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KENTUCKY DEPARTMENT OF EDUCATION

# KDE Comprehensive School

# Improvement Plan

# James Madison Middle School

## Hopkins County

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# Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 Madison Middle School is home to approximately 565 students, in grades 6, 7, and 8. Drawing from both the Madisonville and Hanson areas of Hopkins County, we offer a variety of Exploratory Courses and includes separate areas for each grade levels, a centrally located library and gymnasium, and a fully staffed, school-based clinic. During their 9 period days, students receive instruction in Reading, Math, Language Arts, Science, and Social Studies, as well as an extensive realm of Exploratory courses.
From Athletics to Academics, James Madison's extracurricular clubs and organizations garner recognition on both a local and state level. School sponsored activities include: Beta Club, Yearbook, Academic Team, Chorus, Band, Junior Ambassador Program, Archery, Educational Talent Search, 4-H, After-school Bowling Program, REAL, LIFE, Participation in the National Spelling Bee, Basketball, Football, Swim, Cross Country, Volleyball, Soccer, Track, Golf.

# 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.**

The purpose of JMMS is to educate all students through high expectations, while preparing them for their world of tomorrow.  We work to prepare students to be effective, efficient, productive, contributing members of society, while directing them with positive, encouraging interactions.  We are putting forth efforts to intentionally build relationships with students and stakeholders, and among faculty and staff.

School-wide we promote and take part in the PBIS program and strategies.  JMMS provides intervention, Gifted and Talented, and mentoring services, as well as extra-curricular opportunities and a wide variety of community participation activities.

The JMMS class offerings include:  Art, Careers, Health and Physical Education, Music Appreciation/ Chorus, Dance and Drama to help meet the interests of students.

# 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.**

James Madison Middle School is a School of Distinction.  Everyone involved has worked hard to reach such achievement and have done so by implementing best practices teaching, which has resulted in increasing performance levels on state assessments. Over the course of the previous three years, we have improved in subject areas such as Science, Social Studies, and Math.

During the next three years, we will be striving to improve performance and accountability levels in areas of Reading, Writing, and overall Program Review.

# Additional Information

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

None at this time.

# 2014-2015 Comprehensive School Improvement Plan

# Overview

**Plan Name**

2014-2015 Comprehensive School Improvement Plan

**Plan Description**

# 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 | Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES) | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |
| 2 | Decrease the number of major disciplinary referrals by 5% during the 2014-15 school year using PBIS strategies. | Objectives: 1<br>Strategies: 1<br>Activities: 4 | Organizational | $3100 |
| 3 | Increase the averaged combined reading and math K-PREP scores for JMMS students from 62.3 to 77 in May 2017. | Objectives: 2<br>Strategies: 6<br>Activities: 20 | Organizational | $58500 |
| 4 | Increase the percentage of students who are college and career ready from 58 to 61 by 2015. | Objectives: 2<br>Strategies: 3<br>Activities: 8 | Organizational | $500 |
| 5 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.5 to 51.3 in 2014-15 | Objectives: 2<br>Strategies: 3<br>Activities: 5 | Organizational | $57500 |
| 6 | Increase the overall Program Review score from 21.9 to 23 | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |

# Goal 1: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)

**Measurable Objective 1:**

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 08/27/2014 as measured by the training and guidance provided by KDE and our Hopkins County District.

**Strategy 1:**

Instruction on writing progressional growth plans - Sessions will be provided for all teacher 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 |
|---|---|---|---|---|---|---|
| Sessions were held to instruct and asses teachers in the use of data and observation resources for writing measurable professional growth goals; exemplars provided. | Professional Learning | 08/06/2014 | 08/27/2014 | $0 | No Funding Required | Curriculum Coordinator, Karen Solise Principal, Tim Roy |

# Goal 2: Decrease the number of major disciplinary referrals by 5% during the 2014-15 school year using PBIS strategies.

**Measurable Objective 1:**

collaborate to decrease the number of disciplinary referrals by 10 % by 05/31/2015 as measured by the SWIS Data Collection and Analysis System.

**Strategy 1:**

PBIS Interventions - PBIS - Positive Behavioral and Supports, is a research- based program designed to improve behavior by teaching students how they should behave in specific situations.

Students receive positive reinforcement for following guidelines.  Hopkins County Schools began implementing PBIS district wide in 2012-13.  The system is also used on school transportation (buses).

The program is expected to improve behavior and reduce the number of suspensions.  Many schools. have also posted higher academic achievement after implementing PBIS.

The district is implementing PBIS as a Abraided initiative, combining behavioral supports with effective instruction to create a positive learning environment.  Schools. establish different behavioral expectations for each location or activity.  For example, hallway expectations may include children walking on the right side, using the

correct voice level, keeping  hands and feet to themselves, using a safe physical distance, and respecting all adult decisions.

Data on behavior incidents, times, locations, etc. will be collected and entered into School Wide Information Systems, a web-based computer program.  this shows if there are any common patterns.

Consistency among classes and staff members is important for successful implementation of PBIS.  According to the Kentucky Center for Instructional Discipline, effective school-wide implementation of PBIS includes several component:

An agreed upon and common approach to discipline

A positive statement of purpose

A small number of positively stated expectations for all students and staff

Procedures for teaching these expectations to students

A continuum of procedures for encouraging displays and maintenance of these expectations

A continuum of procedures for discouraging displays of rule-violating behavior

Continuous review of data to formulate and guide decision-making

Procedures for regular and frequent monitoring and evaluation of the effectiveness of the discipline system.

JMMS will give out tickets for positive behavior.  Tickets can be placed in the Clear Box in the lunchroom for drawings.  Tickets will be drawn weekly, monthly, and at the end of each trimester for prizes.

A

Category: Other - PBIS Interventions

Research Cited: Research Cited:  School-Wide PBIS is an evidence-based best practice for building a positive social culture that will promote both social and academic success.  See evaluation research www.pbis.org

| Activity - Foul System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Based on Tell Survey, teachers need to consistently enforce rules.  The foul system is a systematic way of consistently reinforcing positive behavior in the classroom on a daily basis.  Students will receive monthly rewards by grade level based on positive behavior exhibited. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $1500 | School Council Funds | PBIS Team and Team Leaders |

| Activity - Patriot PRIDE Rewards | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Faculty and staff will distribute tickets to students demonstrating "Patriot PRIDE" each week.  Students will receive a ticket to place in a weekly drawing.  There is a monthly drawing for a larger prize. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $1500 | School Council Funds | PBIS Team All Faculty and Staff |

| Activity - Golden Goose Coffee/Donuts | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Based on the TELL survey, policies and procedures about student conduct should be clearly understood by faculty.  The Golden Goose Coffee/Donuts encourage faculty, staff, and bus drivers to understand the procedures of rewarding positive  behavior.  Teachers and staff are part of the golden goose award to promote distribution of positive behavior tickets.   Bus drivers are provided with coffee and donuts for being a part of the PBIS school team. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $100 | School Council Funds | PBIS Team |

| Activity - Persistence to Graduation Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students identified as at-risk on the Persistence to Graduation Report will be mentored by a staff member with daily interactions during Advisory time, before, or after school.  Interactions will be monitored through behavior plans for those students identified as needing such. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | PBIS Leader-Michael Gooch PBIS Team Curriculum Coordinator, Karen Solise |

# Goal 3: Increase the averaged combined reading and math K-PREP scores for JMMS students from 62.3 to 77 in May 2017.

**Measurable Objective 1:**

collaborate to increase the overall Math score for JMMS from 62.3 to 77 by 05/31/2017 as measured by as measured by K-Prep .

