



Comprehensive School Improvement Plan

Bath County Middle School
Bath County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

DRAFT

2016-2017 BCMS Plan for Comprehensive School Improvement Plan

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Overview

Plan Name

2016-2017 BCMS Plan for Comprehensive School Improvement Plan

Plan Description

DRAFT

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 averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2014 to 56.9% in 2017	Objectives: 3 Strategies: 4 Activities: 4	Organizational	\$0
2	Increase the averaged combined reading and math K-prep scores for middle school students from 45 to 72 in 2017	Objectives: 4 Strategies: 6 Activities: 6	Organizational	\$0
3	Identify current gaps within our 3 program review areas and develop an action plan to address the current gaps.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Based on the KY TELL Survey BCMS will identify areas of need and develop a plan to address those needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Bath County Middle School will reduce the number of students scoring novice in reading from a 23.9% in 14/15 to 11.95% in 19/20 and in math from a 14% in 14/15 to 7% in 19/20.	Objectives: 2 Strategies: 4 Activities: 10	Academic	\$11100
6	During the 2015-2016 school year, 100% of the BCMS students in Grades 6 and Grade 8 will make measurable progress in reading. Each student will improve in On-Demand Writing based on the Bath County Schools District Writing Plan. At least 40% of the BCMS s	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$100

Goal 1: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2014 to 56.9% in 2017

Measurable Objective 1:

demonstrate a proficiency plan to Increase for the averaged combined reading and math proficiency ratings in the non-duplicated gap group from 37.3% to 50.7% by 06/01/2017 as measured by K-prep, MAP, and common assessments..

Strategy 1:

Co-teaching - Resource Teachers and Core Content Teachers will be trained on Co-teaching techniques. Co-teaching will take place in grade level English and Math Classes. Co-Teaching will allow the non-duplicated gap group to receive the support they need through Tier II and Tier I classroom interventions. The Co-teacher will work directly with the classroom teachers to develop lesson that will address the needs of the non-duplicated gap group.

Category: Learning Systems

Activity - Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will be trained on techniques to used in the classroom.	Direct Instruction	10/01/2015	06/01/2016	\$0	Grant Funds	Co-teachers and Administrative

Measurable Objective 2:

collaborate to improve our RTI by 06/01/2017 as measured by Progress monitoring.

Strategy 1:

RTI - We will administer MAP three times per year. We will focus on Tier 3 strategies in our scheduled RTI class.

Category: Continuous Improvement

Activity - Tier 3 interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be reviewed and two sections for each grade level will be created for those students that are two or more grade levels below in Reading and Math.	Direct Instruction	10/01/2015	06/01/2016	\$0	No Funding Required	Admin Team, RTI teacher, RTI team

Measurable Objective 3:

collaborate to enhance our services through our FRYSC by 06/01/2017 as measured by FRYSC monthly and yearly reports.

Strategy 1:

Reduce Barriers - Our FRYSC will work with the staff to develop support programs to help reduce barriers to learning that the student may have.

Category: Continuous Improvement

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Activity - FRYSC reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our FRYSC will work to help students have what they need to be successful in school	Academic Support Program	10/01/2015	06/01/2016	\$0	No Funding Required	FRYSC staff, Admin staff, All teachers

Strategy 2:

Title I - We will use our allocated Title I money to help increase parent involvement

Category: Continuous Improvement

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yearly Title I meetings will be held to focus on parent involvement. Also our FRYSC will develop surveys for students, parents, and staff to gain information that will be beneficial for student success.	Parent Involvement	10/01/2015	06/01/2016	\$0	No Funding Required	Admin team, FRYSC staff, all Teachers

Goal 2: Increase the averaged combined reading and math K-prep scores for middle school students from 45 to 72 in 2017

Measurable Objective 1:

demonstrate a proficiency plan to increase the average combined reading and math proficiency ratings for all students from 45 % proficient/distinguished to 57.2% proficient/distinguished by 06/01/2016 as measured by K-prep, MAP, and departmental common assessments..

Strategy 1:

Benchmark Assessments - Departments will work to develop benchmark assessments based on the standards taught. The assessments will be given periodically throughout the year to check for understanding of the content being taught. Once students are identified as below benchmark, teachers will work through Tier 1 intervention to address their specific needs.

