students are performing, design lessons and remediation based on student weaknesses, use the data to place students into success labs and predict where our students will score on the KPREP.

Research Cited: http://www.discoveryeducation.com/administrators/success-stories/index.cfm?campaign=footer_admin_ss#/rural

Activity - Predictive Assessment Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will take the PAS test three times per year	Academic Support Program	08/15/2012	05/31/2013	\$3000	Title I Schoolwide	Instructional Supervisor/Principal/Support Staff
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Measurable Objective 2:

67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Writing Standards and Language Mechanics in English Language Arts by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy 1:

On Demand Writing Practice - ELA teachers will practice On Demand writing once a month in all grade levels to help improve our students On Demand writing skills. Students will practice Editorial, Feature Article, Letter and Speech.

Research Cited: <http://education.ky.gov/curriculum/lit/wri/Pages/Kentucky-Writing-Resources-Download-Page.aspx>

Activity - On Demand Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will practice On Demand writing once per month in all grade levels	Direct Instruction	08/15/2012	05/31/2013	\$300	General Fund	Principal/ELA PLC

Strategy 2:

Marzano Six Step Process for Building Vocabulary - ELA teachers will implement the Marzano Six Step Process Vocabulary Building process in all ELA classrooms. This process will strengthen our students vocabulary which will help them become better writers

Research Cited: http://www.marzanoresearch.com/research/research_reports.aspx

Activity - Marzano Six Step Vocabulary Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will implement the Marzano Six Step Process for Vocabulary in all ELA classrooms	Direct Instruction	08/15/2012	05/31/2013	\$400	General Fund	Principal/ELA PLC

Strategy 3:

ELA PLC - ELA teachers will meet together twice per week to create lessons and units, create assessments (formative, summative, and common), share teaching pedagogy and techniques, create 30/60/90 day plan and analyze student work

Research Cited: <http://www.allthingsplc.info/articles/articles.php>

Activity - ELA PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice per week ELA teachers will meet in PLC time	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/ELA PLC

Measurable Objective 3:

67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in content in Science by 05/31/2017 as measured by 2016-2017 KPREP .

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Strategy 1:

Inquiry Based Learning - Science teachers will use Inquiry based learning in the classroom to help improve student achievement. Students will engage in hands-on activities, labs, experiments, predictions, and analysis of data to answer questions, solve problems and test hypotheses.

Research Cited: <http://www.nsta.org/about/positions/inquiry.aspx>

Activity - Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Inquiry Based Learning to engage students in activities that allow them to question, explore, solve problems, create experiments, predict their hypotheses and to analyze and share their results	Direct Instruction	08/15/2012	05/31/2013	\$1500	General Fund	Principal/Science PLC

Strategy 2:

Science Leadership Network - TCMS will send a teacher to the Science Leadership Network. This teacher will then return to TCMS and share all of the strategies and ideas that they have learned. This should allow our teachers to be more successful and to be on the cutting edge of information in Science content.

Research Cited: <http://www.allthingsplc.info/articles/articles.php>

Activity - Science Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher to attend Science Leader Network.	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor/Principal/Science PLC Leader

Strategy 3:

Science PLC - Science teachers will meet twice per week for PLC time. During PLC time the teachers will plan, share strategies and techniques, create assessments (formative, summative, and common), create a 30/60/90 day plan for student success and analyze student work.

Research Cited: <http://www.allthingsplc.info/articles/articles.php>

Activity - Science PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers to meet twice per week for PLC time	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Science PLC

Measurable Objective 4:

67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in content in Social Studies by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy 1:

Social Studies Thinking Strategies Training - All Social Studies teachers will attend the Social Studies Thinking Strategies training at OVEC in November 2012.