**Strategy 1:**

Supplemental Math  - Supplemental Math Instruction- Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam.  MAP generates and RIT score which is indicative of their current level of mathematical strengths and weaknesses.  MAP scores are reviewed by school administration and teachers; students are subsequently placed in an appropriate math class based on their individual skill set.

Category: Continuous Improvement

Research Cited: Research Cited:  NWEA approved diagnotic instrument; Kentucky Systems of Intervention (KSI)

| Activity - Extended School Services (ESS) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All students are encouraged to attend Math ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction.  In October, teams met with students with failing grades and recommended ESS to complete work and earn points toward grades in January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | 10/15/2014 | 05/01/2015 | $1000 | School Council Funds | ESS Coordinator (Dana Ball) |

| Activity - Advisor Time | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A & A is a 25 minute instructional period occurring daily in which students are placed in targeted skill groups, for either enrichment or remediation services.  Students are divided into groups each trimester based on academic deficiencies or proficiencies in Math (e.g. intensive, strategic, or Exceptional) | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | School Council Funds | All JMMS Teachers |

| Activity - Schedule for Math-90 minutes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students are provided 90 minutes of direct instruction in math daily. | Direct Instruction | 08/06/2014 | 05/31/2015 | $28000 | Title I Schoolwide | Counselor, Andy Belcher |

| Activity - Common Core Standards Bellrigners | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will use Common Core bellringers | Direct Instruction | 08/06/2014 | 05/31/2015 | $3000 | District Funding | All Math teachers |

**Strategy 2:**

Technology - Direct and Supplementary Instruction-- DIGITS combines a comprehensive research based math curriculum, powerful best practices in teaching, and technology to deliver personalized instruction effectively.

Turning Technologies develops leading assessment delivery and data collection solutions for learning environments.  Our response technology not only creates interactive presentations, but is proven to enhance effective instruction, increase retention, engage participants, and immediately assess understanding.

IXL
Practice makes perfect, and IXL motivates students through interactive games and exercises while keeping teachers and parents informed and involved through insightful reports.  With more than 2,500 skills panning pre-school through high school and aligned to the common core standards, IXL offers a dynamic and enjoyable environment suitable for any learning style.

Category: Integrated Methods for Learning
Research Cited: Research Cited:  DIGITS research data
Turning Point research data:  Our technology is the ideal tool to implement educational and pedagogical best practices effectively.  Research proves that student response can result in 15 point gains in student achievement.  A Study of Student Achievement, Teacher Perceptions and IXL Math
Background:  IXL Learning partnered with Empirical Education to study the effectiveness of IXL Math in Beaverton School District in Oregon.  During the 2011-12 year, IXL Math was used to supplement instruction in two elementary/middle schools.  The mathematics performance for students in IXL Math classrooms versus comparison students corresponds to a 5 % gain on the test.

| Activity - Math Computer Lab | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| A transient cart of Chrome Books were purchased for the students of JMMS. Having two complete, stationary computer labs, one transient cart of Chrome Books and half a lab in the interventions classroom, allows students continual access to technology for DIGITS, IXL, and Study Island for all classes. | Technology | 08/06/2014 | 05/31/2015 | $5000 | District Funding | Curriculum Coordinator, Karen Solise |
|---|---|---|---|---|---|---|

| Activity - Turning Point Technology | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Turning Point Technology clicker systems and training were provided for every math classroom to provide a means for formative assessment and student engagement in learning. Retraining on Turning Point Technology with additional individual support for teachers is provided to assist in implementation. | Technology | 08/06/2014 | 05/31/2015 | $1000 | District Funding | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |

| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers receive training and updates on Study Island. Students will receive instruction and practice on Common Core math topics through Study Island. KSI teachers will instruct and progress monitor students using Study Island. | Technology | 08/06/2014 | 05/31/2015 | $500 | District Funding | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |

| Activity - IXL Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All math teachers will set goals and regularly assign practice for students in IXL. PLCs will analyze data and program use will be monitored by curriculum coordinator | Technology | 08/06/2014 | 05/31/2015 | $4000 | Title I SIG | Curriculum Coordinator, Karen Solise |

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Based on the TELL Survey, with the need for documentation and information sharing, teachers will upload at least one lesson per month into CIITS. Implementation will be monitored by administration | Other | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | All teachers School Administration |

**Strategy 3:**

SBDM Math Placement Policy - SBDM revised a past policy to reflect the current need to provide an Advanced Math class in 7th and 8th grade classes in order to

provide a more smooth transition to high school.

Category: Other - SBDM policy

| Activity - Advanced Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| SBDM revised a past math policy to reflect the current need to provide an advanced math class for each grade level. | Policy and Process | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | SBDM Members |

| Activity - Student Writing Folders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| SBDM council members revised current policies to note student writing folders.  Each student should create the following pieces: writing to learn, writing to demonstrate, and on-demand | Policy and Process | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | All teachers Writing Program Review Committee Curriculum Coordinator, Karen Solise |

**Strategy 4:**

Professional Development - Based on TELL survey, professional development needs to be more differentiated to  meet the needs of individual teachers to deepen content knowledge, refine teaching practices, use technology, and provide follow up through PLCs.  Teacher will be provided planned technology training and attend conferences to gain information in math.

Category: Continuous Improvement

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be given the opportunity to attend state conferences, complete PD 360 trainings, participate in technology trainings in the area of Math through PLCs and individual professional learning. | Professional Learning | 08/06/2014 | 05/31/2015 | $3000 | School Council Funds | School Principal, Tim Roy District Technology Trainer, Debbie Groves School Technology Coordinator, Len Young PLC Team Leaders |

**Measurable Objective 2:**

collaborate to increase the overall scores of students in Reading in English Language Arts by 05/31/2015 as measured by  2014-15 KPREP scores.

**Strategy 1:**

Supplemental Reading - Supplemental Reading Instruction- Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam.  MAP generates an RIT score which is indicative of their current level of Reading strengths and weaknesses.  MAP scores are reviewed by school

administration and teachers, and students are subsequently placed in an appropriate Reading class based on their individual skill set.

