

CSIP Update, 1-7-2014

Twenhofel Middle School

Kenton County School District

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Overview

Plan Name

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Plan Description

Additional Wellness 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	Math Gap Group	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Reading Gap Group Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Tell Survey- All teachers will have the opportunity to deliver classroom instruction without disruptions	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Twenhofel Middle School will become a smoke free campus	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Combined Reading/Math K-Prep Proficiency Achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Math Gap Group

Measurable Objective 1:

collaborate to increase our percentage of proficiency for our non-duplicated gap group population in math from 34.8% in 2013 to 41.5% by 10/01/2014 as measured by School Report Card.

Strategy 1:

Targeted RTI Math - Students will take the MAP test 3 times per year (fall, winter, and spring). Based on their respective scores, both regular education and special education students will then be grouped accordingly in specific RTI performance groups. Students will goal set before each test and the results will be used to measure growth throughout the year. It is very important that all students try their best and teachers emphasize the importance of answering each question to the best of the students ability.

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenhofel Middle School will use flexible grouping in the placement of students in RTI depending on student performance. RTI instruction is targeting specific skill deficits.	Academic Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	The individuals responsible for the implementation of this activity will be the staff at Twenhofel Middle School.

Activity - Math 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 in addition to their core class is being implemented in the 6th, 7th, and 8th grade to increase the level of math performance in our low performing math students.	Academic Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	The individuals responsible for this program are the Math 180 teacher and school administrators.

Strategy 2:

Math Exploratory in the Elective Rotation - Students in the 6th, 7th, and 8th grade will have differentiated instruction based on their respective math level.

Activity - Math Exploratory in the Elective Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed according to MAP data. Instruction is targeted around student skill deficits as indicated by the MAP data. Placement data is reviewed every nine weeks to determine appropriate placement of students.	Academic Support Program	08/19/2013	05/31/2014	\$0	No Funding Required	The individuals responsible for this will be the Math Exploratory teacher, guidance counselors, and administration .

Goal 2: Reading Gap Group Proficiency

Measurable Objective 1:

collaborate to increase percentage of proficiency from 45.0% of 2013 students in the non-duplicated reading gap group to 49.8% by 10/01/2014 as measured by School Report Card.

Strategy 1:

Targeted RTI - During school-wide RTI Twenhofel will use flexible grouping to target specific students with specific deficiencies in reading including those students with disabilities. Students will be grouped according to their individual needs.

Activity - Targeted Schoolwide RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be in flexible grouping using RIT bands during RTI based on their individual reading needs. Students will be grouped and regrouped based on data from RIT/MAP scores every nine weeks.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	The individuals responsible for the implementation of the school wide RTI will be all certified staff.

Strategy 2:

Collaboration - The special education teachers will work with the regular education teachers to implement/evaluate best practices as measured by student progress using classroom (formative/summative data), MAP, and Read 180 data.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	School Administration
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Goal 3: Program Review

Measurable Objective 1:

collaborate to increase our school's percentage of proficient Arts & Humanities standards from 82% in 2012 to 98% by 06/30/2014 as measured by Program Review State Report.

Strategy 1:

Curriculum Alignment - The school curriculum provides intentional and meaningful integration of the arts and other content areas making cross-curricular connections (i.e. drama, music, visual arts, dance)

Activity - Curriculum Interdisciplinary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share out instructional strategies from cross-curricular activities that are being implemented across regular classroom settings in monthly faculty meetings for all staff to learn from\ get new ideas for implementation in their own classes. Progress monitored monthly through the collection of artifacts by grade level/subjects.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	School Administration , Arts and Humanities, and Regular Education Teachers

Goal 4: Tell Survey- All teachers will have the opportunity to deliver classroom instruction without disruptions

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that there are minimal distractions that interrupt the classroom from 74.5% in 2013 to 90% by 05/31/2015 as measured by Tell Survey Results.

Strategy 1:

Limiting Classroom Distractions - School administration and office staff will work together in ensuring that classroom instruction is not disrupted. Calls and school wide disruptions will only be implemented when it is an emergency.

Activity - Minimizing Distractions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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To limit classroom disruptions, the secretary will screen all calls that are going to teachers. If it is not an emergency, messages will be delivered to the teachers during their planning periods. Before school-wide all-calls are made, the secretary will check with school administration to see if it is appropriate. Administration will make all efforts to solve the situation without the school-wide interruption as a last resort.	Policy and Process	06/01/2013	05/31/2015	\$0	No Funding Required	School administration
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Goal 5: Twenhofel Middle School will become a smoke free campus

Measurable Objective 1:

collaborate to decrease events involving tobacco on school property by 06/30/2014 as measured by The reduced number of referrals in tobacco use..