Research Cited: <http://www.pebc.org/publications/research-position-papers>

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Activity - Social Studies Thinking Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies teachers will attend Thinking Strategies for Social Studies in November 2012	Professional Learning	11/08/2012	11/09/2012	\$1500	Title I SIG	Instructional Supervisor/Principal

Strategy 2:

Social Studies PLC - Social Studies teachers will meet twice per week in PLC to plan lessons and units, create assessments (formative, summative, and common), create a 30/60/90 day plan for student achievement and analyze student work

Research Cited: <http://www.allthingsplc.info/articles/articles.php>

Activity - Social Study PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet in PLC time twice per week	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Social Studies PLC

Measurable Objective 5:

67% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading Content and Literacy Standards 2016-2017 KPREP in English Language Arts by 05/31/2017 as measured by KPREP.

Strategy 1:

Thinking Strategies Training - All Reading Teachers will be trained in Thinking Strategies. This training will help teachers to provide students with literacy skills that lead to higher order thinking, problem solving, and working collaboratively.

Research Cited: <http://www.pebc.org/publications/research-position-papers>

Activity - Thinking Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training all Reading Teachers in Thinking Strategies	Professional Learning	08/15/2012	05/31/2013	\$2000	Title I SIG	Instructional Supervisor/Principal/Reading PLC

Strategy 2:

Predictive Assessment Series - Students will take the Predictive Assessment Series test three times during the school year. The results will be used to track student progress, identify students for Remediation classes and intervention, and allow us to predict our overall performance on the KPREP test.

Research Cited: http://www.discoveryeducation.com/administrators/success-stories/index.cfm?campaign=footer_admin_ss#/rural

Activity - Predictive Assessment Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The PAS test will be taken three times during the school year.	Academic Support Program	08/15/2012	05/31/2013	\$3000	Title I Schoolwide	Instructional Supervisor/Principal/Support Staff
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Strategy 3:

iPod Usage in Reading Classes - Students will use iPods in Reading classes to help engage them in learning. Each Reading teacher will have access to a classroom set of iPods to use in class. The iPods help improve engagement and can also be used to help struggling readers as the iPod will read for them and they can follow along and listen. There are also vocabulary games and applications which will help to enhance our students knowledge of vocabulary.

Research Cited: <http://www.apple.com/search/?q=support+for+iPod+success+in+classroom>

Activity - iPods Usage in Reading Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPods in class to improve student engagement, increase vocabulary and help struggling readers.	Academic Support Program	08/15/2012	05/31/2013	\$20000	Title I SIG	Instructional Supervisor/Principal/Reading PLC

Goal 2: All Students at TCMS will be on track for College and Career Readiness when graduating the 8th Grade

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to prepare all students to gain the skills necessary to be College and Career Ready by the end of their 8th grade year by 05/31/2013 as measured by Explore test/ILP completion.

Strategy 1:

ILP - Students will use the Career Cruising Online program to take a personal strengths inventory, job interest research, college planning and view videos on selected jobs.

Research Cited: <http://public.careercruising.com/pdfs/CareerDevelopmentImpacts.pdf>

Activity - ILP/Career Cruising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have completed the ILP/Career Cruising online program by the end of 8th Grade. This will allow students to have selected an area of vocation based on their strengths and interests, view possible jobs, and understand the educational requirements to achieve their goals.	Technology	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/GEAR UP Liason/Counselor/Support Staff

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Measurable Objective 2:

Collaborate to engage all 7th and 8th grade students in the GEAR UP Kentucky Curriculum by 05/31/2013 as measured by tracking the number of students who have finished the curriculum .

Strategy 1:

GEAR UP Kentucky Implementation - All 7th and 8th Grade students will complete the GEAR UP Kentucky Curriculum during this school year. The curriculum is designed to help all students become College and Career Ready.

Research Cited: <http://gearupky.org/?s=research>

Activity - GEAR UP Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th and 8th grade students will complete GEAR UP Kentucky curriculum by the end of this school year. The purpose of this program is to prepare all students for college or to be gainfully employed upon completion of high school.	Career Preparation/Orientation	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Counselor/GEAR UP Liason

Measurable Objective 3:

Collaborate to implement Princeton Review for all 7th and 8th grade students who are one to two points below benchmark on their Explore test by 05/31/2013 as measured by Pre-test/Post-test to track student progress on Explore Benchmarks.