Category: Continuous Improvement

Research Cited: Research Cited:  NWEA approved diagnostic instrument, Kentucky Systems of Interventions (KSI)

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All students are encouraged to attend ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction.  In October, teams of teachers met with students with failing grades to encourage participation in ESS to complete work and add points to failing grades.  In January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | 08/06/2014 | 05/31/2015 | $4000 | Title I Schoolwide | ESS Coordinator, Dana Ball |

| Activity - Advisory Time | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Advisory time is a 25 minute instructional period occurring daily in which students are placed in targeted skill groups, for either enrichment or remediation services.  Students are divided into groups each trimester based on academic deficiencies or proficiencies in Reading.  (i.e. intensive, strategic, exceptional) | Direct Instruction | 08/06/2014 | 05/31/2015 | $500 | School Council Funds | Counselor/Scheduling, Andy Belcher Curriculum Coordinator, Karen Solise |

| Activity - Scheduling- Reading 90 minutes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All students are provided with 90 minutes of instruction daily in Reading and Language Arts through scheduling. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | District Funding | Counselor, Andy Belcher |

| Activity - Common Core Standards | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will use Common Core Bellringers and Common Core Coach books | Direct Instruction | 08/06/2014 | 05/31/2015 | $3000 | District Funding | All Reading teachers |

**Strategy 2:**

Turning Technologies - Turning Technologies develops leading assessment delivery and data collection solutions for learning environments.  This response technology not only creates interactive presentations, but is proven to enhance effective instruction, increase retention, engage participants, and immediately assess understanding.

Accelerated Reader Software and AR Best Practices have been shown by scientifically based research to be effective in helping educators dramatically accelerate reading growth in K-12 classrooms

Category: Learning Systems

Research Cited: Research Cited:  Turning Point Technologies is the ideal tool to implement educational and pedagogical best practices effectively.  Research proves that student response can result in 15 point gains in student achievement.

Numerous studies by independent researchers demonstrate that students reading abilities improve with the use of the AR tools, and that the performance gap between high-achieving and low-achieving students can be substantially reduced.

| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will receive training and updates on Study Island. Students will receive instruction and practice on Common Core Language Arts/Reading topics through Study Island. | Technology | 08/06/2014 | 05/31/2015 | $0 | District Funding | School technology coordinator, Len Young District technology trainer, Debbie Groves |

| Activity - Accelerated Reader | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Accelerated reader program is used to assess students reading comprehension and vocabulary on texts read. Teachers set and monitor progress toward goals for students to achieve each trimester. | Technology | 08/06/2014 | 05/31/2015 | $5000 | School Council Funds | School media specialist, Julie Wolfe |

| Activity - Turning Point Technology | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Turning Point systems are used in classrooms to provide formative assessment and student engagement in learning. Re-training provide for teachers to assist in implementation. | Technology | 08/06/2014 | 05/31/2015 | $500 | District Funding | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Based on TELL survey with the need for teachers to document and share information, teachers will upload one lesson plan per trimester. | Technology | 09/08/2014 | 05/31/2015 | $0 | No Funding Required | All teachers Curriculum Coordinator, Karen Solise School Principal, Tim Roy |

# Goal 4: Increase the percentage of students who are college and career ready from 58 to 61 by 2015.

**Measurable Objective 1:**

collaborate to increase the percentage of 8th grade students who are college and career ready from 58 to 61  by 05/31/2015 as measured by as measured by the Unbridled Learning CCR formula.

**Strategy 1:**

College & Career Readiness - EXPLORE Plan 14-15- Teachers will receive materials with sample questions and test design from ACT-EXPLORE, Transitional Course

materials in Reading, English, and Math, and ABC EXPLORE books to prepare students for the EXPLORE

Category: Continuous Improvement

Research Cited: Research Cited from Common Core:

Students who are college and career ready in reading, writing, speaking, listening, and language:

Demonstrate independence

Build strong content knowledge

Respond to varying demands of audience, task, purpose, and discipline

Comprehend as well as critique

Value evidence

Use technology and digital media strategically and capably

Come to understand other perspectives and cultures

| Activity - Explore Prep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will receive instruction based on transition course packets in Reading, English, and Math and will practice sample questions received from ACT EXPLORE.  7th and 8th grade teachers will be provided content area packets during professional development and will use EXPLORE bellringers each day in addition to providing interventions during Advisory time period.  7th grade teachers will be using these packets with students in the spring. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | Other | Curriculum Coordinator- Karen Solise |

| Activity - Explore Night | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| District and school personnel will review EXPLORE data, KREP data, and ILP with parents to inform them of their child's performance levels and the importance of the assessments. | Community Engagement | 08/06/2014 | 05/31/2015 | $100 | Title I Schoolwide | DAC- Marty Cline/April Devine BAC- Andy Belcher |

| Activity - EXPLORE Counseling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Counselor will meet with classes in order for each 8th grade student to analyze his/her practice EXPLORE scores and set goals based on CCR benchmark scores. | Other | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | Counselor, Andy Belcher |

| Activity - Benchmark Posters | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Benchmark posters will be made for display in all 8th grade classrooms and hallways to remind students and other grade level teachers of the goals for EXPLORE.  PLCs will analyze EXPLORE results. | Other | 08/06/2014 | 05/31/2015 | $200 | School Council Funds | Curriculum Coordinator, Karen Solise |

| Activity - Practice EXPLORE | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Practice EXPLORE test will be given to the 7th grade students in the spring and results will be used to provide interventions through advisory time at the beginning of the following school year. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | District Funding | DAC- Marty Cline / April Devine BAC- Andy Belcher Curriculum Coordinator, Karen Solise |

**Measurable Objective 2:**

collaborate to complete 100% of all student Individual Learning Plans and participate in Operation Preparation in the emphasis areas of Career & Technical by 05/08/2015 as measured by ILP completion reports.

**Strategy 1:**

ILP Completion - Students will complete their individual learning plans as assigned at each grade level; including college and career research completion.  Students, teachers, and parents have the opportunity to view and discuss ILP components by viewing ILP reports.

Category: Career Readiness Pathways

| Activity - ILP Completion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will complete the assigned ILP areas at each grade level; including college and career research, interest inventories, and learning styles. | Career Preparation/Orientation | 08/06/2014 | 05/08/2015 | $0 | No Funding Required | Curriculum Coordinator, Karen Solise Vicki Buckner, Jason Doyle, Amy Belcher |

**Strategy 2:**

Operation Preparation - Students will participate in Operation Preparation by meeting with community members for career counseling as they complete their ILP (8th grade), working with mentors, or listening to guest speakers

Category: Career Readiness Pathways

Research Cited: Research Cited:  Operation Preparation is a joint effort of the Kentucky Department of Education and the Department of Workforce Development and provides a powerful opportunity for schools., students, parents, and communities to collaborate in the process of effective advising and focus attention on the

importance of planning for college and/or career.

| Activity - Operation Preparation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Based on the TELL survey, community support and involvement is an area of need.  Teachers and staff members will develop, promote, and implement Operation Preparation for 8th grade by matching students with parents/community members in career clusters to counsel as they complete their ILPs and participate in Operation Preparation activities. | Community Engagement | 11/25/2014 | 03/31/2015 | $200 | School Council Funds | Curriculum Coordinator, Karen Solise FRYSC, Christine Ostrander Eighth Grade teachers Exploratory teachers |

| Activity - Operation Preparation II | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School will involve students, teachers, parents, and community members in the viewing of students ILPs and the coordination of having guest speakers for student career planning. | Community Engagement | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | Curriculum Coordinator, Karen Solise Team leaders- Amy Belcher, Meshea Thomson, Amanda Bearden, Matt Melton |

# Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.5 to 51.3 in 2014-15

**Measurable Objective 1:**

collaborate to Increase the average combined readinga and math proficiency ratings for all students in the non-duplicated gap group by 05/31/2015 as measured by 2014-15 K-Prep results.

