



# **KDE Comprehensive School Improvement Plan**

**James T Alton Middle School**  
**Hardin County Schools**

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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 2015. 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?**

James T. Alton Middle School is a learning community driven by a clear vision of continuous improvement. Being situated in northern Hardin County, our population is transient and diverse. Currently we have 672 students enrolled (332 male and 340 female students). Parents and highly qualified educators share responsibilities in the goal of student expectations, individual accountability, personal growth, and character development. Committed to excellence, professional leaders implement researched-based instruction, differentiate curriculum, and frequently monitor strategies to advance purposefully toward desired student outcomes. Educators, parents, and students each possess a vital role that combines to fulfill our overall blueprint for improvement and is manifested in pride, performance, and progress. Our team setting provides a strong core of academic classes - language arts, science, social studies, and math for all students. Band, art, music, practical living/vocational, junior leadership corp, and physical education are elective classes. As a school, we also push for student involvement beyond the classroom through club and athletic extracurricular involvement.

## **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.**

James T. Alton Middle School is a professional learning community that promotes success and life-long learning for all. Our vision statement is "Whatever it Takes" to help students succeed! The following belief statements encompass the universal beliefs of James T. Alton Middle School as a student-centered facility embracing academic achievement and personal growth:

- \* Parents, community members, and visitors will be accepted and valued as unique contributors/participants in the educational advancement and character development of our students.
- \* Students will have a firsthand understanding of care and trust and will develop their feelings of self-worth through positive student-to-student and student-to-adult interactions.
- \* Families of students will have a variety of resources available to them and will be encouraged to maintain effective communication with teachers and staff.
- \* Faculty and staff will work together to preserve established traditions, focus on improvement areas, promote motivation and encouragement, provide professional leadership, and uphold credible values.
- \* Faculty and staff will remain committed to our vision and will reflectively review our Comprehensive School Improvement Plan (CSIP) to promote on-going progress and continuous improvement.

At JTA, we continuously strive to hold our students to the highest expectations of their learning and development. In order to do this in a way that promotes confidence and student desire, we are always looking for new (and reviewing current) academic and extracurricular programs that will enable us to raise expectations in a safe and effective manner.

## **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.**

This year JTA has notable areas of achievement. Increases in overall MAP scores were noted, specifically in reading. Decreases in the percent novice were noticed as well. The sub-populations of students with disabilities, African American students, and Free/Reduced Lunch students also increased in percent proficient/distinguished. School-wide celebrations are held at the end of each trimester and throughout the trimester. We aim to accomplish this by awesome pass drawings, assemblies, celebration parties (where parents are invited by letter), special privileges (free seating in the lunch room, free admission to sporting events, etc). Last year's eighth grade students exceeded the benchmark in English on their Explore scores. Also, we made increases over the 2013 scores in the area of science. JTA is lucky to be one of four schools nationally that have a Junior Leadership Corp program (JLC). During this year, our JLC students have participated in community service projects/events. Our school's band program continues to grow and just recently performed their winter concerts. Each year we have several band members that play for All-District band and earn the title of distinguished in solo and ensemble performances. As usual, we have also had several students qualify for Duke TIP. This year we had twenty-nine students qualify. Two of our young students were nominated for the Radcliff Optimist Club Award. Each month students are nominated for one of the Great Eight Work Ethic Standards that were recently adopted by Hardin County Schools. These standards were created by our district administration in conjunction with local business in our community. Students nominated for Student of the Month get a celebration at the end of school where parents are sent personal invitations. Students that scored all distinguished on KPREP will be offered the opportunity to participate in the Distinguished Dinner at a local restaurant in which they are allowed to order anything on the menu while the school pays for their meal. Weekly drawings are held for students, who have been acknowledged and who have received "Awesome Passes". Over the last three years, we have seen our MAP scores increase in most contents. We have also participated in professional development that has led our school to become an ever-evolving PLC. JTA's Departments meet several times during built in PLC days in which school funds are used to secure subs so teachers are given time to create and utilize lesson plans that focuses on the growth for each individual student based on MAP data, increasing annual scores in state testing, encouraging middle school students to be avid readers/writers, and developing important comprehension foundations within young minds. This process has allowed for reflection and implementation of intentional literacy lessons across all contents and subjects, which has seen a growth in our Program Reviews. The implementation of the Read 180 program to its fullest capacity has allowed us to push students to higher levels of success in reading. Currently, we have adopted a new College and Career Readiness time the students refer to as HOP (Hour of Power). Each student is placed in an enhancement class for reading or math based on their need of growth in the two areas. Students whose MAP score placed them on a high school level in reading are able to take advantage of our Rosetta Stone class in order to study a foreign language. Students that are performing at high levels in math and science get to partake in our STEM classes, in which we have two teachers trained. Many of our gifted and talented (GT) students have the opportunity to meet with our GT teacher during this CCR/HOP class. Several students are working on their Lego robotics to prepare for competition later in the school year. Our district is also fortunate enough to employ a World Champion Robotics instructor at our Early College and Career Center. This instructor has been coming to work with one of our STEM teachers in order to assist in developing a robotics team here at JTA.

As all schools, we also have opportunities to improve. Opportunities for improvement include using additional technology to enhance instruction and implementing John Antonietti's work on student engagement. Other opportunities can be found in the correct use of Thoughtful Ed strategies while implementing samples from John Antonietti's professional development sessions. Also, Leadership team members continue to work closely with Alton's school departments (language arts, reading, social studies, science, math; related arts) in hopes of moving their PLCs forward in being more rigorous and engaging, while utilizing Unit Summative Assessments, MAP, EXPLORE, SY 2014-2015

and KPREP scores in order to drive the focus. The new attention in our department PLCs have allowed for more intentional focus with our program reviews in ensuring that we foster the necessary growth. Schedule changes this year have allowed for more opportunities to remediate and provide time for tier interventions for our students both academically and behaviorally due to the addition of our CCR/HOP block which is used for enhancement in reading or math. On Fridays this block of time is used for an elective class selected by the students called Discovery. With this class we have been able to offer Arts and Humanities Curriculum (dancing, music, health and fitness, etc) to students that may take band and provide an opportunity for students interested in drama classes. It has also allowed us to split language arts and reading into two separate classes and allow grade level colleagues teaching the same curriculum to have planning everyday together. With this flexible schedules we are able to address an area of concern in math as we had some low scores on on our KPRPE and MAP data than is typical at JTA.

In order to get the growth for which we are searching, we must continue focusing on initiatives currently in place, as we are seeing ongoing progress with our students in all sub-populations, as well as, using consistent unit reflection forms among Leadership team members and department heads to increase focus in unit creation and assessment building. Other steps that will be taken consist of working with Jon Thomas, Director of Secondary Curriculum and Instruction, in order to better adapt to the gap that exists in the ELA and math content due to the new standards and to better implement engaging and congruent strategies focused on the growth of all students and sub-populations. Due to the MAP and KPREP data, the school has created a school-wide mapping plan that implements consistent reflection throughout the year on data boards created by MAP data. These boards give all teachers from multiple contents a visual on each student to track their progression. This plan will be monitored by administration to ensure consistency. Our school also purchased license to the math program IXL Math and Carnegie in order to continue to assist in eliminating our achievement gaps in different subgroups.

## **Additional Information**

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

In order to better provide appropriate tiered academic interventions and opportunities for band and Junior Leadership Corp (JLC) students to enjoy other Related Arts curriculum, Discovery/CCR(HOP) block was created. Monday through Thursday from 8:15 until 8:55 students from all grade levels go to either a math/reading remediation class (need is identified by MAP, KPREP, and Summative Assessment scores), which includes extension classes from math and reading. Twenty-five students were selected to take part science in our STEM (Science, Technology, Engineering, & Math) class. Advanced language arts students are able to take part in the study of foreign languages. On Friday this same block of time is used as Discovery, which acts as a fun elective that is selected by students, which include our school clubs (BETA, FCA, FEA, KYA, KUNA, SADD, Running, and 4-H), Sports and Fitness, Photography, STLP, Yearbook, Big Blue Crew, ,social studies, music, art, physical health curriculum, JLC for sixth grade students, work studies, and so forth.

Finally, with the Hardin County District and Community Assistance (Vine Grove Police Department, Fire Department) individual school plans were developed for lock down procedures. Faculty and staff receive training on these procedures. Procedures are practiced a minimum of once a year with staff and students. All JTA staff participated in a Active Shooter Training course for PD this summer. Other plans were developed for less serious situations, with contact information provided to each school.

# **2014-2015 CSIP**

## **Overview**

### **Plan Name**

2014-2015 CSIP

### **Plan Description**

2014-2015 CSIP

## 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 K-PREP scores for JTA Alton students from 44.5% to 72.3% in 2017.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$20000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2012 to 67% in 2017.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	\$77524
3	Increase achievement for all student groups at JTA in the areas of science, social studies, and writing.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$8000
4	Increase the percentage of students who are college and career ready from 37% in 2012 to 68.5% by 2017.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$14676
5	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the averaged combined reading and math K-PREP scores for JTAAlton students from 44.5% to 72.3% in 2017.

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

### Measurable Objective 1:

demonstrate a proficiency in the areas of reading and math from 49 to 54.5 by 05/23/2014 as measured by K-PREP.

### Strategy 1:

Progress Monitoring - We will use MAP scores to measure gains in reading and math three times a year.