Strategy 1:

Princeton Review - All 7th and 8th grade students who are one or two points away from reaching benchmark on Explore test will attend weekly tutoring sessions to help improve their skills and achieve benchmark.

Research Cited: <http://www.princetonreview.com/corporate/accountability.aspx>

Activity - Princeton Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th and 8th grade students who are one or two points behind benchmark on the Explore test will attend weekly tutoring sessions to help improve their scores and reach benchmark.	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Counselor/Princeton Review Liason

Goal 3: All Gap area Students at TCMS will be proficient in all Subject Areas

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

31% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Content in Mathematics by 05/31/2013 as measured by 2012-2013 KPREP.

Strategy 1:

Intervention Pullout - All Students who are not at Proficiency as Based on the PAS test will be pulled out for Intervention in Math three times per month. The students will be placed in small group learning with the Intervention teacher. The students progress will be tracked by using the PAS test Practice Probes.

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Research Cited: www.rti4success.org/subcategorycontents/research

Activity - Intervention Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not at Proficiency will be pulled for small group instruction in specific content strands in math based on PAS scores.	Academic Support Program	08/15/2012	05/31/2013	\$40000	Title I SIG	Instructional Supervisor/Principal/Intervention Teacher

Strategy 2:

Success Lab/RTI - Any Student not at Proficiency in Math on the PAS test will be assigned to Success Lab for Remediation in Math for thirty minutes each day.

Research Cited: www.rti4success.org/subcategorycontents/research

Activity - Success Lab/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who are not at Proficiency in Math as designated by the PAS test will be assigned to Success Lab Remediation for thirty minutes per day. The goal is to address their individual needs and help the reach proficiency.	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Counselor/Math PLC

Measurable Objective 2:

54% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Content in Social Studies by 05/31/2013 as measured by 2012-2013 KPREP.

Strategy 1:

Literacy Skills - Students will use reading strategies to read across the curriculum. Students will be engaged in reading that is informational and technical in Social Studies classrooms. This will help our students learn to apply their knowledge and skill set from reading in another classroom.

Research Cited:

[/www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_&ERICExtSearch_SearchValue_0=ED350597&ERICExtSearch_SearchType_0=no&accno=ED350597](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_&ERICExtSearch_SearchValue_0=ED350597&ERICExtSearch_SearchType_0=no&accno=ED350597)

Activity - Literacy Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Skills used to incorporate Informational and Technical Reading in Social Studies classrooms	Direct Instruction	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Social Studies PLC

Measurable Objective 3:

62% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Writing Content in English Language Arts by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy 1:

Writing Strategies - ELA teachers will use a variety of strategies to teach writing: 5 point paragraph, graphic organizers, Cornell Note taking and peer revisions. These strategies will be used to help students write more effectively and achieve proficiency.

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Research Cited: <http://education.ky.gov/curriculum/lit/pages/literacy-strategies---glossary.aspx>

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use a variety of strategies to help students brainstorm, organize, peer review, edit and publish their writing.	Direct Instruction	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/ELA PLC

Measurable Objective 4:

43% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Content in Science by 05/31/2013 as measured by 2012-2013 KPREP.

Strategy 1:

Study Island Online Sessions - All Students will use the online program Study Island to improve their performance and reach proficiency in Science. Teachers will arrange time for students in the computer lab and library to work on this program.

Research Cited: www.studyisland.com/web/results/research/

Activity - Study Island Online Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Study Island Online Program to improve their knowledge, address deficiencies and track their progress towards proficiency.	Technology	08/15/2012	05/31/2013	\$8000	Title I Schoolwide	Instructional Supervisor/Principal/Science PLC

Measurable Objective 5:

36% of Free/Reduced Lunch Eligible and Individual Education Plan Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Reading Content in English Language Arts by 05/31/2013 as measured by 2012-2013 KRPEP.