**Strategy 1:**

Intervention Plans - Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam.  MAP generates an RIT score which is indicative of their current level of mathematical strengths and weaknesses.  MAP scores are reviewed by school administration and teachers and students are subsequently placed in an appropriate math class based on their individual skill set and provided interventions differing by the level of need.  In addition to these scores, students at risk have individual KSI plans developed based on these.

Category: Other - Interventions

Research Cited: Research Cited:  Kentucky Systems of Interventions integrates assessment and intervention within a multi-level prevention system to maximize students achievement and to reduce behavior problems.  The prevention model provides assistance to needy children in a timely fashion.

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Math teachers have access to IXL math to provide math interventions based on students individual needs | Academic Support Program | 08/06/2014 | 05/31/2015 | $0 | Title I Schoolwide | Math teachers: Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Davenport, Kirkland, Payne, Baumgardner |

| Activity - Math Interventionist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A math interventionist will provide direct instruction to students identified as deficient in math skills | Direct Instruction | 08/06/2014 | 05/31/2015 | $49000 | Title I Schoolwide | Curriculum Coordinator, Karen Solise Math interventionist, Andrew Jones |

**Strategy 2:**

Targeted Math Intervention - Math teachers will have access to IXL math to provide math interventions based on student's individual needs.

Category: Other - Intervention

| Activity - IXL Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Math teachers will have access to IXL math to provide math interventions based on student individual needs. | Technology | 08/06/2014 | 05/31/2015 | $4000 | Title I Schoolwide | Math teachers- Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Kirkland, Payne, Davenport, Baumgardner |

**Measurable Objective 2:**

collaborate to Increase the scores of African American, Asian, White, Economically Disadvantaged, Hispanic, Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or other pacific islander students by 05/31/2015 as measured by the KPrep performance scores.

**Strategy 1:**

Interventions - Students identified as having areas of deficiency in Math, according to MAP scores, will receive direct instruction / intervention in the identified skill set.

Category: Other - Interventions

| Activity - Intervention Material | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Reading and reading intervention teachers are using Making Meaning Reading Comprehension kits. | Academic Support Program | 08/06/2014 | 05/31/2015 | $4500 | Title I SIG | Reading teachers and reading intervention teacher |

| Activity - Reading Emphasis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All teachers will implement a reading emphasis within their classroom. Teachers will focus on reading across content, reading for meaning and informational reading. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | All teachers |

# Goal 6: Increase the overall Program Review score from 21.9 to 23

**Measurable Objective 1:**

demonstrate a proficiency  to increase the overall program review scores by 05/31/2015 as measured by as measured by the Kentucky Program Review Rubric.

**Strategy 1:**

Review Committees - Program review-review committees were formed in order to analyze and score the ranking of JMMS program review throughout the school year.

Review committees analyzed the work of colleagues, viewed each demonstrator and indicator of the program review rubric, and then scored the work according to the set criteria.  This resulted in identification of areas of strength and areas of weakness and allowed a plan to be created to address those areas of weakness.

Category: Continuous Improvement

| Activity - Review Committees | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Review committees examined, in depth, the work submitted by each JMMS teacher.  The work was analyzed and scored according to the program review rubric; each demonstrator and indicator.  This process will be repeated twice within the 2014-2015 school year and will result in determining areas of strength and areas of weakness regarding program review performance.  After each review, a plan will be put into place to address areas of weakness, as well as items needing completion. | Other | 08/06/2014 | 05/31/2015 | $0 | No Funding Required | Lead Person-Curriculum Coordinator, Karen Solise Each teacher is responsible for submitting program review material for each PR area. |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**Title I Schoolwide**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| IXL Math | Math teachers will have access to IXL math to provide math interventions based on student individual needs. | Technology | 08/06/2014 | 05/31/2015 | $4000 | Math teachers- Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Kirkland, Payne, Davenport, Baumgardner |
| Extended School Services | All students are encouraged to attend ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction.  In October, teams of teachers met with students with failing grades to encourage participation in ESS to complete work and add points to failing grades.  In January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | 08/06/2014 | 05/31/2015 | $4000 | ESS Coordinator, Dana Ball |
| Explore Night | District and school personnel will review EXPLORE data, KREP data, and ILP with parents to inform them of their child's performance levels and the importance of the assessments. | Community Engagement | 08/06/2014 | 05/31/2015 | $100 | DAC- Marty Cline/April Devine BAC- Andy Belcher |
| Intervention | Math teachers have access to IXL math to provide math interventions based on students individual needs | Academic Support Program | 08/06/2014 | 05/31/2015 | $0 | Math teachers: Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Davenport, Kirkland, Payne, Baumgardner |

| Math Interventionist | A math interventionist will provide direct instruction to students identified as deficient in math skills | Direct Instruction | 08/06/2014 | 05/31/2015 | $49000 | Curriculum Coordinator, Karen Solise Math interventionist, Andrew Jones |
|---|---|---|---|---|---|---|
| Schedule for Math-90 minutes | Students are provided 90 minutes of direct instruction in math daily. | Direct Instruction | 08/06/2014 | 05/31/2015 | $28000 | Counselor, Andy Belcher |
| | | | | **Total** | **$85100** | |

## School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Benchmark Posters | Benchmark posters will be made for display in all 8th grade classrooms and hallways to remind students and other grade level teachers of the goals for EXPLORE. PLCs will analyze EXPLORE results. | Other | 08/06/2014 | 05/31/2015 | $200 | Curriculum Coordinator, Karen Solise |
| Golden Goose Coffee/Donuts | Based on the TELL survey, policies and procedures about student conduct should be clearly understood by faculty. The Golden Goose Coffee/Donuts encourage faculty, staff, and bus drivers to understand the procedures of rewarding positive behavior. Teachers and staff are part of the golden goose award to promote distribution of positive behavior tickets. Bus drivers are provided with coffee and donuts for being a part of the PBIS school team. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $100 | PBIS Team |
| Operation Preparation | Based on the TELL survey, community support and involvement is an area of need. Teachers and staff members will develop, promote, and implement Operation Preparation for 8th grade by matching students with parents/community members in career clusters to counsel as they complete their ILPs and participate in Operation Preparation activities. | Community Engagement | 11/25/2014 | 03/31/2015 | $200 | Curriculum Coordinator, Karen Solise FRYSC, Christine Ostrander Eighth Grade teachers Exploratory teachers |
| Advisory Time | Advisory time is a 25 minute instructional period occurring daily in which students are placed in targeted skill groups, for either enrichment or remediation services. Students are divided into groups each trimester based on academic deficiencies or proficiencies in Reading. (i.e. intensive, strategic, exceptional) | Direct Instruction | 08/06/2014 | 05/31/2015 | $500 | Counselor/Scheduling, Andy Belcher Curriculum Coordinator, Karen Solise |
| Advisor Time | A & A is a 25 minute instructional period occurring daily in which students are placed in targeted skill groups, for either enrichment or remediation services. Students are divided into groups each trimester based on academic deficiencies or proficiencies in Math (e.g. intensive, strategic, or Exceptional) | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | All JMMS Teachers |