Category: Continuous Improvement

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Learning Continuum to determine individual student's learning needs.	Academic Support Program	01/07/2013	05/26/2017	\$10000	District Funding	classroom teachers and support staff

Activity - Learning Continuum Progress Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and counseling staff conferences one-on-one with each student in the school prior to taking the MAP test in order to review student's strengths/areas of improvement in the MAP test. Student records actual scores and sets goals (based off cut scores for their corresponding grade level) for each tested area.	Academic Support Program	12/01/2014	05/26/2017	\$10000	District Funding	Principal Assistant Principal Counselors

### Strategy 2:

PBIS - Our school will continue to use Positive Behavior Intervention Strategies to promote our school-wide expectations: Be On Time, Be Respectful, Be Hardworking, and Be Prepared. In order to help facilitate this in our school we have a PBIS faculty member who works in conjunction with our Assistant Principal, PBIS Team Members, and PBIS Committee. The focus of this program is to create new and fun ways to promote positive culture among students and staff and create new and innovative ways to reward the positive behavior our students display in and out of the classroom.

Category: Management Systems

Research Cited: Research and training provided by Hardin County Schools in coordination with PBIS organization.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will use PBIS strategies to promote a positive atmosphere and culture among students and staff while focusing on our school-wide expectations.	Behavioral Support Program	01/07/2013	05/22/2015	\$0	No Funding Required	Principal, Assistant Principal, PBIS Interventionist, PBIS Committee, PBIS Team, Math/Reading Coach, teachers, and others
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### Strategy 3:

ABE - Students that demonstrate poorly learned behaviors in and out of the classroom, which in turn negatively impacts the classroom atmosphere and learning climate, will be worked through individualized computer based modules called ABE (Alternative Behavior Educator). ABE provides students of all ages interactive software that emphasizes the importance of responsible behavior. Administrators, counselors, PBIS Interventionist can assign these to students upon student and teacher request. This is another targeted intervention strategy (KSI/RTI).

#### RTI Tier 1

Universal interventions

The Behavior Exchange enforces and supports Tier 1 by teaching rules, consequences, and positive behavior.

Collect and analyze classroom data by viewing student report cards weekly and classroom report cards monthly.

#### RTI Tier 2

Small group or individual evidence-based interventions

ABE Interventions are evidence-based and contain screening tools, such as the behavioral assessment test (BAT), for a targeted approach.

Data on small groups of students can be tracked and collected by using My Classes.

Critical BAT results are flagged for review based on weighted behavioral questions.

Progress monitoring can be completed through online tracking of module test scores, mentor tracking, and the number of office discipline referrals.

#### RTI Tier 3

Individualized and intensive interventions

Printable BAT, quizzes, and open-ended questions provide topics for outlining individualized mentoring sessions.

Use our FBA capture tool for an in-depth analysis.

If Tier 3 Interventions are needed, create a BIP through ABE based on data captured through our FBA tool.

Category: Continuous Improvement

Research Cited: Person. ABE Systems. Computer software. ABE Systems. N.p., 2012. Web. 06 Nov. 2013.

Activity - ABE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ABE provides students of all ages interactive software that emphasizes the importance of responsible behavior. Modules are assigned activities that empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/ OSS assignments.	Behavioral Support Program	01/01/2014	05/22/2015	\$0	Other	Working in collaboration with Brown Street Education Center's administration our administration , counselors, PBIS Interventionist , and coordinate this program for our students.

**Strategy 4:**

Math Leveling - In order to better prepare our students for success in the math, when scheduling students' math class, MAP scores, KPREP scores, and teacher recommendation are taken into account in order to determine the best level of math class for a student (MS1, MS2, MS3, Algebra 1, or APEX Geometry). Based on this data teachers on each grade level are told how many classes of each class they will teach. If there are a few students that need a higher math class than is offered on their floor, those particular students may be moved into another grade level's math class or receive APEX Geometry during our CCR block in the morning.

Category: Continuous Improvement

Activity - Math Leveling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in a math class at the level of their current math abilities (based off of data from MAP Des Cartes, KPREP, and teacher recommendation), not based off their current grade level. This challenges students and encourages them to continue to grow.	Policy and Process	08/07/2013	05/22/2015	\$0	No Funding Required	Counselors, principal, assistant principal, math coach, Floor Leaders, and math teachers/department

**Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2012 to 67% in 2017.**

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

**Measurable Objective 1:**

demonstrate a proficiency by Spring of 2014, JTA will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 40.3% to 47.2% by 05/23/2014 as measured by K-PREP.

**Strategy 1:**

Read 180 - Teachers/Administrators will collaborate to meet identified students' needs through KSI as identified by MAP, Teacher Referral, and Summative Assessment Data.

Category: Continuous Improvement

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate daily in Read 180 programs.	Academic Support Program	01/03/2013	05/26/2017	\$38000	Title I Part A	reading teacher

**Strategy 2:**

Carnegie Modules - Teachers and content coaches will collaborate to meet identified students' needs by using Carnegie Math Modules as a fom of KSI when identified by MAP, Teacher Referral, and Summative Assessment Data.

Category: Continuous Improvement

Activity - Carnegie Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate weekly in Carnegie programs.	Academic Support Program	01/03/2013	05/26/2017	\$9800	Title I Part A	teachers/ math coach/support staff

**Strategy 3:**

Summer Camp - Students that are identified as at risk for grades/behavior as determined by MAP, KPREP, and Report Cards are invited to a Summer Camp Week here at JTA through the summer months. Our principal along with teachers from multiple contents work each day to create fun engaging activities in the areas math, reading, writing, science, social studies, and related arts. Students enjoy a nice lunch and interact with our Principal through several activities. For students that attend regularly during the week, the project culminates in a fun field trip activity that is aimed to inspire and promote team building and school pride. This activity allows students that may struggle to see the school in a different way that impacts culture and is given the opportunity to help them recoup skills they learned from the previous school year.

Category: Continuous Improvement

Activity - Summer Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified students will attend a week of school during the summer in order to participate in a multi-curricular process aimed at remediating and assisting in recoupment of skills.	Academic Support Program	07/15/2013	07/17/2015	\$8000	Title I Part A	Principal and selected staff from across the different content areas (math, reading, writing, science, social studies, and related arts)
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### Strategy 4:

ESS - On Tuesday, Wednesday, and Thursday after school, from 3:00 to 4:30, students that are referred by teachers and administration to stay after school for Extended School Services in the areas of reading, math, science, writing, and social studies. This is completed in addition to our regular KSI/RTI that is completed through the regular school day.

Category: Continuous Improvement

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are referred by teachers and administration stay after school for Extended School Services in the areas of reading, math, science, writing, and social studies. During this time, they work in small groups on computer based programs, or teacher led specifically designed instruction in the areas of the students' areas of need using MAP data to help guide instruction.	Academic Support Program	10/08/2013	05/22/2015	\$12792	Other	Principal, ESS coordinator, title 1 coordinator; teachers

### Strategy 5:

Parent Involvement - Coffee and Tea on Me, JS2S Tours, Extra-Curricular Activity Volunteers, Parent Compact in Agenda, New Student luncheon, Parent Luncheon, Newsletter, Holiday Family Lunch, Award's Day, Dinner of Champions, Resource List, Teacher-led/Grade Level Academic Nights/Events, Parent Survey (twice a year), Remind 101, Progress Reports, Infinite Campus Parent Portal, etc

Category: Stakeholder Engagement

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several opportunities in which parents are encouraged to participate	Parent Involvement	07/22/2013	05/26/2017	\$8932	Title I Part A, State Funds, Other	Principal, Vice Principal, counselors, school faculty and staff, parent volunteers, SBDM; and PTSP

## Goal 3: Increase achievement for all student groups at JTA in the areas of science, social studies, and writing.

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

### Measurable Objective 1:

demonstrate a proficiency in the subpopulations within the areas of science, social studies, and writing by 05/23/2014 as measured by K-PREP .

### Strategy 1:

STEM - A qualified science teacher trained in the STEM program will teach its curriculum to high-performing students.

Category: Career Readiness Pathways

Activity - STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the STEM program.	Academic Support Program	01/03/2013	05/26/2017	\$8000	District Funding	science teachers

### Strategy 2:

Web-based Learning - Teachers will collaborate to create web-based learning opportunities (Moodle pages, Web Pages, Google documents, etc) that contain links and resources for their students that enable them to use different technology/videos/internet links/graphic organizers/hints in order to access the curriculum as needed.

Category: Continuous Improvement

Activity - Web-based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will access the Internet at home and in school as needed to utilize new types of technology that teachers have created to assist students in accessing the curriculum in a higher level.	Technology	01/01/2013	05/26/2017	\$0	No Funding Required	teachers

### Strategy 3:

Writing Policy - Teachers will collaborate to provide opportunities for students to write in all curriculums.

Category: Integrated Methods for Learning

Activity - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to write to learn, to write to demonstrate learning, and/or to write formal responses in each curriculum.	Policy and Process	01/03/2013	05/26/2017	\$0	No Funding Required	teachers and collaborating staff

**Strategy 4:**

Re-teaching Concepts - Teachers will review Summative Assessment data. For students that struggled on key concepts or specific standards, the material will be re-taught in ways that support differentiated approaches based on each child's skill. For students that have already mastered the concepts/standards, differentiated lessons will be used for extension, or they will be allowed to go on to the next unit of study.

Category: Continuous Improvement

Activity - Re-teaching Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will re-teach concepts/standards to students after a unit assessment is completed if the student did not master the content. Differentiated extension opportunities will be utilized for students that have already mastered the concepts/standards, or they will be allowed to work ahead in future units.	Direct Instruction	01/03/2013	05/22/2015	\$0	No Funding Required	teachers and collaborating staff

**Goal 4: Increase the percentage of students who are college and career ready from 37% in 2012 to 68.5% by 2017.**

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

**Measurable Objective 1:**

collaborate to increase JTA's percentage of students CCR by 05/23/2014 as measured by the Unbridled Learning Formula .