Category:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLC groups to develop and review their benchmark assessments. Data from the assessments will be reviewed to find questions that may not be congruent with the standards and areas of weakness within the curriculum being taught.	Professional Learning	10/01/2015	06/01/2016	\$0	No Funding Required	Department Leads, teachers, and Administration

Strategy 2:

100% CIITS usage - The Administrative team will do weekly checks to ensure CIITS has been updated with their weekly lesson plans and that an assessment as been placed in CIITS

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Category: Professional Learning & Support

Activity - Weekly Administrative checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly checks to ensure CIITS use	Professional Learning	10/01/2015	06/01/2016	\$0	No Funding Required	Admin team

Strategy 3:

Decrease Novice - Teachers will focus on those students who receive Novice on KPREP and MAP to incorporate strategies which will help them move out of the Novice category.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 interventions	Academic Support Program	10/01/2015	06/01/2016	\$0	No Funding Required	Admin team, RTI team, RTI teacher, all teachers

Measurable Objective 2:

demonstrate a proficiency plan to improve Program Review by 06/01/2016 as measured by monthly PLC.

Strategy 1:

Program Review PLC - All teachers will have a two year rotation on one of the 3 current Program Review PLCs. We will meet monthly to review our Program Review progress and 3 times a year we will rate ourselves to make sure we are on track to make sure we have zero non implemented areas.

Category: Continuous Improvement

Activity - zero non implemented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review PLCs will meet monthly to review and refine their specific area. Our Program Review leads will review all content and give suggestions as to where Program Review topics may be placed.	Professional Learning	10/01/2015	06/01/2016	\$0	No Funding Required	All teachers, Admin team

Measurable Objective 3:

demonstrate a proficiency plan for decreasing Suspension Rate by 06/01/2016 as measured by monthly reports.

Strategy 1:

Leveling system - We will refine our leveling system to add more rewards based on student behavior which will decrease the number of overall discipline incidents and ultimately lower the number of suspensions. We will also review alternative to suspension options.

Category: Continuous Improvement

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Activity - Discipline Level System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We currently have a behavioral leveling system. The system will be utilized on each grade level to encourage rewards for students rather being a focus on punitive results.	Behavioral Support Program	10/01/2015	06/01/2016	\$0	No Funding Required	Admin team, All staff

Measurable Objective 4:

demonstrate a proficiency plan for Vertical Alignment by 06/01/2016 as measured by District checks.

Strategy 1:

Vertical Alignment - We will work with our two Elementary Schools to ensure our curriculum is aligned and focused on a continuum of learning.

Category: Continuous Improvement

Activity - Elementary/Middle Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School and Elementary Teachers will work together to see what areas in the curriculum need to have more support at the elementary level. We will focus on areas we feel are needed to make Middle School Students better prepared.	Professional Learning	10/01/2015	06/01/2016	\$0	No Funding Required	Admin team, All teachers

Goal 3: Identify current gaps within our 3 program review areas and develop an action plan to address the current gaps.

Measurable Objective 1:

collaborate to Identify current gaps within our 3 program review areas and develop an action plan to address the current gaps. by 06/03/2013 as measured by By Spring of 2013 we will have identified current gaps within our current curriculum to address all 3 areas of the program review.

Strategy 1:

Program Review PLC - Each program review area will be given a PLC group to review and develop Program Review identified needs. Each PLC will do 3 checks throughout the year. During the 3 checks, the PLC will identify and develop a plan for all "no implementation" areas. Those programs who do not have "no implementation" identified areas will focus on "needs improvement" areas. The PLC groups will decide to either focus in of a few select areas or address all of the identified "needs improvement" areas.

Category:

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Program Review PLC meetings	Professional Learning	09/02/2013	06/02/2014	\$0	No Funding Required	Program Review Leads, PLC teachers, and Administration
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Goal 4: Based on the KY TELL Survey BCMS will identify areas of need and develop a plan to address those needs.

Measurable Objective 1:

collaborate to review data received from the KY TELL Survey and develop an action plan to address the areas that were identified as a need for our school. by 06/01/2016 as measured by additional followup surveys to see if the plans that we are putting in place are addressing the areas identified as a need..

Strategy 1:

Using the Tell Survey to accelerate student learning - The tell survey will be reviewed and areas of strengths and areas for improvement. Once the opportunities for improvement are identified a plan will be developed to address those identified areas.

Category: Continuous Improvement

Activity - Tell survey review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will identify areas of strength and opportunities for improvement based on the 12-13 Tell Survey data	Professional Learning	10/01/2015	06/01/2016	\$0	No Funding Required	Teachers, SBDM, and Administration

Goal 5: Bath County Middle School will reduce the number of students scoring novice in reading from a 23.9% in 14/15 to 11.95% in 19/20 and in math from a 14% in 14/15 to 7% in 19/20.

Measurable Objective 1:

19% of Sixth, Seventh and Eighth grade White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino and Students with Disabilities students will increase student growth by reducing the number of novice students in English Language Arts by 06/01/2017 as measured by Review of MAP, progress monitoring tools, and KPREP.