| Accelerated Reader | Accelerated reader program is used to assess students reading comprehension and vocabulary on texts read. Teachers set and monitor progress toward goals for students to achieve each trimester. | Technology | 08/06/2014 | 05/31/2015 | $5000 | School media specialist, Julie Wolfe |
|---|---|---|---|---|---|---|
| Professional Development | Teachers will be given the opportunity to attend state conferences, complete PD 360 trainings, participate in technology trainings in the area of Math through PLCs and individual professional learning. | Professional Learning | 08/06/2014 | 05/31/2015 | $3000 | School Principal, Tim Roy District Technology Trainer, Debbie Groves School Technology Coordinator, Len Young PLC Team Leaders |
| Patriot PRIDE Rewards | Faculty and staff will distribute tickets to students demonstrating "Patriot PRIDE" each week.  Students will receive a ticket to place in a weekly drawing.  There is a monthly drawing for a larger prize. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $1500 | PBIS Team All Faculty and Staff |
| Extended School Services (ESS) | All students are encouraged to attend Math ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction.  In October, teams met with students with failing grades and recommended ESS to complete work and earn points toward grades in January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | 10/15/2014 | 05/01/2015 | $1000 | ESS Coordinator (Dana Ball) |
| Foul System | Based on Tell Survey, teachers need to consistently enforce rules.  The foul system is a systematic way of consistently reinforcing positive behavior in the classroom on a daily basis.  Students will receive monthly rewards by grade level based on positive behavior exhibited. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $1500 | PBIS Team and Team Leaders |
| | | | | **Total** | $13000 | |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| ILP Completion | Students will complete the assigned ILP areas at each grade level; including college and career research, interest inventories, and learning styles. | Career Preparation/Orientation | 08/06/2014 | 05/08/2015 | $0 | Curriculum Coordinator, Karen Solise Vicki Buckner, Jason Doyle, Amy Belcher |

| Student Writing Folders | SBDM council members revised current policies to note student writing folders. Each student should create the following pieces: writing to learn, writing to demonstrate, and on-demand | Policy and Process | 08/06/2014 | 05/31/2015 | $0 | All teachers Writing Program Review Committee Curriculum Coordinator, Karen Solise |
|---|---|---|---|---|---|---|
| EXPLORE Counseling | Counselor will meet with classes in order for each 8th grade student to analyze his/her practice EXPLORE scores and set goals based on CCR benchmark scores. | Other | 08/06/2014 | 05/31/2015 | $0 | Counselor, Andy Belcher |
| CIITS | Based on the TELL Survey, with the need for documentation and information sharing, teachers will upload at least one lesson per month into CIITS. Implementation will be monitored by administration | Other | 08/06/2014 | 05/31/2015 | $0 | All teachers School Administration |
| Review Committees | Review committees examined, in depth, the work submitted by each JMMS teacher. The work was analyzed and scored according to the program review rubric; each demonstrator and indicator. This process will be repeated twice within the 2014-2015 school year and will result in determining areas of strength and areas of weakness regarding program review performance. After each review, a plan will be put into place to address areas of weakness, as well as items needing completion. | Other | 08/06/2014 | 05/31/2015 | $0 | Lead Person-Curriculum Coordinator, Karen Solise Each teacher is responsible for submitting program review material for each PR area. |
| Operation Preparation II | School will involve students, teachers, parents, and community members in the viewing of students ILPs and the coordination of having guest speakers for student career planning. | Community Engagement | 08/06/2014 | 05/31/2015 | $0 | Curriculum Coordinator, Karen Solise Team leaders- Amy Belcher, Meshea Thomson, Amanda Bearden, Matt Melton |
| Professional Growth Planning Guidance and Support | Sessions were held to instruct and asses teachers in the use of data and observation resources for writing measurable professional growth goals; exemplars provided. | Professional Learning | 08/06/2014 | 08/27/2014 | $0 | Curriculum Coordinator, Karen Solise Principal, Tim Roy |
| Persistence to Graduation Mentoring | Students identified as at-risk on the Persistence to Graduation Report will be mentored by a staff member with daily interactions during Advisory time, before, or after school. Interactions will be monitored through behavior plans for those students identified as needing such. | Behavioral Support Program | 08/06/2014 | 05/31/2015 | $0 | PBIS Leader-Michael Gooch PBIS Team Curriculum Coordinator, Karen Solise |

| CIITS | Based on TELL survey with the need for teachers to document and share information, teachers will upload one lesson plan per trimester. | Technology | 09/08/2014 | 05/31/2015 | $0 | All teachers Curriculum Coordinator, Karen Solise School Principal, Tim Roy |
| Reading Emphasis | All teachers will implement a reading emphasis within their classroom.  Teachers will focus on reading across content, reading for meaning and informational reading. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | All teachers |
| Advanced Math | SBDM revised a past math policy to reflect the current need to provide an advanced math class for each grade level. | Policy and Process | 08/06/2014 | 05/31/2015 | $0 | SBDM Members |
| | | | | **Total** | $0 | |

**Other**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Explore Prep | Students will receive instruction based on transition course packets in Reading, English, and Math and will practice sample questions received from ACT EXPLORE.  7th and 8th grade teachers will be provided content area packets during professional development and will use EXPLORE bellringers each day in addition to providing interventions during Advisory time period.  7th grade teachers will be using these packets with students in the spring. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | Curriculum Coordinator-Karen Solise |
| | | | | **Total** | $0 | |

**Title I SIG**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Intervention Material | Reading and reading intervention teachers are using Making Meaning Reading Comprehension kits. | Academic Support Program | 08/06/2014 | 05/31/2015 | $4500 | Reading teachers and reading intervention teacher |
| IXL Math | All math teachers will set goals and regularly assign practice for students in IXL. PLCs will analyze data and program use will be monitored by curriculum coordinator | Technology | 08/06/2014 | 05/31/2015 | $4000 | Curriculum Coordinator, Karen Solise |
| | | | | **Total** | $8500 | |