**Strategy 1:**

Course and Assessment Alignment - Grade-level colleagues will work each and every unit and assessment through a PLC. Grade level colleagues will work to break down standards and create engaging lesson plans and curriculum maps. Teachers will review the Summative Assessment in order to reflect on how to improve and ensure it is aligned with common core standards. Once the unit is taught and assessed, the teachers will look at the data, break it down into organizers, and reflect.

Category: Continuous Improvement

Activity - Course and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively work every unit taught through their grade-level PLC to ensure student engagement and each unit's congruency to the common core standards.	Policy and Process	01/02/2013	05/26/2017	\$0	No Funding Required	teachers/department heads/content leaders/supportive staff

**Strategy 2:**

Targeted Interventions - Teachers/Administrators/Supporting staff identify and implement remediation strategies during designated blocks of time four days a week in areas of math and reading for students not meeting the MAP testing and K-PREP benchmarks.

Category: Continuous Improvement

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Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For four days a week, students will participate in differentiated lessons and varied programs in the areas of math or reading for remediation.	Academic Support Program	01/02/2013	05/22/2015	\$0	No Funding Required	teachers/content coaches/supportive staff

### Strategy 3:

APEX - Students that have passed MS3 content before the end of the eighth grade year, will be placed in Math CCR class where they will learn Geometry from a qualified teacher and will participate in the APEX program.

Category: Continuous Improvement

Research Cited: APEX LEARNING. "APEX." APEX Learning. APEX Learning Inc., 2013. Web. 06 Nov. 2013.

Resource utilized by Hardin County Schools.

Activity - APEX	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work with a qualified Geometry teacher and complete APEX modules on Geometry.	Academic Support Program	08/07/2013	05/22/2015	\$0	Other	Working in collaboration with Brown Street Education Center's administration an eighth grade math teacher work to coordinate this program from our students.

### Strategy 4:

Professional Development Opportunities (TELL Survey Driven) - Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included PBIS, special education (students w/disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, writing strategies, and Integrating technology into instruction. In order to do this our teachers signed up for PBIS PD, Safety Simulations training, Departmental Day PLC, PGES training, and any individualized training pertaining to each teacher's need. The Department day was set aside for teachers to be at school and collaborate with their department in order to work on integrating technology, work with special education teachers, and design plans and units of study for the upcoming school year. The day for PBIS and PGES was used to train all the staff of both programs and polices. Safety training was used to better prepare for a School Safety Plan. Finally, the individual day was six hours of PD chosen by each teacher. They were given the power to research a professional development opportunity that was specifically geared to an area of growth they needed or something that directly related to their content.

Also, in order to hit some of the major areas of concern in our GAP groups and proficiency goal, our school continues to work with GREC (Green River Educational Cooperative), MDC (Math Designed Collaboration) and LDC (Literacy Designed Collaboration) training, and Paula Hildabrand (technology) to create flipped classrooms and other web-based learning opportunities for students.

Category: Teacher PGES

Activity - Professional Development Opportunities (TELL Survey Driven)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school. This year in particular there has been a focus for science teachers in the area of Next Generation Science Standards.	Professional Learning	05/23/2014	05/22/2015	\$14676	Title II Part A	JTA/District administration

## **Goal 5: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).**

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

### **Measurable Objective 1:**

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 05/01/2014 as measured by the training and guidance provided during the preparatory pilot phase.

### **Strategy 1:**

Instruction on writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Plan.

Category: Teacher PGES

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	01/01/2014	05/22/2015	\$0	No Funding Required	Effectiveness Coaches, Principals

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Several opportunities in which parents are encouraged to participate	Parent Involvement	07/22/2013	05/26/2017	\$1432	Principal, Vice Principal, counselors, school faculty and staff, parent volunteers, SBDM; and PTSP
Carnegie Modules	Students will participate weekly in Carnegie programs.	Academic Support Program	01/03/2013	05/26/2017	\$9800	teachers/math coach/support staff
Read 180	Students will participate daily in Read 180 programs.	Academic Support Program	01/03/2013	05/26/2017	\$38000	reading teacher
Summer Camp	Identified students will attend a week of school during the summer in order to participate in a multi-curricular process aimed at remediating and assisting in recoupment of skills.	Academic Support Program	07/15/2013	07/17/2015	\$8000	Principal and selected staff from across the different content areas (math, reading, writing, science, social studies, and related arts)
<b>Total</b>					<b>\$57232</b>	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

James T Alton Middle School

Parent Involvement	Several opportunities in which parents are encouraged to participate	Parent Involvement	07/22/2013	05/26/2017	\$2500	Principal, Vice Principal, counselors, school faculty and staff, parent volunteers, SBDM; and PTSP
					<b>Total</b>	\$2500

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ABE	ABE provides students of all ages interactive software that emphasizes the importance of responsible behavior. Modules are assigned activities that empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/ OSS assignments.	Behavioral Support Program	01/01/2014	05/22/2015	\$0	Working in collaboration with Brown Street Education Center's administration our administration , counselors, PBIS Interventionist , and coordinate this program for our students.
Parent Involvement	Several opportunities in which parents are encouraged to participate	Parent Involvement	07/22/2013	05/26/2017	\$5000	Principal, Vice Principal, counselors, school faculty and staff, parent volunteers, SBDM; and PTSP

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James T Alton Middle School

APEX	Students work with a qualified Geometry teacher and complete APEX modules on Geometry.	Academic Support Program	08/07/2013	05/22/2015	\$0	Working in collaboration with Brown Street Education Center's administration an eighth grade math teacher work to coordinate this program from our students.
ESS	Students that are referred by teachers and administration stay after school for Extended School Services in the areas of reading, math, science, writing, and social studies. During this time, they work in small groups on computer based programs, or teacher led specifically designed instruction in the areas of the students' areas of need using MAP data to help guide instruction.	Academic Support Program	10/08/2013	05/22/2015	\$12792	Principal, ESS coordinator, title 1 coordinator; teachers
<b>Total</b>					<b>\$17792</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Course and Assessment Alignment	Teachers will collaboratively work every unit taught through their grade-level PLC to ensure student engagement and each unit's congruency to the common core standards.	Policy and Process	01/02/2013	05/26/2017	\$0	teachers/department heads/content leaders/supportive staff
Web-based Learning	Students will access the Internet at home and in school as needed to utilize new types of technology that teachers have created to assist students in accessing the curriculum in a higher level.	Technology	01/01/2013	05/26/2017	\$0	teachers
Targeted Interventions	For four days a week, students will participate in differentiated lessons and varied programs in the areas of math or reading for remediation.	Academic Support Program	01/02/2013	05/22/2015	\$0	teachers/content coaches/supportive staff

# KDE Comprehensive School Improvement Plan

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Math Leveling	Students are placed in a math class at the level of their current math abilities (based off of data from MAP Des Cartes, KPREP, and teacher recommendation), not based off their current grade level. This challenges students and encourages them to continue to grow.	Policy and Process	08/07/2013	05/22/2015	\$0	Counselors, principal, assistant principal, math coach, Floor Leaders, and math teachers/department
PBIS	All staff will use PBIS strategies to promote a positive atmosphere and culture among students and staff while focusing on our school-wide expectations.	Behavioral Support Program	01/07/2013	05/22/2015	\$0	Principal, Assistant Principal, PBIS Interventionist, PBIS Committee, PBIS Team, Math/Reading Coach, teachers, and others
Writing Policy	Students will be given the opportunity to write to learn, to write to demonstrate learning, and/or to write formal responses in each curriculum.	Policy and Process	01/03/2013	05/26/2017	\$0	teachers and collaborating staff
Re-teaching Concepts	Teachers will re-teach concepts/standards to students after a unit assessment is completed if the student did not master the content. Differentiated extension opportunities will be utilized for students that have already mastered the concepts/standards, or they will be allowed to work ahead in future units.	Direct Instruction	01/03/2013	05/22/2015	\$0	teachers and collaborating staff
Professional Growth Planning Guidance and Support	Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	01/01/2014	05/22/2015	\$0	Effectiveness Coaches, Principals
<b>Total</b>					<b>\$0</b>	

## Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Opportunities (TELL Survey Driven)	Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school. This year in particular there has been a focus for science teachers in the area of Next Generation Science Standards.	Professional Learning	05/23/2014	05/22/2015	\$14676	JTA/District administration
<b>Total</b>					<b>\$14676</b>	

**KDE Comprehensive School Improvement Plan**

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**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Continuum	Teachers will use Learning Continuum to determine individual student's learning needs.	Academic Support Program	01/07/2013	05/26/2017	\$10000	classroom teachers and support staff
STEM	Students will participate in the STEM program.	Academic Support Program	01/03/2013	05/26/2017	\$8000	science teachers
Learning Continuum Progress Conferencing	Administration and counseling staff conferences one-on-one with each student in the school prior to taking the MAP test in order to review student's strengths/areas of improvement in the MAP test. Student records actual scores and sets goals (based off cut scores for their corresponding grade level) for each tested area.	Academic Support Program	12/01/2014	05/26/2017	\$10000	Principal Assistant Principal Counselors
<b>Total</b>					<b>\$28000</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Learning Continuum	In Progress	MAP is a tool we use three times out of each school year (Fall, Winter, and Spring) to gauge student learning/growth. Therefore it is on going.	March 10, 2014	mark roberts
Activity	Math Leveling	In Progress	As a school we level our classes in each grade level. We have classes ranging from MS1 to Algebra 1. Each student is placed in his/her class based off of MAP data, KPREP data, and teacher recommendation. The number of each class offered varies from year to year due to need.	March 24, 2014	mark roberts
Activity	PBIS	In Progress	There needs to be more intensive training for new teachers. Consistency must be made a priority. This must be a "positive" support and not just steps to take before punishments. However, we do have a new committee called the Positive Police that aims at creating fun opportunities throughout the year (Pie day on March 14th, Dr. Seuss's Birthday Celebrations, etc). We are currently creating a PBIS handbook specific to our school to help current and new teachers.	March 24, 2014	mark roberts
Activity	ABE	In Progress	It is used as needed by administrative staff and our PBIS Coach. It is utilized in BIPs and FBAs. One way to improve would be to give each core content teacher a copy of what lessons are available so they may recommend students that may benefit from it, but not be in tier 3 of PBIS. We have been hindered at times due to the lack of band width on our wifi.	March 24, 2014	mark roberts
Activity	Summer Camp	In Progress	We are in the process of planning for this year. Title II extension monies will be used. Students will be selected based off of summative/formative assessments, MAP, At-Risk data, and teacher recommendation.	March 24, 2014	mark roberts
Activity	Parent Involvement	In Progress	We have planned or are planning all annual activities. However, there are new opportunities created for parent support this year. Coming up we have 5K Run, the Father's In Action Program, One-Hour Revolution, and other activities have been adopted along with what we currently do in order to increase parent involvement. We will be holding a New Family Luncheon and conclude with a survey asking for feedback and advice on how to welcome and include new families for 2014-2015 school year.	March 24, 2014	mark roberts

