

District Documentation for Targeted Support and Improvement (TSI) Schools

School:	Carroll County Middle School	Date:	4/22/2019
Principal:	Dana Oak	TSI Area:	Students who are identified as EL and Students with an IEP
District Contact Lead:	Doug Oak/Jonica Ray		

Components of turnaround leadership development and support

What turnaround qualities should our leadership team possess to ensure successful implementation of our plan and to ensure our subgroup(s) perform(s) commensurately with their peers?		Location in eProve or CSIP
<p>How will we ensure that our leadership team has or develops these qualities?</p>	<p>CCMS leadership will work together to create a SWOT analysis for each member to determine leads and PD needs. CCMS leadership will reach out to the district leadership for assistance with research for EL and IEP student learning. CCMS leadership will work with the district migrant advocate for assistance with our EL students. CCMS leadership will work with the district special education director for assistance with our students with an IEP. Review our PD needs to ensure high quality teaching and learning. Per the TELL survey, our teachers need support in classroom management. PD for all employees on classroom management has taken place through KAGAN engagement strategies and PBIS training, but we need to continue with the training and develop a walkthrough instrument to determine if the strategies are being used and if so, how effective they are. District walkthroughs have centered around management, with feedback given. Internal walkthroughs, both formal and informal are next steps. Our mentoring program is in place and has afforded students with an adult in the building in whom they can trust. This has helped with some support.</p>	<p>Diagnostic Narrative School CSIP</p>
<p>What professional development opportunities does my district, state, or other partnerships offer that would help build turnaround leadership qualities?</p>	<p>Our assistant superintendent of instruction will work with us to identify and implement high yield instructional practices as well as interventions for our students. We will work in our PLC's to determine the effectiveness of the practices for our GAP groups.</p> <p>Our migrant advocate will be a resource for EL professional development. We specifically need feedback on the Achieve program for use with EL students. She has also given us information regarding EL professional development.</p> <p>Principal will attend the Leadership Challenge through Kentucky Association of School Administrators to achieve the following outcomes:</p> <ul style="list-style-type: none"> • Identify specific leadership behaviors to strengthen results for yourself and your team(s) 	<p>Closing the Achievement Gap Diagnostic Narrative part E</p>



	<ul style="list-style-type: none"> • Clarify personal values and develop a personal philosophy of leadership • Speak with conviction about the meaning of your work and inspire hope for the future • Become a catalyst for meaningful change within your district • Strengthen relationships with and among your team by modeling collaborative leadership behaviors • Enable the development of others to enhance their contributions to the district • Encourage yourself and collective accomplishments of your teams • Fortify your ability to solve education challenges using The Five Practices of Exemplary Leadership® 	
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Identification of critical resources inequities

		Location in eProve or CSIP
Are the differences in the performance of our subgroup(s) attributable to resource differences?	No, the differences aren't due to resources available to students.	CSIP GAP section both activities and Funding Column
How does school leadership and SBDM councils ensure that resources are aligned with the needs identified in the needs assessment and does our CSIP effectively target those needs?	See Needs Assessment & CSIP Activities.	

Evidence-based interventions

Utilize [this link](#) for more information
 Template for school level documentation is [linked here](#)

		Location in eProve or CSIP
<p>What evidence-based practice(s) is/are our school incorporating that specifically targets the subgroup(s) achievement that contributed to the TSI identification? Gerda Wise used the evidence based reading intervention program called Cars and Stars; a comprehensive resource which allows you to identify and teach essential reading comprehension strategies. The Cars series allows you to identify and diagnosis 12 reading strategies. It contains a pretest benchmark and posttests. By focusing on the 12 core strategies, it provides remediation in key reading comprehension skills to prepare students for the rigorous common core.</p>	<p><i>The uploaded document below contains the evidenced based practices outlined in the school's plan. File name - __</i></p>  <p>A Study for the Instructional Effectiv _____</p>  <p>CCMS students in Boot Camp 2019 wit</p>	Documentation Form for Evidence Based Practices (Uploaded to Plan Diagnostic)

<p>How will we monitor the evidence based practice to ensure it is implemented with fidelity?</p> <p>A review lesson follows every three strategy lessons. Each review lesson is used to assess how the student is doing. Benchmark assessments are also used to check students understanding of the material being taught. If a student continues to need intervention, re-teaching takes place before the next progress monitoring assessment.</p>		
<p>Evidence-based interventions- kde site https://sites.google.com/grrec.org/grrec-tsicsi/ - GRREC Site</p>		

Additional actions that address the causes of consistently underperforming subgroups of students

		Location in eProve or CSIP
<p>What processes, practices or conditions have prevented the school from closing existing and persistent achievement gaps?</p>	<p>The condition of having a large population of students with a high ACE score on the Resiliency Poll results in low achievement scores which has caused our achievement gaps to be consistent.</p>	<p>Continuous Improvement Diagnostic Needs assessment trends Closing the Achievement Gap diagnostic; Embedded activities in the CSIP transition readiness</p>
<p>What school climate and culture issues relate to underperforming subgroups?</p>	<p>PLC piece – we identify individual students who underperform and determine what subgroup, if any, to which they belong. Teachers have collegial conversations in the PLC process to determine individual needs for these students, sharing what works and what doesn't for each student.</p> <p>PBIS data shows students who underperform also have more behavior issues.</p> <p>We are a hub for the community and host family</p>	<p>Closing the achievement gap diagnostic achievement gap analysis CSIP</p>

	nights where families can eat and enjoy activities, including reading, together.
How does school leadership ensure everyone in the school operates under a unified definition of cultural responsiveness?	PBIS expectations to which we expect students and staff to adhere. Teachers are given the TELL survey, and from that survey we determine climate and culture and their effects on cultural responsiveness. The latest survey showed a wide acceptance of our students who are EL and our students who have an IEP.