**District Funding**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| Math Computer Lab | A transient cart of Chrome Books were purchased for the students of JMMS.  Having two complete, stationary computer labs, one transient cart of Chrome Books and half a lab in the interventions classroom, allows students continual access to technology for DIGITS, IXL, and Study Island for all classes. | Technology | 08/06/2014 | 05/31/2015 | $5000 | Curriculum Coordinator, Karen Solise |
|---|---|---|---|---|---|---|
| Common Core Standards | Teachers will use Common Core Bellringers and Common Core Coach books | Direct Instruction | 08/06/2014 | 05/31/2015 | $3000 | All Reading teachers |
| Practice EXPLORE | Practice EXPLORE test will be given to the 7th grade students in the spring and results will be used to provide interventions through advisory time at the beginning of the following school year. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | DAC- Marty Cline / April Devine BAC- Andy Belcher Curriculum Coordinator, Karen Solise |
| Turning Point Technology | Turning Point systems are used in classrooms to provide formative assessment and student engagement in learning. Re-training provide for teachers to assist in implementation. | Technology | 08/06/2014 | 05/31/2015 | $500 | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |
| Scheduling- Reading 90 minutes | All students are provided with 90 minutes of instruction daily in Reading and Language Arts through scheduling. | Direct Instruction | 08/06/2014 | 05/31/2015 | $0 | Counselor, Andy Belcher |
| Study Island | Teachers will receive training and updates on Study Island. Students will receive instruction and practice on Common Core Language Arts/Reading topics through Study Island. | Technology | 08/06/2014 | 05/31/2015 | $0 | School technology coordinator, Len Young District technology trainer, Debbie Groves |
| Study Island | Teachers receive training and updates on Study Island. Students will receive instruction and practice on Common Core math topics through Study Island.  KSI teachers will instruct and progress monitor students using Study Island. | Technology | 08/06/2014 | 05/31/2015 | $500 | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |
| Common Core Standards Bellrigners | Teachers will use Common Core bellringers | Direct Instruction | 08/06/2014 | 05/31/2015 | $3000 | All Math teachers |

| Turning Point Technology | Turning Point Technology clicker systems and training were provided for every math classroom to provide a means for formative assessment and student engagement in learning. Retraining on Turning Point Technology with additional individual support for teachers is provided to assist in implementation. | Technology | 08/06/2014 | 05/31/2015 | $1000 | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |
|---|---|---|---|---|---|---|
| | | | | **Total** | $13000 | |

# 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?**

Our school's essential question is:  What can we do for each Next Generation Learner category (achievement, GAP, Growth, CCR)  to meet our target goals?  The data indicates the greatest gains were in CCR (+8.3)with Growth having the 2nd largest increase (+5.4).

There are two areas with slight decline in the overall performance:  Achievement (-.4) and GAP (-.3).  Within achievement, Language Mechanics had an overall drop of 5.7 and a 12.6 drop for Language Mechanics within the GAP group.  Data also indicates an increase in novice scores within the areas of Language Mechanics in every sub-group except white; with large increases in novice with disability and African American sub-groups.

Even though there is room for growth in the area of Program Review, there was in increase of 6.8 in the overall rating.

The percentage of student reaching the EXPLORE benchmarks for College and Career Readiness are as follows:  English (86%), Math (45%), Reading (63%), and Science (22%)

The data does not tell you that the district funded the EXPLORE test at the end of the year for 7th grade students, which enabled teachers to target specific students before EXPLORE testing in the 8th grade based on their previous performance on the test.  This provided valuable information to increase student performance.  The data does not take into consideration the provision of services to meet IEPs.  Special education teachers generally divide time in the content areas of science and social studies for reading/language arts goals, resulting in not as much collaborative time being spent in reading and language arts classrooms.

# 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?**

In Achievement, Social Studies scores increased dramatically, along with increases and high level scoring in Math.  EXPLORE scores continue to be higher than the district in all areas.

Teachers attribute the increase in scores in Math to the implementation of the Math Intervention class, as well as having two class periods devoted to math content.  Math courses are closely following the district pacing guides, common assessments, and technology supplemental material such as IXL, Digits, and Study Island.

Continual the high scoring on EXPLORE is attributed to the district paying for a practice EXPLORE exam that was given in the spring of 7th grade for those taking the exam in the fall of their 8th grade.

# Opportunities for Improvement

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

Our school needs improvement in the following:  school climate, parent and community involvement, and Program Review.

A school climate committee made up of new members has been formed and is meeting regularly to discuss social events for the faculty and staff, as well as in-house events for parents, teachers, students, and community members.  JMMS also has a PAC group that meets monthly with the principal, teacher representative, and our district level building coach.

Teacher teams have created lists of ways in which parent volunteers can be involved and a survey/contact form is being sent to parent/guardians via multiple methods (letter, sign ups at school events, school sign, etc).

Program review committees were formed and are scheduled to meet 3 times during the year to evaluate the current "score" of the program review components.  Teachers are required to provide evidence for each of the program review areas, place the evidence in their PLC Binder, present the information during a PLC meeting, and place the evidence on the Xdrive.

# Conclusion

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

All teachers will continue to instruct in alignment with the Core Standards, while actively participating in PLC meetings that allow for collaboration and discussion with colleagues regarding strategies and best practices.

Program review will continue to be in the forefront of our focus by having weekly PLC presentations, end of trimester internal reviews, and continual analysis of evidence.

In lieu of the level of student scoring in Reading and Language Arts, JMMS has received purchasing quotes on an IXL ELA license. This information is to be discussed during the SBDM meeting and will progress as recommended from that point.

# 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?**

Lucita Palmer, Parent Representative - SBDM

Joelle Bachman, Parent Representative - SBDM

Len Young, Teacher Rep- Principal Advisory Committee

Meshea Thomson, Teacher Rep- Principal Advisory Committee

Amanda Bearden, Teacher Rep- Principal Advisory Committee

David Taylor, Teacher Rep- Principal Advisory Committee

Matt Melton, Teacher Rep- Principal Advisory Committee

Amy Belcher- Teacher Rep- Principal Advisory Committee

Andy Belcher, Administration Rep- Principal Advisory Committee

Karen Solise, Administration Rep- Principal Advisory Committee

Tim Roy, Principal

Sheila Tiberi, Teacher Rep- Principal Advisory Committee

# Relationship Building

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

Overall Rating:  2.29

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Parents report that teacher/parent relationships are limited to discipline issues and/or reports of poor academic performance. | Novice |

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Some parents report they are welcome to visit school. | Apprentice |

| | 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. | School staff involves parents in personal communication about their students' progress at least once a month. | Proficient |

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts. | Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection. | Apprentice |

# Communications

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

Overall Rating:  2.29

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

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

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **3.** | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School staff rarely provides general information to the community about academic expectations of students. | Novice |

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

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **5.** | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents. | Apprentice |

|  | **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 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan. | Apprentice |

# 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: 1.86

| | 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. | Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district. | Apprentice |

| | 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. | School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law. | Apprentice |

| | 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 has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done. | Novice |

| | 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 sometimes encouraged to take part in discussions about school improvement. | Apprentice |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **7.** | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | 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:  2.33

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs. | Apprentice |

| | 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. | Some parents are involved in informal conversation with school staff to address their child's individual learning needs. | Apprentice |

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

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **5.** | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff 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. | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs. | Proficient |