# KDE Comprehensive School Improvement Plan

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Activity	Parent Involvement	In Progress	We have planned or are planning all annual activities. However, there are new opportunities created for parent support this year. Coming up we have 5K Run, the Father's In Action Program, One-Hour Revolution, and other activities have been adopted along with what we currently do in order to increase parent involvement. We will be holding a New Family Luncheon and conclude with a survey asking for feedback and advice on how to welcome and include new families for 2014-2015 school year.	March 24, 2014	mark roberts
Activity	Read 180	In Progress	Students in this program were identified through MAP and KPREP. It is not used daily. It is used weekly. It is set aside for struggling readers as identified through multi assessments. Selected participating students are placed in collaborative classes in seventh and eighth grade with the same teacher that utilizes Read 180 in her classroom units and lessons.	March 24, 2014	mark roberts
Activity	Carnegie Modules	In Progress	Carnegie is used when the program runs on the computers and band width we have available allows student to use the program. It is used daily at school and at home for students in some classes. However, it is used twice a week throughout the school.	March 24, 2014	mark roberts
Activity	ESS	In Progress	Classes meet Tuesday through Thursday after school. All students that attend are teacher/coach referred and have a copy of the signed referral on file in the coordinator's office. We are doing it currently and have seen progress in those that are attending regularly. New referrals are added as needed weekly.	March 24, 2014	mark roberts
Activity	Writing Policy	In Progress	The policy is reviewed through the Writing Department. Any needed changes are discussed. Through emails, department meetings, floor meetings, and faculty meetings information on the collection of evidence to ensure that it is being followed is shared. All departments are encouraged to ask if they need assistance and PDs are attended by different contents to ensure the incorporation of writing in all curriculums. All evidence is collected and/or documented by the ELA Department Head.	March 24, 2014	mark roberts
Activity	Web-based Learning	In Progress	Seventh grade science uses it in each unit. PL/VS use it for study guides. Other areas use it during specific units, but not each unit or lesson. The social studies department uses it mostly for vocabulary and study guides. There are some teachers that use it as a home screen that allows students to select resources they can use in and out of the classroom to prepare for assignments and tests.	March 24, 2014	mark roberts
Activity	STEM	In Progress	Students are selected based off of student interest. Then, they are evaluated based off of teacher input and an entrance exam. Students with the highest scores can participate. Participating is capped at twenty-four students. There are limits due to the number of materials that can be afforded.	March 24, 2014	mark roberts
Activity	Re-teaching Concepts	In Progress	Many teachers utilize the beginning of class and flashback to re-teach concepts to those that need to be re-taught. Stations and focused flex groups are also used in re-teaching concepts. Teaching test taking strategies is also developed within students. Some contents are finding they are not able to re-teach to the same ability of depth among each class due to the shorter class lengths this year.	March 24, 2014	mark roberts

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Activity	APEX	In Progress	The APEX program is used during our CCR time for students that have progressed beyond the point of Algebra 1 class in order to help them learn material for which they are prepared academically. These students work with a math teacher and the program. All students will be tested before entering high school in order to determine math placement.	March 24, 2014	mark roberts
Activity	Targeted Interventions	In Progress	Monday through Thursday every teacher has a CCR class. During this time, teachers in reading and math focus on working through selected targeted interventions selected by content teachers, our math/reading coach, and our PBIS coach. Documentation is recorded and filed for each student in the specific content area he/she is working on improving within the domain of the exact curriculum/content. The information is recorded and reviewed each quarter by our reading/math coach and PBIS coach in order to determine growth, need, and placement for each student. New students are added each quarter as determined by MAP and KPREP.	March 24, 2014	mark roberts
Activity	Professional Development Opportunities (TELL Survey Driven)	In Progress	Ms. Bennett works the entire school through focused faculty trainings each month in order to cover the new PGES to ensure faculty is comfortable and understands the new standards of evaluation. She uses varied teaching strategies and flex-groups to teach to different learning styles of the faculty and serve as an example of what assignments and lessons she would like to see teachers using within their own classes. Teachers are able to review a standard and highlight a portion to work with that they feel they need the most guidance in understanding. In creating the PD plan for the upcoming school year, Ms. Bennett uses feedback from teachers' explaining their needs. She also allows teachers to find six hours of PD that they feel would best prepare them for their own individual areas of growth.	March 24, 2014	mark roberts
Activity	Course and Assessment Alignment	In Progress	This is not equal across departments and grade levels to the extent it should be completed. Teachers are working to unpack standards and create units. Some grade level colleagues struggle to meet because they do not have planning together. Yet, the majority of the school does. Teachers are completing some units on their own and working together through email versus face-to-face meetings in their PLCs, which means there is room for improvement. This will be an area of focus for the remainder of the school year and throughout 2014-2015.	March 24, 2014	mark roberts
Activity	Professional Growth Planning Guidance and Support	In Progress	Ms. Bennett works the entire school through focused faculty trainings each month in order to cover the new PGES to ensure faculty is comfortable and understands the new standards of evaluation. She uses varied teaching strategies and flex-groups to teach to different learning styles of the faculty and serve as an example of what assignments and lessons she would like to see teachers using within their own classes. Teachers are able to review a standard and highlight a portion to work with that they feel they need the most guidance in understanding. In creating the PD plan for the upcoming school year, Ms. Bennett uses feedback from teachers' explaining their needs. She also allows teachers to find six hours of PD that they feel would best prepare them for their own individual areas of growth.	March 24, 2014	mark roberts

# **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?**

When looking over the data (KPREP/MAP/EXPLORE) that is provided, JTA's number one goal is to find areas of strength and areas of needed growth. Our goal is to continue what is working well, while at the same time finding new ideas/technologies that allow us to make the strength even stronger. Simultaneously, we also want to find new and improved ways in order to help our staff and students improve where areas of growth are noted, whether it is through tweaking our processes, our schedule, our expectations, or our instruction. Here at JTA we specifically look at the successes and weaknesses of specific grade levels/subjects/subpopulations with the intention of determining where more vital focus should be placed. When looking at the data, it gives us the scores of the specific contents, grade levels, and subpopulations within the grade levels. MAP is the most effective in terms of relaying information on the exact point on the learning continuum each student is placed. By using this data, it allows our classroom teachers/ESS teachers/interventionists to create lessons that meet each student at their level in our CCR/HOP classes and after school ESS. This information also can aid in the creation and implementation of general education instruction across the contents of language usage, reading, and math. However, some of the the data (KPREP) does not tell us enough details to better help us identify students in need and specific areas of content that teachers need to better develop in their presentation of the curriculum. For example, science is broken into three areas--life science, Earth science, and physical science. The data does not give us any information on which area is the strongest/weakest for our students. The data currently provided does not supply us with this specific sub domain information in reading, on demand, math, or social studies either. Knowing whether or not a student finished a section or ran out of time would be beneficial. Did the students score an apprentice because he/she ran out of time or lack of content knowledge? Finally, the test does not tell us if the students did well/poor on the different style of questions--multiple choice, short answer, or extended response. Knowing this would help prepare the students for future assessments and better enable us to educate the students on his/her specific needs.

## **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?**

Overall, there were areas of strength noted. In the some areas we were above the district but below the state (sixth grade reading, sixth grade math, and sixth grade language mechanics). In eighth grade reading, we were above the state, but below the district. Finally, our areas of greatest strength came from our 8th grade math, social studies, and writing, which were above both district and state. In order to sustain this growth and increase our gains in all grade levels we are utilizing Web-based learning, Math 2K, MobyMax, Read 180, CCR/HOP classes (which meet students at their RIT levels), and Carnegie (reference achievement goals and strategies for specifics). JTA is also fortunate enough to employ teachers that are trained in LDC and MDC. Also, by allowing teachers to select professional development in their departmental area and providing subs on designated PLC days, we have been able to have more enriched PLC discussions focused on curriculum and student data and the creation of data boards. After analyzing the data, we noticed gains with the African American subpopulation group, which gave us cause to celebrate as that was a subpopulation of concern based off the 2012-2013 KPREP data. We also noticed tremendous growth in the sub groups identified as Male, African-American, and GAP. In each area identified as a strength, these categories scored higher than both the state and district averages in most areas.