Strategy 1:

Success Lab/RTI - Any student is not at Proficiency based on Reading PAS test will be assigned to Success Lab Remediation for thirty minutes per day each week. The goal is to help improve their skills, work on areas of weakness and lead them to proficiency.

Research Cited: www.rti4success.org/subcategorycontents/research

Activity - Success Lab/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to thirty minute remediation class for reading each day	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Principal/Counselor/Reading PLC

Strategy 2:

Intervention Pullout - All students who are not at Proficiency based on Reading PAS test will be pulled out three times per month for small group instruction based on Reading Content Strands which are targeted areas for improvement.

Research Cited: www.rti4success.org/subcategorycontents/research

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Activity - Intervention Pullout	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not at Proficiency in Reading as identified by Reading PAS test will be pulled for small group instruction based on Content Strands and need for improvement.	Academic Support Program	08/15/2012	05/31/2013	\$40000	Title I SIG	Supervisor of Instruction/Principal/Intervention Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies Training	Training all Reading Teachers in Thinking Strategies	Professional Learning	08/15/2012	05/31/2013	\$2000	Instructional Supervisor/Principal/Reading PLC
Social Studies Thinking Strategies Training	All Social Studies teachers will attend Thinking Strategies for Social Studies in November 2012	Professional Learning	11/08/2012	11/09/2012	\$1500	Instructional Supervisor/Principal
Monitor the implementation of Carnegie Math Program School Wide	Through Walk Throughs and Monthly Progress Monitoring of Student Performance TCMS will be able to insure that Carnegie Math is being implemented	Academic Support Program	08/15/2012	05/31/2013	\$70000	Instructional Supervisor/Principal/Math PLC
Intervention Pullout	Students who are not at Proficiency will be pulled for small group instruction in specific content strands in math based on PAS scores.	Academic Support Program	08/15/2012	05/31/2013	\$40000	Instructional Supervisor/Principal/Intervention Teacher
Intervention Pullout	Students who are not at Proficiency in Reading as identified by Reading PAS test will be pulled for small group instruction based on Content Strands and need for improvement.	Academic Support Program	08/15/2012	05/31/2013	\$40000	Supervisor of Instruction/Principal/Intervention Teacher
IPods Usage in Reading Classes	Students will use IPods in class to improve student engagement, increase vocabulary and help struggling readers.	Academic Support Program	08/15/2012	05/31/2013	\$20000	Instructional Supervisor/Principal/Reading PLC
Total					\$173500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Predictive Assessment Series	The PAS test will be taken three times during the school year.	Academic Support Program	08/15/2012	05/31/2013	\$3000	Instructional Supervisor/Principal/Support Staff