# Learning Opportunities

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

Overall Rating:  1.67

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Parents have multiple opportunities to learn about and discuss the following:<br>- Kentucky standards and expectations for all students<br>- The school's curriculum, instructional methods, and student services<br>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees<br>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process<br>- Community resources to support learning<br>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys | School provides open house and family nights for some parents to learn about:<br>• Kentucky standards and expectations for all students.<br>• School's curriculum, instructional methods, and student services.<br>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.<br>• 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.<br>• Community resources to support learning. | Apprentice |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | 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. | 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. | Proficient |

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | 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. | School staff offers some information to parents to learn how to support their child's learning. | Novice |

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **6.** | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | There is little or no development of parent leaders. | Novice |

## Community Partnerships

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

Overall Rating:  2.17

| | 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 periodically meets with some business leaders to discuss information on student achievement. | Apprentice |

| | 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. | Some teachers ensure that students participate in programs within the community that are linked to student learning. | Apprentice |

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| 4. | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | 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.) | Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.) | Proficient |

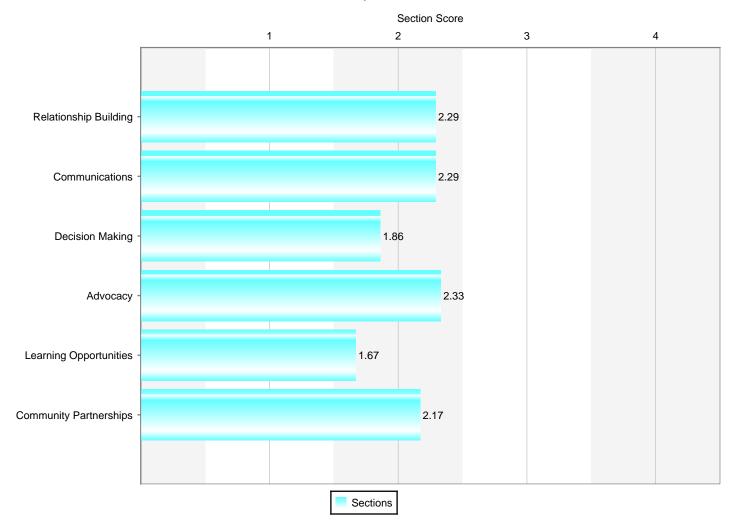| | Statement or Question | Response | Rating |
|---|---|---|---|
| 6. | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory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

# Reflection

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

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

School leadership, faculty, and staff need to improve our link with community partners, businesses, and organizations. We need to focus on increasing our collaboration of information, material, and resources.

# Report Summary

## Scores By Section

Section Score



| | |
|---|---|
| Relationship Building | 2.29 |
| Communications | 2.29 |
| Decision Making | 1.86 |
| Advocacy | 2.33 |
| Learning Opportunities | 1.67 |
| Community Partnerships | 2.17 |

Sections

# 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.**

JMMS created a focus group made up of volunteering parents and community members.  Administrators and staff provided a copy of the overall school improvement plan and gave explanation to its purpose, as well as components.  Highlighted for the focus group members were the areas indicated as needing improvement.  These parents and community members were selected on a volunteer basis.  Members were surveyed regarding the best times and dates of their availability and meetings were held to accommodate the schedules of focus group members.  Feedback and input from the focus group and numerous other methods of data collection will help direct the planning for improvement for all stakeholders.

The overall school improvement plan, noted areas of improvement, feedback attained, and plans for change and improvement will be shared with all stakeholders through SBDM, PAC, and Faculty meetings.

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

Members were gathered on a volunteer basis from each of the grade levels, 6, 7, 8.  Feedback and input from the focus group, as well as other forms of data collected is and will continue to help direct the planning for improvement for all stakeholders.

Again, members of the focus group have the responsibility of improving school achievement and culture by working in the best interest of ALL stakeholders/ALL students.

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

As a final improvement plan is reached, it will be shared at a scheduled, announced SBDM meeting, a regularly scheduled PAC meeting, and linked to the school website for viewing accessibility.

# 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 | | |

| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | No | There is no preschool program within our school; grades 6-8. | |

| 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 | | |

| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | Yes | | |

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs. | No | Implement Title I School wide. | |

| 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. | Yes | | |

| 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. | Yes | | |

| 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 | | |

| 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 | | |

| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 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 58 to 61 by 2015.

**Measurable Objective 1:**

collaborate to complete 100% of all student Individual Learning Plans and participate in Operation Preparation in the emphasis areas of Career & Technical by 05/08/2015 as measured by ILP completion reports.

**Strategy1:**

Operation Preparation - Students will participate in Operation Preparation by meeting with community members for career counseling as they complete their ILP (8th grade), working with mentors, or listening to guest speakers

Category: Career Readiness Pathways

Research Cited: Research Cited:  Operation Preparation is a joint effort of the Kentucky Department of Education and the Department of Workforce Development and provides a powerful opportunity for schools., students, parents, and communities to collaborate in the process of effective advising and focus attention on the importance of planning for college and/or career.

| Activity - Operation Preparation | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Based on the TELL survey, community support and involvement is an area of need. Teachers and staff members will develop, promote, and implement Operation Preparation for 8th grade by matching students with parents/community members in career clusters to counsel as they complete their ILPs and participate in Operation Preparation activities. | Community Engagement | | | 11/25/2014 | 03/31/2015 | $200 - School Council Funds | Curriculum Coordinator, Karen Solise FRYSC, Christine Ostrander Eighth Grade teachers Exploratory teachers |

| Activity - Operation Preparation II | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| School will involve students, teachers, parents, and community members in the viewing of students ILPs and the coordination of having guest speakers for student career planning. | Community Engagement | | | 08/06/2014 | 05/31/2015 | $0 - No Funding Required | Curriculum Coordinator, Karen Solise Team leaders- Amy Belcher, Meshea Thomson, Amanda Bearden, Matt Melton |

**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 JMMS students from 62.3 to 77 in May 2017.

**Measurable Objective 1:**

collaborate to increase the overall Math score for JMMS from 62.3 to 77 by 05/31/2017 as measured by as measured by K-Prep .

**Strategy1:**

SBDM Math Placement Policy - SBDM revised a past policy to reflect the current need to provide an Advanced Math class for each grade level.

Category: Other - SBDM policy

Research Cited:

| Activity - Advanced Math | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| SBDM revised a past math policy to reflect the current need to provide an advanced math class for each grade level. | Policy and Process | | | 08/06/2014 | 05/31/2015 | $0 - No Funding Required | SBDM Members |

**Strategy2:**

Technology - Direct and Supplementary Instruction-- DIGITS combines a comprehensive research based math curriculum, powerful best practices in teaching, and technology to deliver personalized instruction effectively.

Turning Technologies develops leading assessment delivery and data collection solutions for learning environments.  Our response technology not only creates interactive presentations, but is proven to enhance effective instruction, increase retention, engage participants, and immediately assess understanding.

IXL

Practice makes perfect, and IXL motivates students through interactive games and exercises while keeping teachers and parents informed and involved through insightful reports.  With more than 2,500 skills panning pre-school through high school and aligned to the common core standards, IXL offers a dynamic and enjoyable environment suitable for any learning style.