## Opportunities for Improvement

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

After looking at the data, it was evident reading, sixth grade writing, and sixth grade/seventh grade math need specific attention because they are the areas in need of improvement. In order to address the reading concerns, our school will rely on our reading committee that consists of our entire LA Department. In order to better implement reading and writing curriculum, our schedule was changed last year in order to separate language arts and reading. Reading is still encouraged and used throughout lessons in the language arts (writing) classrooms; however, students read every single day in their reading classes. The literacy standards are also used across the contents. In the reading classes, the students have to answer higher-order questions over the books they are reading. These questions are created by the teachers and used consistently across the grade levels. We also work each and every unit and assessment through a quality control from the PLC perspective. Grade level colleagues work to break down standards and create engaging lessons. Once the unit is taught and assessed, the teachers look at the data, break it down in organizers, and reflect. The data and reflections are sent to the ELA Department Head for review throughout the year. Our school also utilizes a READ 180 class taught by our school interventionist to aid struggling readers that are multiple grade levels below in the reading curriculum determined by MAP scores. In order to improve upon our writing, the writing program review is split amongst different teachers/administrators in the building. Each person is in charge of collecting evidence and ensuring each section of our Writing Policy is being followed. Different forms of data and documentation is collected throughout the year, and given to the ELA Department head. To facilitate growth in our language mechanics and overall writing development, we have created a language arts class that allows teacher to focus on the language mechanics and writing of all students. The creation of this class allowed for major improvement in our eighth grade writing and in sixth grade language mechanics. With continued focus and work in our PLCs, we expect to continue to see growth across the grade levels. In an attempt to better prepare our students for College and Career Readiness in the math curriculum, we were placing students in higher grade level math classes to meet their needs based of the MAP data and teacher recommendation. Although we saw increases in some areas (geometry, statistics and probability, operations and algebraic thinking, real and complex number systems), we saw some decreases in other areas as those parts of the math curriculum were not as reinforced in higher grade levels. In order to improve in our math this year, we are placing all most all students in their corresponding grade level math class. On each level, we have a general math course and an accelerated math course. The accelerated course moves at a quicker pace for our higher level students. In each class, teachers are assessing and reinforcing content that will be assessed at the end of the year. Once this content is mastered, teachers will continue to move students down the math learning continuum regardless of the grade level content. Also, math teachers are assigned lab days weekly so that they can use the Carnegie program.

## **Conclusion**

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

In conclusion, JTA plans on utilizing ESS in ways that will benefit our students that struggle in math, reading, science, and writing in small groups after school. Students will be selected by teacher referral, which is based off of KPREP, MAP, EXPLORE, and Common Assessment data. We have begun to work with Jon Thomas, Director of Secondary Curriculum and Instruction, in order to better create engaging lessons that focus on rigor, relevance, congruence, and differentiation for all students in the areas of reading, writing, math, and language mechanics. We have begun to create data boards to track the progress students make on the learning continuum to highlight growth. Finally, we have recently restructured our school's daily schedule to better allow us as teachers/content coaches/administrators to remediate and assist students according their specific academic needs in RTI/KSI as determined by MAP, K-PREP, teacher referral, and summative assessment data during our CCR/HOP classes in the areas of reading and math.

# 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?**

Jama Bennett (principal)

Michael Elmore (assistant principal)

Tamira Pinson (counselor)

Mark Roberts (counselor)

Theresa Ovesen (For You Family Resource Center Coordinator)

Nicole Coleman (One Hour Revolution Coordinator)

David Bollinger (SBDM council member and President of PTSP)

Deanna Kolander (PTSP treasurer and Vice President)

JTA Staff via PLC Department Meetings

JTA parents/guardians via survey

## Relationship Building

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

Overall Rating: 3.43

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 3.29

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	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, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# KDE Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## 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: 2.57

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## 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: 3.33

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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.	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.	Proficient

	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 ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

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

Overall Rating: 2.83

	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"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	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>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	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 council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.33

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

## Reflection

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

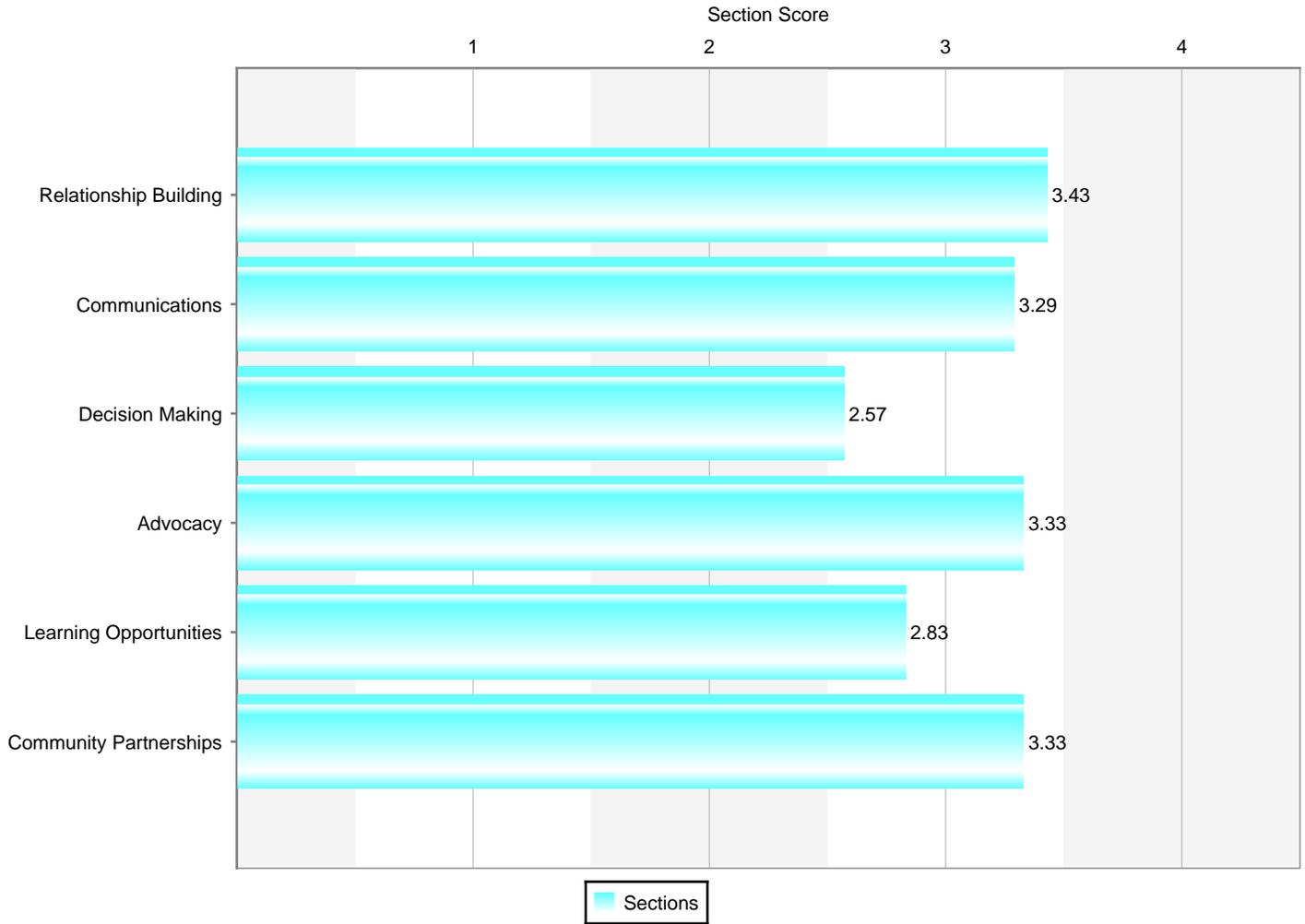
### **Reflect upon your responses to each of the Missing Piece objectives.**

In the area of Relationship building, we are utilizing varied processes to create relationships with the parents that are open to our invitations to come into the school to celebrate and share ideas. Communication between JTA and parents exists in multiple channels--email, letters, school website, Infinite Campus Parent Portal, one call, individual phone calls, mailed letters, notes via student, twitter, Facebook, Surveys, and Remind 101. However, with all of these types of communication, we are still not seeing feedback or communication from fifty percent of the parents consistently. We see the same issues in our Decision Making councils. Our council themselves are active and involved with the school and they have many opportunities to assist in growth and implementation planning processes and for their own professional development. However, we need to continue to try new ideas in increasing our voting percentage for SBDM elections. As always, advocacy is something that is important to the success of all students. As we try currently to inform parents of grade and behavior as often and as effectively as possible, there is always room for improvement in trying to make sure each parent knows resources made available to them by the school and district in order to help them be the best academic advocate they can for their student. When trying to create learning opportunities for all parent and community leaders in our school, we have many resources made available by the school and district offices, which has aided in the development of many of our parent leaders. Yet, there is currently minimal practice of parents seeking out other parents to try and mentor them and bring them along in the way of parent leader development. Finally, one area we are fairly strong in is community partnerships. JTA partners with Devers Middle School to make students and parents aware of after-school activities made available to them. We have community based groups that work in conjunction with our CCR/HOP/Discovery classes. We work closely with our local police departments and fire departments to insure a safe environment for our students. Our counseling office produces a resource list that consists of all resources offered in Hardin County, JTA, and Fort Knox (on post). These resources cover everything from clothing/food/housing/tutors to sports team information in the schools and county recreational leagues. These lists and contact numbers are listed on our website and passed out to each student on the first day of school and as new students enroll. Finally, we work with community sponsors in order to provide resources for our students with need, whether it be through financial/material need or mentoring our students.