Strategy 1:

Identify and monitor novice students in ELA - Teachers will identify and monitor those students determined to be novice and share out at monthly PLC meetings strategies used to improve student performance

Category: Continuous Improvement

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Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor those students identified by MAP, progress monitoring, and KPREP and share out at monthly PLC meetings to discuss academic strategies to help reduce novice students.	Academic Support Program	11/20/2015	06/01/2016	\$0	No Funding Required	Teachers and Administration
Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EngageNY curriculum	Direct Instruction	08/10/2016	06/30/2017	\$0	No Funding Required	ELA Department

Strategy 2:

District Writing Plan - District Writing Plan

Category: Learning Systems

Activity - District Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the district writing plan	Direct Instruction	08/10/2016	06/30/2017	\$5000	General Fund	ELA Department
Activity - School Wide Writing Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school has a school wide writing focus and has implemented requirements for all content teachers to have writing implemented in their classes.	Policy and Process, Direct Instruction, Professional Learning	08/10/2016	06/30/2017	\$500	Title I Part A	Todd Neace
Activity - Ongoing Whitaker PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Charles Whitaker PD	Professional Learning	08/09/2016	08/09/2016	\$600	Title I Part A	Todd Neace, Sasha Reinhardt

Measurable Objective 2:

12% of Sixth, Seventh and Eighth grade students will increase student growth reduce the number of novice students in Mathematics by 06/01/2017 as measured by MAP, progress monitoring tools, and KPREP.

Strategy 1:

Analyze - They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

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Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will monitor those students who are determined to be novice and share out at monthly PLCs what strategies they are using to help move their identified students to the next level.	Academic Support Program	12/01/2016	06/30/2017	\$0	No Funding Required	Tonia Hunt-Gibson, Todd Neace

Activity - Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions.	Professional Learning	12/01/2016	06/30/2017	\$0	No Funding Required	Math Department

Strategy 2:

RTI - Intervention - Students scoring novice on KPREP as well as students working below grade-level in math (MAP) will be identified and targeted for intervention using the Response to Intervention process. Students with IEP goals in math will be included in intensive intervention/instruction as needed.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not mastering the core content with a 70% or better on all assessments will assigned Study Island strands for that core content for Re-Teaching until mastery has taken place.	Direct Instruction	12/01/2016	06/30/2017	\$5000	District Funding	All Instructional Staff, Todd Neace

Activity - Test Taking Strategies & Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Test Taking Strategies & Feedback - Based on analysis of state assessment scores, MAP and classroom formative and summative assessment data, math and special education teachers will provide explicit instruction in test-taking strategies with state-assessment like items. Teachers will provide feedback and differentiated instruction from these formative assessments, and students can practice accessing their accommodations and/or modifications. Category: Continuous Improvement Research Cited: Marzano – practice	Academic Support Program	01/02/2017	06/30/2017	\$0	No Funding Required	Math Department

Activity - Self Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in monitoring and tracking their growth with formative assessments. Grade level teams will continue to analyze common formative assessment data. Grade level teacher teams will identify priority standard(s) for each unit, create and administer common pre-, mid-, and post-assessments. Teachers will analyze data using MAP, Common Assessments and KPREP to identify students and free/reduced lunch students who are not meeting Proficiency in Math.	Direct Instruction	12/01/2016	06/30/2017	\$0	No Funding Required	Math Department

Goal 6: During the 2015-2016 school year, 100% of the BCMS students in Grades 6 and Grade 8 will make measurable progress in reading. Each student will improve in On-Demand Writing based on the Bath County Schools District Writing Plan. At least 40% of the BCMS s

Measurable Objective 1:

40% of Sixth and Eighth grade students will collaborate to score a 3 or higher in Writing by 06/01/2016 as measured by Kentucky Writing Rubric.

Strategy 1:

District Writing Plan - All teachers will follow the Bath County District Writing Plan to help improve writing across all grade levels.

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a Professional Learning opportunity to help them implement the District Writing Plan with fidelity.	Academic Support Program	01/04/2016	06/01/2016	\$100	District Funding	Administration , BCMS District Writing representative , Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Students not mastering the core content with a 70% or better on all assessments will assigned Study Island strands for that core content for Re-Teaching until mastery has taken place.	Direct Instruction	12/01/2016	06/30/2017	\$5000	All Instructional Staff, Todd Neace
PLC	Teachers will receive a Professional Learning opportunity to help them implement the District Writing Plan with fidelity.	Academic Support Program	01/04/2016	06/01/2016	\$100	Administration, BCMS District Writing representative, Teachers
Total					\$5100	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Wide Writing Focus	Our school has a school wide writing focus and has implemented requirements for all content teachers to have writing implemented in their classes.	Policy and Process, Direct Instruction, Professional Learning	08/10/2016	06/30/2017	\$500	Todd Neace
Ongoing Whitaker PD	Charles Whitaker PD	Professional Learning	08/09/2016	08/09/2016	\$600	Todd Neace, Sasha Reinhardt
Total					\$1100	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Writing Plan	Implementation of the district writing plan	Direct Instruction	08/10/2016	06/30/2017	\$5000	ELA Department
Total					\$5000	