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Study Island Online Sessions	Students will use Study Island Online Program to improve their knowledge, address deficiencies and track their progress towards proficiency.	Technology	08/15/2012	05/31/2013	\$8000	Instructional Supervisor/Principal/Science PLC
Predictive Assessment Series	Students will take the PAS test three times per year	Academic Support Program	08/15/2012	05/31/2013	\$3000	Instructional Supervisor/Principal/Support Staff
Total					\$14000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Study PLC	Social Studies teachers will meet in PLC time twice per week	Professional Learning	08/15/2012	05/31/2013	\$0	Principal/Social Studies PLC
Princeton Review	All 7th and 8th grade students who are one or two points behind benchmark on the Explore test will attend weekly tutoring sessions to help improve their scores and reach benchmark.	Academic Support Program	08/15/2012	05/31/2013	\$0	Principal/Counselor/Princeton Review Liason
ELA PLC	Twice per week ELA teachers will meet in PLC time	Professional Learning	08/15/2012	05/31/2013	\$0	Principal/ELA PLC
GEAR UP Curriculum	All 7th and 8th grade students will complete GEAR UP Kentucky curriculum by the end of this school year. The purpose of this program is to prepare all students for college or to be gainfully employed upon completion of high school.	Career Preparation/Orientation	08/15/2012	05/31/2013	\$0	Principal/Counselor/GEAR UP Liason
Mathia Online	The online program specifically works on students individual needs in math. The differentiated instruction will allow our students to be more successful and improve in areas of weakness.	Academic Support Program	08/15/2012	05/31/2013	\$0	Instructional Supervisor/Principal/Math PLC/Support Staff
Success Lab/RTI	Students will be assigned to thirty minute remediation class for reading each day	Academic Support Program	08/15/2012	05/31/2013	\$0	Principal/Counselor/Reading PLC
Success Lab/RTI	All students who are not at Proficiency in Math as designated by the PAS test will be assigned to Success Lab Remediation for thirty minutes per day. The goal is to address their individual needs and help the reach proficiency.	Academic Support Program	08/15/2012	05/31/2013	\$0	Principal/Counselor/Math PLC
Literacy Skills	Literacy Skills used to incorporate Informational and Technical Reading in Social Studies classrooms	Direct Instruction	08/15/2012	05/31/2013	\$0	Principal/Social Studies PLC

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ILP/Career Cruising	Students will have completed the ILP/Career Cruising online program by the end of 8th Grade. This will allow students to have selected an area of vocation based on their strengths and interests, view possible jobs, and understand the educational requirements to achieve their goals.	Technology	08/15/2012	05/31/2013	\$0	Principal/GEAR UP Liason/Counselor/Support Staff
Science Leadership Network	Teacher to attend Science Leader Network.	Professional Learning	08/15/2012	05/31/2013	\$0	Instructional Supervisor/Principal/Science PLC Leader
Science PLCs	Science teachers to meet twice per week for PLC time	Professional Learning	08/15/2012	05/31/2013	\$0	Principal/Science PLC
Writing Strategies	ELA teachers will use a variety of strategies to help students brainstorm, organize, peer review, edit and publish their writing.	Direct Instruction	08/15/2012	05/31/2013	\$0	Principal/ELA PLC
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On Demand Practice	ELA teachers will practice On Demand writing once per month in all grade levels	Direct Instruction	08/15/2012	05/31/2013	\$300	Principal/ELA PLC
Inquiry Based Learning	Use of Inquiry Based Learning to engage students in activities that allow them to question, explore, solve problems, create experiments, predict their hypotheses and to analyze and share their results	Direct Instruction	08/15/2012	05/31/2013	\$1500	Principal/Science PLC
Marzano Six Step Vocabulary Process	ELA teachers will implement the Marzano Six Step Process for Vocabulary in all ELA classrooms	Direct Instruction	08/15/2012	05/31/2013	\$400	Principal/ELA PLC
Total					\$2200	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Monitor the implementation of Carnegie Math Program School Wide	Completed	Carnegie Math Program has been implemented in all grade level Math Classes	December 18, 2012	Mr. Mike D Genton
Activity	Mathia Online	Completed	All students are being taken to the lab or library twice per week to work on Mathia program.	December 18, 2012	Mr. Mike D Genton
Activity	Predictive Assessment Series	In Progress	Students have completed two rounds of PAS tests this school year with the third round scheduled for April	December 18, 2012	Mr. Mike D Genton
Activity	On Demand Practice	In Progress	ELA teachers are practicing On Demand once per month as documented on Curriculum Map	December 18, 2012	Mr. Mike D Genton
Activity	Marzano Six Step Vocabulary Process	In Progress	ELA teachers are beginning the process of using Marzano Six Step Process to Vocabulary. Principal has provided accompanying KASC tools to help this process be successful	December 18, 2012	Mr. Mike D Genton
Activity	ELA PLC	In Progress	ELA PLC is meeting twice per week. Principal will provide an analysis tool for their use with student work	December 18, 2012	Mr. Mike D Genton
Activity	Inquiry Based Learning	In Progress	Science teachers are using inquiry based learning in class to help engage students in authentic hands-on experiences that lead to rich and deep learning	December 18, 2012	Mr. Mike D Genton
Activity	Science Leadership Network	In Progress	Our Science PLC Leader has attended two of the Science Leadership Network Meetings and will be attending others in the months to come	December 18, 2012	Mr. Mike D Genton
Activity	Science PLCs	In Progress	Science teachers are meeting twice per week during PLC time. They have been planning and sharing techniques and Principal will provide them with an analysis tool to begin analyzing student work	December 18, 2012	Mr. Mike D Genton
Activity	Social Studies Thinking Strategies Training	Completed	All Social Studies teachers have completed Thinking Strategies Training	December 18, 2012	Mr. Mike D Genton
Activity	Social Study PLC	In Progress	Social Studies teachers are meeting in PLC time twice per week. Principal will provide a tool to use for analyzing student work	December 18, 2012	Mr. Mike D Genton
Activity	Thinking Strategies Training	Completed	All Reading Teachers have been trained in Thinking Strategies	December 18, 2012	Mr. Mike D Genton
Activity	Predictive Assessment Series	In Progress	Students have taken two rounds of the PAS tests with a third scheduled for April	December 18, 2012	Mr. Mike D Genton
Activity	iPods Usage in Reading Classes	Completed	iPods are being used in Reading classes to help improve student engagement, build vocabulary, and help struggling readers.	December 18, 2012	Mr. Mike D Genton
Activity	ILP/Career Cruising	In Progress	Students in all grade levels have begun the ILP/Career Cruising program and will continue to work through it for the remainder of the year	December 20, 2012	Mr. Mike D Genton
Activity	GEAR UP Curriculum	In Progress	All 7th grade students have completed the GEAR UP Kentucky curriculum and 8th grade will be completing it during the second semester	December 20, 2012	Mr. Mike D Genton