In order to sustain the areas of success we plan to continue what is working and look for multiple inputs (surveys, committees, PTSP, PLCs, parent luncheons, etc) on ideas in which to expand what works for the purpose of making it better. One way we might be able to improve upon this is creating parent leader nights where parents are brought in to be made aware of their opportunities, much like the Opportunities Fair that will be hosted this year at Hardin County's Early College and Career Center. By opening new dialogues through different avenues, we will be able to hopefully turn our areas of need into areas of strength.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **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.**

At JTA, we try to encourage parent/community/staff to work as a cohesive unit in improving our school in order to create a place where "Pride Promotes Performance" in such a way that develops an atmosphere and relationship capable of enabling our students to meet their highest potential academically, socially, and emotionally. One way in which we do this is through the use of surveys (TELL survey, Principal Survey, and Parent Survey). These surveys are sent out to all appropriate staff/parents. By asking specific questions geared toward our areas of strength and areas of needed growth, surveys can help guide our next steps. Besides surveys, meeting minutes from floor meetings, PLC meetings, and PLD days are used to engage teachers in the development of the improvement plan. Floor meetings take place before school starts at least once a week and parent-teacher conferences are not scheduled during that time unless absolutely necessary. For half day PLC meetings, subs are brought in to cover content teachers (including special education collaborative and resource teachers) every month that the district does not have a designated PLD day scheduled. We also welcome guest speakers from the field of education, Title 1 representatives, and central office personnel (Director of Curriculum and Instruction) to provide feedback. JTA is fortunate to have an involved SBDM counsel that is made up of staff and parent members according to the KASC guidelines. All KASC rules are followed in terms of electing and running our SBDM council. Each member elected is trained through the district on SBDM rules and regulations through professional development. Other than the SBDM, we possess an active PTSP council that is geared to providing for students needs as determined by any/all parents and staff that attend meetings. All roles are determined through election and explanations of each duty and role are given via the principal. In order to try and meet the needs of all attending SBDM and PTSP meetings, tentative dates are selected at the first meetings of the year. However, times are flexible to the members. If a change of time or date is requested, it is brought before the corresponding counsel to be sure all can attend that are able to attend.

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

Title 1, SBDM, PTSP, school-based PLCs, Floor (grade level team) meetings, JTA administrative/counseling staff, Central Office (Curriculum and Instruction), Family Resource Center representative, and survey forms of parent/community and teacher input were used to develop the CSIP here at JTA. All school staff at JTA break down data from summative assessments, MAP, and KPREP throughout the year, with the CSIP being reviewed a minimum of twice a year. Our SBDM council and central office staff reviews all KPREP, EXPLORE, and MAP data throughout the year in order to provide feedback. If there are issues noticed through the breakdown of the data, or noticed on the surveys, decisions are made by school staff and SBDM in order to address these issues. If there is an issue with funding a need (depending on the exact need), Title 1 monies are used and/or PTSP is notified. In the end, new courses that are needed are created and placed in the schedule, new scheduling policies are adopted, teachers try new teaching strategies/processes, the school may purchase a new program to aid in enrichment or data collecting, and/or new technologies are purchased for staff/student use in the areas of academics and school safety.

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

Once the CSIP is completed and reviewed by staff, it is sent for review/approval by the SBDM. After all necessary changes are made (if any), the approved CSIP is submitted on ASSIST to be approved by central office, and it is made available to parents upon request. A final copy is emailed out to all stakeholders, including parents. As the CSIP is reviewed throughout the year, progress notes are added in order to maintain focus on the CSIP and the progress made. This is again reviewed with staff and SBDM.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

### Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Completed CSIP 14-15	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Reviewed in CSIP 2014-2015	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	KSI/RTI CCR/HOP	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

**KDE Comprehensive School Improvement Plan**

James T Alton Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Funds were not available	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are not a Targeted Assistance School, we are a School-wide Title 1 school.	

**KDE Comprehensive School Improvement Plan**

James T Alton Middle School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://hcs1ms.hardin.kyschools.us/course/view.php?id=1255">http://hcs1ms.hardin.kyschools.us/course/view.php?id=1255</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	We do use Title 1 funding for these areas.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

James T Alton Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	We only have special education paraeducators and they do not spend any time on non-instructional duties.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	We only have special education paraeducators and they do not spend any time on non-instructional duties.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	We funded one and a half positions using title 1 funds. These funds were not used to meet class size requirements. They were used to alleviate class sizes. Each teacher is highly qualified in the area they are teaching, which corresponds with their schedule and daily duties that includes collaborating daily with grade level colleagues.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Compliance and Accountability - Middle Schools**

## **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 2015. 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.

## **Planning and Accountability Requirements**

**The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.**

**Goal 1:**

Increase the percentage of students who are college and career ready from 37% in 2012 to 68.5% by 2017.

**Measurable Objective 1:**

collaborate to increase JTA's percentage of students CCR by 05/23/2014 as measured by the Unbridled Learning Formula .

**Strategy1:**

Professional Development Opportunities (TELL Survey Driven) - Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction. In order to do this our teachers signed up for Differentiation w/ Betty Hollas, Departmental Day, Student Engagement, and Implementation. Betty Hollas specifically addressed differentiation in the classroom. The Department day was set aside for teachers to be at school and collaborate with their department in order to work on integrating technology, work with special education teachers, and design plans and units of study for the upcoming school year. The day for student engagement was again a chance for teachers to individually work on units of study, engaging lessons, and learn some different types of technology shared by the counselors and administration of JTA. Finally, the implementation day was six hours of PD chosen by each teacher. They were given the power to research a professional development opportunity that was specifically geared to an area of growth they needed or something that directly related to their content.

Also, in order to hit some of the major areas of concern in our GAP groups and proficiency goal, our school continues to work with GREC (Green River Educational Cooperative) and have been heavily involved in MDC (Math Designed Collaboration) and LDC (Literacy Designed Collaboration) training.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

Activity - Professional Development Opportunities (TELL Survey Driven)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction.	Professional Learning			05/24/2013	05/23/2014	\$14676 - Title II Part A	JTA/District administration

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

### Goal 1:

Increase the averaged combined reading and math K-PREP scores for JTA Alton students from 44.5% to 72.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency in the areas of reading and math from 49 to 54.5 by 05/23/2014 as measured by K-PREP.

### Strategy1:

Progress Monitoring - We will use MAP scores to measure gains in reading and math three times a year.

Category:

Research Cited:

Activity - Des Cartes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Des Cartes to determine individual student's learning needs.	Academic Support Program			01/07/2013	05/26/2017	\$10000 - District Funding	classroom teachers and support staff

### Strategy2:

Math Leveling - In order to better prepare our students for success in the math, when scheduling students' math class, MAP scores, KPREP scores, and teacher recommendation are taken into account in order to determine the best level of math class for a student (MS1, MS2, MS3, Algebra 1, or APEX Geometry). Based on this data teachers on each grade level are told how many classes of each class they will teach. If there are a few students that need a higher math class than is offered on their floor, those particular students may be moved into another grade level's math class or receive APEX Geometry during our CCR block in the morning.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

Activity - Math Leveling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in a math class at the level of their current math abilities (based off of data from MAP Des Cartes, KPREP, and teacher recommendation), not based off their current grade level. This challenges students and encourages them to continue to grow.	Policy and Process			08/07/2013	11/06/2013	\$0 - No Funding Required	Counselors, principal, assistant principal, math coach, Floor Leaders, and math teachers/department

### Strategy3:

PBIS - Our school will continue to use Positive Behavior Intervention Strategies to promote our school-wide expectations: Be On Time, Be Respectful, Be Hardworking, and Be Prepared. In order to help facilitate this in our school we have a PBIS faculty member who works in conjunction with our Assistant Principal, PBIS Team Members, and PBIS Committee. The focus of this program is to create new and fun ways to promote positive culture among students and staff and create new and innovative ways to reward the positive behavior our students display in and out of the classroom.

Category:

Research Cited: Research and training provided by Hardin County Schools in coordination with PBIS organization.

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use PBIS strategies to promote a positive atmosphere and culture among students and staff while focusing on our school-wide expectations.	Behavioral Support Program			01/07/2013	05/23/2014	\$0 - No Funding Required	Principal, Assistant Principal, PBIS Interventionist, PBIS Committee, PBIS Team, Math/Reading Coach, teachers, and others

### Strategy4:

ABE - Students that demonstrate poorly learned behaviors in and out of the classroom, which in turn negatively impacts the classroom atmosphere and learning climate, will be worked through individualized computer based modules called ABE (Alternative Behavior Educator). ABE provides students of all ages interactive software that emphasizes the importance of responsible behavior. Administrators, counselors, PBIS Interventionist can assign these to students upon student and teacher request. This is another targeted intervention strategy (KSI/RTI).

RTI Tier 1

Universal interventions

The Behavior Exchange enforces and supports Tier 1 by teaching rules, consequences, and positive behavior.

Collect and analyze classroom data by viewing student report cards weekly and classroom report cards monthly.

RTI Tier 2

Small group or individual evidence-based interventions

ABE Interventions are evidence-based and contain screening tools, such as the behavioral assessment test (BAT), for a targeted approach.

Data on small groups of students can be tracked and collected by using My Classes.

Critical BAT results are flagged for review based on weighted behavioral questions.

Progress monitoring can be completed through online tracking of module test scores, mentor tracking, and the number of office discipline referrals.

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

## RTI Tier 3

Individualized and intensive interventions

Printable BAT, quizzes, and open-ended questions provide topics for outlining individualized mentoring sessions.

Use our FBA capture tool for an in-depth analysis.

If Tier 3 Interventions are needed, create a BIP through ABE based on data captured through our FBA tool.

Category:

Research Cited: Person. ABE Systems. Computer software. ABE Systems. N.p., 2012. Web. 06 Nov. 2013.