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Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-teaching	Co-teachers will be trained on techniques to used in the classroom.	Direct Instruction	10/01/2015	06/01/2016	\$0	Co-teachers and Administrative
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary/Middle Alignment	Middle School and Elementary Teachers will work together to see what areas in the curriculum need to have more support at the elementary level. We will focus on areas we feel are are needed to make Middle School Students better prepared.	Professional Learning	10/01/2015	06/01/2016	\$0	Admin team, All teachers
Assessment Development	Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions.	Professional Learning	12/01/2016	06/30/2017	\$0	Math Department
Benchmark Assessments	Teachers will meet in PLC groups to develop and review their benchmark assessments. Data from the assessments will be reviewed to find questions that may not be congruent with the standards and areas of weakness within the curriculum being taught.	Professional Learning	10/01/2015	06/01/2016	\$0	Department Leads, teachers, and Administration
Weekly Administrative checks	Weekly checks to ensure CIITS use	Professional Learning	10/01/2015	06/01/2016	\$0	Admin team
Discipline Level System	We currently have a behavioral leveling system. The system will be utilized on each grade level to encourage rewards for students rather being a focus on punitive results.	Behavioral Support Program	10/01/2015	06/01/2016	\$0	Admin team, All staff
Parent Involvement	Yearly Title I meetings will be held to focus on parent involvement. Also our FRYSC will develop surveys for students, parents, and staff to gain information that will be beneficial for student success.	Parent Involvement	10/01/2015	06/01/2016	\$0	Admin team, FRYSC staff, all Teachers
FRYSC reports	Our FRYSC will work to help students have what they need to be successful in school	Academic Support Program	10/01/2015	06/01/2016	\$0	FRYSC staff, Admin staff, All teachers
RTI	Tier 2 and Tier 3 interventions	Academic Support Program	10/01/2015	06/01/2016	\$0	Admin team, RTI team, RTI teacher, all teachers
Curriculum	EngageNY curriculum	Direct Instruction	08/10/2016	06/30/2017	\$0	ELA Department

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Self Monitoring	Students will participate in monitoring and tracking their growth with formative assessments. Grade level teams will continue to analyze common formative assessment data. Grade level teacher teams will identify priority standard(s) for each unit, create and administer common pre-, mid-, and post-assessments. Teachers will analyze data using MAP, Common Assessments and KPREP to identify students and free/reduced lunch students who are not meeting Proficiency in Math.	Direct Instruction	12/01/2016	06/30/2017	\$0	Math Department
PLC	Teacher will monitor those students who are determined to be novice and share out at monthly PLCs what strategies they are using to help move their identified students to the next level.	Academic Support Program	12/01/2016	06/30/2017	\$0	Tonia Hunt-Gibson, Todd Neace
zero non implemented	Program Review PLCs will meet monthly to review and refine their specific area. Our Program Review leads will review all content and give suggestions as to where Program Review topics may be placed.	Professional Learning	10/01/2015	06/01/2016	\$0	All teachers, Admin team
PLC	Teachers will monitor those students identified by MAP, progress monitoring, and KPREP and share out at monthly PLC meetings to discuss academic strategies to help reduce novice students.	Academic Support Program	11/20/2015	06/01/2016	\$0	Teachers and Administration
Test Taking Strategies & Feedback	Test Taking Strategies & Feedback - Based on analysis of state assessment scores, MAP and classroom formative and summative assessment data, math and special education teachers will provide explicit instruction in test-taking strategies with state-assessment like items. Teachers will provide feedback and differentiated instruction from these formative assessments, and students can practice accessing their accommodations and/or modifications. Category: Continuous Improvement Research Cited: Marzano – practice	Academic Support Program	01/02/2017	06/30/2017	\$0	Math Department
Tell survey review	School will identify areas of strength and opportunities for improvement based on the 12-13 Tell Survey data	Professional Learning	10/01/2015	06/01/2016	\$0	Teachers, SBDM, and Administration
Tier 3 interventions	Data will be reviewed and two sections for each grade level will be created for those students that are two or more grade levels below in Reading and Math.	Direct Instruction	10/01/2015	06/01/2016	\$0	Admin Team, RTI teacher, RTI team
Program Review PLC	Program Review PLC meetings	Professional Learning	09/02/2013	06/02/2014	\$0	Program Review Leads, PLC teachers, and Administration
Total					\$0	