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Activity	Princeton Review	In Progress	8th grade students have completed Princeton Review and 7th grade students will be starting Princeton Review at the beginning of the second semester	December 20, 2012	Mr. Mike D Genton
Activity	Intervention Pullout	In Progress	Intervention Teacher has been pulling 6th and 7th grade students to work on Math in small groups based on PAS test performance. 8th grade students will be pulled along with 7th grade during the second semester.	December 20, 2012	Mr. Mike D Genton
Activity	Success Lab/RTI	In Progress	All students who have been assigned to Success Lab Remediation for Math are meeting with Math teachers thirty minutes per day each week.	December 20, 2012	Mr. Mike D Genton
Activity	Literacy Skills	In Progress	Social Studies Teachers are using Literacy Skills and Strategies in class to help students use informational and technical reading in class (as documented in walk throughs and Curriculum Maps)	December 20, 2012	Mr. Mike D Genton
Activity	Writing Strategies	In Progress	ELA teachers have been using a variety of strategies to address the writing process and to help address deficiencies in students who are not at proficiency. Documented in Walk Throughs and Curriculum Maps.	December 20, 2012	Mr. Mike D Genton
Activity	Study Island Online Sessions	In Progress	Teachers are allowing time for students to work on Study Island as documented in Walk Throughs and Curriculum Maps	December 20, 2012	Mr. Mike D Genton
Activity	Success Lab/RTI	In Progress	All students who are not at Proficiency are assigned to Success Lab Remediation class	December 20, 2012	Mr. Mike D Genton
Activity	Intervention Pullout	In Progress	Intervention teacher has been pulling 6th and 7th grade students who meet the criteria for pullout and working with them. Teacher will be pulling 7th and 8th grade students the second semester. Teacher is tracking student progress.	December 20, 2012	Mr. Mike D Genton