Activity - ABE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABE provides students of all ages interactive software that emphasizes the importance of responsible behavior. Modules are assigned activities that empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/ OSS assignments.	Behavioral Support Program			01/01/2014	05/22/2015	\$0 - Other	Working in collaboration with Brown Street Education Center's administration our administration, counselors, PBIS Interventionist, and coordinate this program for our students.

## Goal 2:

Increase achievement for all student groups at JTA in the areas of science, social studies, and writing.

### Measurable Objective 1:

demonstrate a proficiency in the subpopulations within the areas of science, social studies, and writing by 05/23/2014 as measured by K-PREP .

### Strategy1:

Re-teaching Concepts - Teachers will review Summative Assessment data. For students that struggled on key concepts or specific standards, the material will be re-taught in ways that support differentiated approaches based on each child's skill. For students that have already mastered the concepts/standards, differentiated lessons will be used for extension.

Category:

Research Cited:

Activity - Re-teaching Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will re-teach concepts/standards to students after a unit assessment is completed if the student did not master the content. Differentiated extension opportunities will be utilized for students that have already mastered the concepts/standards.	Direct Instruction			01/03/2013	05/23/2014	\$0 - No Funding Required	teachers and collaborating staff

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

## Goal 3:

Increase the percentage of students who are college and career ready from 37% in 2012 to 68.5% by 2017.

## Measurable Objective 1:

collaborate to increase JTA's percentage of students CCR by 05/23/2014 as measured by the Unbridled Learning Formula .

## Strategy1:

Targeted Interventions - Teachers/Content Coaches/Administrators/Supporting staff identify and implement remediation strategies during designated blocks of time four days a week in areas of math and reading for students not meeting the MAP testing and K-PREP benchmarks.

Category:

Research Cited:

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For four days a week, students will participate in differentiated lessons and varied programs in the areas of math or reading for remediation.	Academic Support Program			01/02/2013	05/23/2014	\$0 - No Funding Required	teachers/content coaches/supportive staff

## Strategy2:

APEX - Students that have passed Algebra 1 by the end of the eighth grade year, will be placed in Math CCR class where they will learn Geometry from a qualified teacher and will participate in the APEX program.

Category:

Research Cited: APEX LEARNING. "APEX." APEX Learning. APEX Learning Inc., 2013. Web. 06 Nov. 2013.

Resource utilized by Hardin County Schools.

Activity - APEX	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work with a qualified Geometry teacher and complete APEX modules on Geometry.	Academic Support Program			08/07/2013	05/23/2014	\$0 - Other	Working in collaboration with Brown Street Education Center's administration an eighth grade math teacher work to coordinate this program from our students.

## Strategy3:

Professional Development Opportunities (TELL Survey Driven) - Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction. In order to do this our teachers signed up for

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

Differentiation w/ Betty Hollas, Departmental Day, Student Engagement, and Implementation. Betty Hollas specifically addressed differentiation in the classroom. The Department day was set aside for teachers to be at school and collaborate with their department in order to work on integrating technology, work with special education teachers, and design plans and units of study for the upcoming school year. The day for student engagement was again a chance for teachers to individually work on units of study, engaging lessons, and learn some different types of technology shared by the counselors and administration of JTA. Finally, the implementation day was six hours of PD chosen by each teacher. They were given the power to research a professional development opportunity that was specifically geared to an area of growth they needed or something that directly related to their content.

Also, in order to hit some of the major areas of concern in our GAP groups and proficiency goal, our school continues to work with GREC (Green River Educational Cooperative) and have been heavily involved in MDC (Math Designed Collaboration) and LDC (Literacy Designed Collaboration) training.

Category:

Research Cited:

Activity - Professional Development Opportunities (TELL Survey Driven)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction.	Professional Learning			05/24/2013	05/23/2014	\$14676 - Title II Part A	JTA/District administration

## Strategy4:

Course and Assessment Alignment - Grade-level colleagues will work each and every unit and assessment through a quality control. Grade level colleagues will work to break down standards and create engaging lesson plans and curriculum maps. Content Leaders will review the Summative Assessment in order to give critiques on how to improve and ensure it is aligned with common core standards. Once the unit is taught and assessed, the teachers will look at the data, break it down into organizers, and reflect. The data and reflections will be sent to the LA Department Head to review, offering specific feedback for the grade level teachers to consider.

Category:

Research Cited:

Activity - Course and Assessment Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively work every unit taught through their grade-level PLC to ensure student engagement and each unit's congruency to the common core standards.	Policy and Process			01/02/2013	05/23/2014	\$0 - No Funding Required	teachers/department heads/content leaders/supportive staff

# KDE Comprehensive School Improvement Plan

James T Alton Middle School

## Goal 4:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2012 to 67% in 2017.

### Measurable Objective 1:

demonstrate a proficiency by Spring of 2014, JTA will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 40.3% to 47.2% by 05/23/2014 as measured by K-PREP.

### Strategy1:

Summer Camp - Students that are identified as at risk for grades/behavior as determined by MAP, KPREP, and Report Cards are invited to a Summer Camp Week here at JTA through the summer months. Our principal along with teachers from multiple contents work each day to create fun engaging activities in the areas math, reading, writing, science, social studies, and related arts. Students enjoy a nice lunch and interact with our Principal through several activities. For students that attend regularly during the week the project culminates in a fun field trip activity that is aimed to inspire and promote team building and school pride. This activity allows students that may struggle to see the school in a different way that impacts culture and is given the opportunity to help them recoup skills they learned from the previous school year.

Category:

Research Cited:

Activity - Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will attend a week of school during the summer in order to participate in a multi-curricular process aimed at remediating and assisting in recoupment of skills.	Academic Support Program			07/15/2013	07/19/2013	\$8000 - Title I Part A	Principal and selected staff from across the different content areas (math, reading, writing, science, social studies, and related arts)

### Strategy2:

Carnegie Modules - Teachers and content coaches will collaborate to meet identified students' needs by using Carnegie Math Modules as a form of KSI when identified by MAP, Teacher Referral, and Summative Assessment Data.

Category:

Research Cited:

Activity - Carnegie Modules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate weekly in Carnegie programs.	Academic Support Program			01/03/2013	05/23/2014	\$9800 - Title I Part A	teachers/ math coach/support staff

### Strategy3:

ESS - On Tuesday, Wednesday, and Thursday after school, from 3:00 to 4:30, students that are referred by teachers and administration stay after school for Extended School Services in the areas of reading, math, science, and social studies. This is completed in addition to our

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regular KSI/RTI that is completed through the regular school day.

Category:

Research Cited:

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are referred by teachers and administration stay after school for Extended School Services in the areas of reading, math, science, and social studies. During this time they work in small groups on computer based programs, or teacher led specifically designed instruction in the areas of the students' areas of need.	Academic Support Program			10/08/2013	05/23/2014	\$12792 - Other	Principal, ESS coordinator, title 1 coordinator; teachers

## Strategy4:

Read 180 - Teachers/Content coaches/Administrators will collaborate to meet identified students' needs through KSI as identified by MAP, Teacher Referral, and Summative Assessment Data.

Category:

Research Cited:

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in Read 180 programs.	Academic Support Program			01/03/2013	05/23/2014	\$38000 - Title I Part A	reading teacher

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the averaged combined reading and math K-PREP scores for JTAAlton students from 44.5% to 72.3% in 2017.

## Measurable Objective 1:

demonstrate a proficiency in the areas of reading and math from 49 to 54.5 by 05/23/2014 as measured by K-PREP.

## Strategy1:

Progress Monitoring - We will use MAP scores to measure gains in reading and math three times a year.

Category:

Research Cited:

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Activity - Des Cartes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Des Cartes to determine individual student's learning needs.	Academic Support Program			01/07/2013	05/26/2017	\$10000 - District Funding	classroom teachers and support staff

## Strategy2:

PBIS - Our school will continue to use Positive Behavior Intervention Strategies to promote our school-wide expectations: Be On Time, Be Respectful, Be Hardworking, and Be Prepared. In order to help facilitate this in our school we have a PBIS faculty member who works in conjunction with our Assistant Principal, PBIS Team Members, and PBIS Committee. The focus of this program is to create new and fun ways to promote positive culture among students and staff and create new and innovative ways to reward the positive behavior our students display in and out of the classroom.

Category:

Research Cited: Research and training provided by Hardin County Schools in coordination with PBIS organization.

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use PBIS strategies to promote a positive atmosphere and culture among students and staff while focusing on our school-wide expectations.	Behavioral Support Program			01/07/2013	05/23/2014	\$0 - No Funding Required	Principal, Assistant Principal, PBIS Interventionist, PBIS Committee, PBIS Team, Math/Reading Coach, teachers, and others

## Goal 2:

Increase achievement for all student groups at JTA in the areas of science, social studies, and writing.

### Measurable Objective 1:

demonstrate a proficiency in the subpopulations within the areas of science, social studies, and writing by 05/23/2014 as measured by K-PREP .

### Strategy1:

Re-teaching Concepts - Teachers will review Summative Assessment data. For students that struggled on key concepts or specific standards, the material will be re-taught in ways that support differentiated approaches based on each child's skill. For students that have already mastered the concepts/standards, differentiated lessons will be used for extension.

Category:

Research Cited:

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Activity - Re-teaching Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will re-teach concepts/standards to students after a unit assessment is completed if the student did not master the content. Differentiated extension opportunities will be utilized for students that have already mastered the concepts/standards.	Direct Instruction			01/03/2013	05/23/2014	\$0 - No Funding Required	teachers and collaborating staff

### Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2012 to 67% in 2017.

### Measurable Objective 1:

demonstrate a proficiency by Spring of 2014, JTA will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 40.3% to 47.2% by 05/23/2014 as measured by K-PREP.