Strategy 1:

Education through Reach Grant - Twenhofel will educate students and staff on the harmful effects of first and second-hand smoking.

Activity - Use of Reach Grant Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenhofel will incorporate educational videos and resources for those students who violate the policy and signs will be displayed in regards to tobacco useage.	Behavioral Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	FRYSC Coordinator, Staff

Goal 6: Combined Reading/Math K-Prep Proficiency Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math percent proficiency for middle school students from 58.1% in 2013 to 59.3% by 06/30/2014 as measured by the School Report Card.

Strategy 1:

Standards-Based Instruction - Teachers will implement KCAS instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180/System 44, Math 180, RTI, 7th grade EXPLORE testing, and College Board Springboard throughout the school year.

Activity - Teacher Curriculum, Instruction, and Assessment Strategies training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	School Administration

Goal 7: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to Collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% in May 31, 2020 as measured by evaluation results. by 05/31/2015 as measured by evaluation results.

Strategy 1:

Strategy 1-PGES - Professional Growth and Effectiveness Rubric

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Academic Support Program	01/01/2014	05/31/2015	\$0	No Funding Required	School Administration

Strategy 2:

Professional Learning and Support - PGES

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Policy and Process	01/01/2014	05/31/2015	\$0	No Funding Required	School Administration

Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2014 as measured by Survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with KSCD Wellness Policy and school level wellness policy.

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Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy	Policy and Process	01/07/2014	08/31/2014	\$0	No Funding Required	School Wellness committee

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
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Academic Support Program	01/01/2014	05/31/2015	\$0	School Administration
Professional Learning and Support	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Policy and Process	01/01/2014	05/31/2015	\$0	School Administration
RTI Math	Twenhofel Middle School will use flexible grouping in the placement of students in RTI depending on student performance. RTI instruction is targeting specific skill deficits.	Academic Support Program	06/01/2013	05/31/2014	\$0	The individuals responsible for the implementation of this activity will be the staff at Twenhofel Middle School.
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSW Wellness Policy and school level wellness policy	Policy and Process	01/07/2014	08/31/2014	\$0	School Wellness committee
Use of Reach Grant Materials	Twenhofel will incorporate educational videos and resources for those students who violate the policy and signs will be displayed in regards to tobacco usage.	Behavioral Support Program	06/01/2013	05/31/2014	\$0	FRYSC Coordinator, Staff

Math Exploratory in the Elective Rotation	Students are placed according to MAP data. Instruction is targeted around student skill deficits as indicated by the MAP data. Placement data is reviewed every nine weeks to determine appropriate placement of students.	Academic Support Program	08/19/2013	05/31/2014	\$0	The individuals responsible for this will be the Math Exploratory teacher, guidance counselors, and administration .
Targeted Schoolwide RTI	Students will be in flexible grouping using RIT bands during RTI based on their individual reading needs. Students will be grouped and regrouped based on data from RIT/MAP scores every nine weeks.	Direct Instruction	06/01/2013	05/31/2014	\$0	The individuals responsible for the implementation of the school wide RTI will be all certified staff.
Teacher Curriculum, Instruction, and Assessment Strategies training	Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback	Professional Learning	06/01/2013	05/31/2014	\$0	School Administration
Curriculum Interdisciplinary	Teachers will share out instructional strategies from cross-curricular activities that are being implemented across regular classroom settings in monthly faculty meetings for all staff to learn from\ get new ideas for implementation in their own classes. Progress monitored monthly through the collection of artifacts by grade level/subjects.	Professional Learning	06/01/2013	05/31/2014	\$0	School Administration , Arts and Humanities, and Regular Education Teachers
Minimizing Distractions	To limit classroom disruptions, the secretary will screen all calls that are going to teachers. If it is not an emergency, messages will be delivered to the teachers during their planning periods. Before school-wide all-calls are made, the secretary will check with school administration to see if it is appropriate. Administration will make all efforts to solve the situation without the school-wide interruption as a last resort.	Policy and Process	06/01/2013	05/31/2015	\$0	School administration
Collaboration	Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning	06/01/2013	05/31/2014	\$0	School Administration

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Math 180	Math 180 in addition to their core class is being implemented in the 6th, 7th, and 8th grade to increase the level of math performance in our low performing math students.	Academic Support Program	06/01/2013	05/31/2014	\$0	The individuals responsible for this program are the Math 180 teacher and school administrators.
Total					\$0	