### Strategy1:

ESS - On Tuesday, Wednesday, and Thursday after school, from 3:00 to 4:30, students that are referred by teachers and administration stay after school for Extended School Services in the areas of reading, math, science, and social studies. This is completed in addition to our regular KSI/RTI that is completed through the regular school day.

Category:

Research Cited:

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are referred by teachers and administration stay after school for Extended School Services in the areas of reading, math, science, and social studies. During this time they work in small groups on computer based programs, or teacher led specifically designed instruction in the areas of the students' areas of need.	Academic Support Program			10/08/2013	05/23/2014	\$12792 - Other	Principal, ESS coordinator, title 1 coordinator; teachers

### Strategy2:

Summer Camp - Students that are identified as at risk for grades/behavior as determined by MAP, KPREP, and Report Cards are invited to a Summer Camp Week here at JTA through the summer months. Our principal along with teachers from multiple contents work each day to create fun engaging activities in the areas math, reading, writing, science, social studies, and related arts. Students enjoy a nice lunch and interact with our Principal through several activities. For students that attend regularly during the week the project culminates in a fun field trip activity that is aimed to inspire and promote team building and school pride. This activity allows students that may struggle to see the school in a different way that impacts culture and is given the opportunity to help them recoup skills they learned from the previous school year.

Category:

Research Cited:

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Activity - Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will attend a week of school during the summer in order to participate in a multi-curricular process aimed at remediating and assisting in recoupment of skills.	Academic Support Program			07/15/2013	07/19/2013	\$8000 - Title I Part A	Principal and selected staff from across the different content areas (math, reading, writing, science, social studies, and related arts)

### Strategy3:

Read 180 - Teachers/Content coaches/Administrators will collaborate to meet identified students' needs through KSI as identified by MAP, Teacher Referral, and Summative Assessment Data.

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Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in Read 180 programs.	Academic Support Program			01/03/2013	05/23/2014	\$38000 - Title I Part A	reading teacher

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Research Cited:

Activity - Carnegie Modules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate weekly in Carnegie programs.	Academic Support Program			01/03/2013	05/23/2014	\$9800 - Title I Part A	teachers/ math coach/support staff

### Goal 4:

Increase the percentage of students who are college and career ready from 37% in 2012 to 68.5% by 2017.

### Measurable Objective 1:

collaborate to increase JTA's percentage of students CCR by 05/23/2014 as measured by the Unbridled Learning Formula .

### Strategy1:

Professional Development Opportunities (TELL Survey Driven) - Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest

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concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction. In order to do this our teachers signed up for Differentiation w/ Betty Hollas, Departmental Day, Student Engagement, and Implementation. Betty Hollas specifically addressed differentiation in the classroom. The Department day was set aside for teachers to be at school and collaborate with their department in order to work on integrating technology, work with special education teachers, and design plans and units of study for the upcoming school year. The day for student engagement was again a chance for teachers to individually work on units of study, engaging lessons, and learn some different types of technology shared by the counselors and administration of JTA. Finally, the implementation day was six hours of PD chosen by each teacher. They were given the power to research a professional development opportunity that was specifically geared to an area of growth they needed or something that directly related to their content.

Also, in order to hit some of the major areas of concern in our GAP groups and proficiency goal, our school continues to work with GREC (Green River Educational Cooperative) and have been heavily involved in MDC (Math Designed Collaboration) and LDC (Literacy Designed Collaboration) training.

Category:

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Activity - Professional Development Opportunities (TELL Survey Driven)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction.	Professional Learning			05/24/2013	05/23/2014	\$14676 - Title II Part A	JTA/District administration

## Strategy2:

Course and Assessment Alignment - Grade-level colleagues will work each and every unit and assessment through a quality control. Grade level colleagues will work to break down standards and create engaging lesson plans and curriculum maps. Content Leaders will review the Summative Assessment in order to give critiques on how to improve and ensure it is aligned with common core standards. Once the unit is taught and assessed, the teachers will look at the data, break it down into organizers, and reflect. The data and reflections will be sent to the LA Department Head to review, offering specific feedback for the grade level teachers to consider.

Category:

Research Cited:

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Activity - Course and Assessment Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively work every unit taught through their grade-level PLC to ensure student engagement and each unit's congruency to the common core standards.	Policy and Process			01/02/2013	05/23/2014	\$0 - No Funding Required	teachers/department heads/content leaders/supportive staff

### Strategy3:

Targeted Interventions - Teachers/Content Coaches/Administrators/Supporting staff identify and implement remediation strategies during designated blocks of time four days a week in areas of math and reading for students not meeting the MAP testing and K-PREP benchmarks.

Category:

Research Cited:

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For four days a week, students will participate in differentiated lessons and varied programs in the areas of math or reading for remediation.	Academic Support Program			01/02/2013	05/23/2014	\$0 - No Funding Required	teachers/content coaches/supportive staff

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

### Goal 1:

Increase the averaged combined reading and math K-PREP scores for JTAAlton students from 44.5% to 72.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency in the areas of reading and math from 49 to 54.5 by 05/23/2014 as measured by K-PREP.

### Strategy1:

PBIS - Our school will continue to use Positive Behavior Intervention Strategies to promote our school-wide expectations: Be On Time, Be Respectful, Be Hardworking, and Be Prepared. In order to help facilitate this in our school we have a PBIS faculty member who works in conjunction with our Assistant Principal, PBIS Team Members, and PBIS Committee. The focus of this program is to create new and fun ways to promote positive culture among students and staff and create new and innovative ways to reward the positive behavior our students display in and out of the classroom.

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Research Cited: Research and training provided by Hardin County Schools in coordination with PBIS organization.

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Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use PBIS strategies to promote a positive atmosphere and culture among students and staff while focusing on our school-wide expectations.	Behavioral Support Program			01/07/2013	05/23/2014	\$0 - No Funding Required	Principal, Assistant Principal, PBIS Interventionist, PBIS Committee, PBIS Team, Math/Reading Coach, teachers, and others

## Goal 2:

Increase achievement for all student groups at JTA in the areas of science, social studies, and writing.

### Measurable Objective 1:

demonstrate a proficiency in the subpopulations within the areas of science, social studies, and writing by 05/23/2014 as measured by K-PREP .

### Strategy1:

Writing Policy - Teachers will collaborate to provide opportunities for students to write in all curriculums.

Category:

Research Cited:

Activity - Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to write to learn, to write to demonstrate learning, and/or to write formal responses in each curriculum.	Policy and Process			01/03/2013	05/23/2014	\$0 - No Funding Required	teachers and collaborating staff

## Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2012 to 67% in 2017.

### Measurable Objective 1:

demonstrate a proficiency by Spring of 2014, JTA will increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 40.3% to 47.2% by 05/23/2014 as measured by K-PREP.

### Strategy1:

Summer Camp - Students that are identified as at risk for grades/behavior as determined by MAP, KPREP, and Report Cards are invited to a Summer Camp Week here at JTA through the summer months. Our principal along with teachers from multiple contents work each day to create fun engaging activities in the areas math, reading, writing, science, social studies, and related arts. Students enjoy a nice lunch and interact with our Principal through several activities. For students that attend regularly during the week the project culminates in a fun field trip activity that is aimed to inspire and promote team building and school pride. This activity allows students that may struggle to see the school

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in a different way that impacts culture and is given the opportunity to help them recoup skills they learned from the previous school year.

Category:

Research Cited:

Activity - Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will attend a week of school during the summer in order to participate in a multi-curricular process aimed at remediating and assisting in recoupment of skills.	Academic Support Program			07/15/2013	07/19/2013	\$8000 - Title I Part A	Principal and selected staff from across the different content areas (math, reading, writing, science, social studies, and related arts)

## Goal 4:

Increase the percentage of students who are college and career ready from 37% in 2012 to 68.5% by 2017.

## Measurable Objective 1:

collaborate to increase JTA's percentage of students CCR by 05/23/2014 as measured by the Unbridled Learning Formula .

## Strategy1:

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Also, in order to hit some of the major areas of concern in our GAP groups and proficiency goal, our school continues to work with GREC (Green River Educational Cooperative) and have been heavily involved in MDC (Math Designed Collaboration) and LDC (Literacy Designed Collaboration) training.

Category:

Research Cited:

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Activity - Professional Development Opportunities (TELL Survey Driven)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based off of last year's TELL survey results for JTA, our school administration looked at scheduling professional development opportunities for teachers that addressed the areas they felt were the biggest concern for our school, which included differentiation, special education (students w/ disabilities), special education (gifted and talented), closing the achievement GAP, reading strategies, and Integrating technology into instruction.	Professional Learning			05/24/2013	05/23/2014	\$14676 - Title II Part A	JTA/District administration

## Strategy2:

Course and Assessment Alignment - Grade-level colleagues will work each and every unit and assessment through a quality control. Grade level colleagues will work to break down standards and create engaging lesson plans and curriculum maps. Content Leaders will review the Summative Assessment in order to give critiques on how to improve and ensure it is aligned with common core standards. Once the unit is taught and assessed, the teachers will look at the data, break it down into organizers, and reflect. The data and reflections will be sent to the LA Department Head to review, offering specific feedback for the grade level teachers to consider.

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Activity - Course and Assessment Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively work every unit taught through their grade-level PLC to ensure student engagement and each unit's congruency to the common core standards.	Policy and Process			01/02/2013	05/23/2014	\$0 - No Funding Required	teachers/department heads/content leaders/supportive staff

## Narrative:

At JTA we have taken strides to ensure that our related arts, PL/CS, and writing are improved school wide. Some of our goals and plans specifically address how we plan to achieve our goals in writing. In the Executive Summary under Notable Areas of Strength and Areas of Improvement, we address all areas above. Also, related arts, PL/CS, and writing are addressed in our program reviews.