Category: Integrated Methods for Learning

Research Cited: Research Cited:  DIGITS research data

Turning Point research data:  Our technology is the ideal tool to implement educational and pedagogical best practices effectively.  Research proves that student response can result in 15 point gains in student achievement.  A Study of Student Achievement, Teacher Perceptions and IXL Math

Background:  IXL Learning partnered with Empirical Education to study the effectiveness of IXL Math in Beaverton School District in Oregon. During the 2011-12 year, IXL Math was used to supplement instruction in two elementary/middle schools.  The mathematics performance for students in IXL Math classrooms versus comparison students corresponds to a 5 % gain on the test.

| Activity - IXL Math | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| All math teachers will set goals and regularly assign practice for students in IXL. PLCs will analyze data and program use will be monitored by curriculum coordinator | Technology | | | 08/06/2014 | 05/31/2015 | $4000 - Title I SIG | Curriculum Coordinator, Karen Solise |

| Activity - Math Computer Lab | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| A transient cart of Chrome Books were purchased for the students of JMMS.  Having two complete, stationary computer labs, one transient cart of Chrome Books and half a lab in the interventions classroom, allows students continual access to technology for DIGITS, IXL, and Study Island for all classes. | Technology | | | 08/06/2014 | 05/31/2015 | $5000 - District Funding | Curriculum Coordinator, Karen Solise |

| Activity - Study Island | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers receive training and updates on Study Island. Students will receive instruction and practice on Common Core math topics through Study Island. KSI teachers will instruct and progress monitor students using Study Island. | Technology | | | 08/06/2014 | 05/31/2015 | $500 - District Funding | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |

| Activity - Turning Point Technology | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Turning Point Technology clicker systems and training were provided for every math classroom to provide a means for formative assessment and student engagement in learning. Retraining on Turning Point Technology with additional individual support for teachers is provided to assist in implementation. | Technology | | | 08/06/2014 | 05/31/2015 | $1000 - District Funding | School Technology Coordinator, Len Young District Technology Trainer, Debbie Groves |

**Strategy3:**

Supplemental Math  - Supplemental Math Instruction- Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam.  MAP generates and RIT score which is indicative of their current level of mathematical strengths and weaknesses.  MAP scores are reviewed by school administration and teachers; students are subsequently placed in an appropriate math class based on their individual skill set.

Category: Continuous Improvement

Research Cited: Research Cited:  NWEA approved diagnostic instrument; Kentucky Systems of Intervention (KSI)

| Activity - Advisor Time | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| A & A is a 25 minute instructional period occurring daily in which students are placed in targeted skill groups, for either enrichment or remediation services. Students are divided into groups each trimester based on academic deficiencies or proficiencies in Math (e.g. intensive, strategic, or Exceptional) | Direct Instruction | | | 08/06/2014 | 05/31/2015 | $0 - School Council Funds | All JMMS Teachers |

| Activity - Extended School Services (ESS) | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| All students are encouraged to attend Math ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction.  In October, teams met with students with failing grades and recommended ESS to complete work and earn points toward grades in January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | | | 10/15/2014 | 05/01/2015 | $1000 - School Council Funds | ESS Coordinator (Dana Ball) |

| Activity - Schedule for Math-90 minutes | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Students are provided 90 minutes of direct instruction in math daily. | Direct Instruction | | | 08/06/2014 | 05/31/2015 | $28000 - Title I Schoolwide | Counselor, Andy Belcher |

**Measurable Objective 2:**

collaborate to increase the overall scores of students in Reading in English Language Arts by 05/31/2015 as measured by  2014-15 KPREP scores.

**Strategy1:**

Turning Technologies - Turning Technologies develops leading assessment delivery and data collection solutions for learning environments. This response technology not only creates interactive presentations, but is proven to enhance effective instruction, increase retention, engage participants, and immediately assess understanding.

Accelerated Reader Software and AR Best Practices have been shown by scientifically based research to be effective in helping educators dramatically accelerate reading growth in K-12 classrooms

Category: Learning Systems

Research Cited: Research Cited:  Turning Point Technologies is the ideal tool to implement educational and pedagogical best practices effectively.  Research proves that student response can result in 15 point gains in student achievement.

Numerous studies by independent researchers demonstrate that students reading abilities improve with the use of the AR tools, and that the performance gap between high-achieving and low-achieving students can be substantially reduced.

| Activity - Accelerated Reader | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Accelerated reader program is used to assess students reading comprehension and vocabulary on texts read. Teachers set and monitor progress toward goals for students to achieve each trimester. | Technology | | | 08/06/2014 | 05/31/2015 | $5000 - School Council Funds | School media specialist, Julie Wolfe |

| Activity - Study Island | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will receive training and updates on Study Island. Students will receive instruction and practice on Common Core Language Arts/Reading topics through Study Island. | Technology | | | 08/06/2014 | 05/31/2015 | $0 - District Funding | School technology coordinator, Len Young<br>District technology trainer, Debbie Groves |

**Strategy2:**

Supplemental Reading - Supplemental Reading Instruction- Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam. MAP generates an RIT score which is indicative of their current level of Reading strengths and weaknesses. MAP scores are reviewed by school administration and teachers, and students are subsequently placed in an appropriate Reading class based on their individual skill set.

Category: Continuous Improvement

Research Cited: Research Cited:  NWEA approved diagnostic instrument, Kentucky Systems of Interventions (KSI)

| Activity - Extended School Services | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| All students are encouraged to attend ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction. In October, teams of teachers met with students with failing grades to encourage participation in ESS to complete work and add points to failing grades. In January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | | | 08/06/2014 | 05/31/2015 | $4000 - Title I Schoolwide | ESS Coordinator, Dana Ball |

| Activity - Scheduling- Reading 90 minutes | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| All students are provided with 90 minutes of instruction daily in Reading and Language Arts through scheduling. | Direct Instruction | | | 08/06/2014 | 05/31/2015 | $0 - District Funding | Counselor, Andy Belcher |

| Activity - Advisory Time | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Advisory time is a 25 minute instructional period occurring daily in which students are placed in targeted skill groups, for either enrichment or remediation services.  Students are divided into groups each trimester based on academic deficiencies or proficiencies in Reading.  (i.e. intensive, strategic, exceptional) | Direct Instruction | | | 08/06/2014 | 05/31/2015 | $500 - School Council Funds | Counselor/Scheduling, Andy Belcher Curriculum Coordinator, Karen Solise |

**Goal 2:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.5 to 51.3 in 2014-15

**Measurable Objective 1:**

collaborate to Increase the average combined readinga and math proficiency ratings for all students in the non-duplicated gap group by 05/31/2015 as measured by 2014-15 K-Prep results.

**Strategy1:**

Intervention Plans - Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam. MAP generates an RIT score which is indicative of their current level of mathematical strengths and weaknesses.  MAP scores are reviewed by school administration and teachers and students are subsequently placed in an appropriate math class based on their individual skill set and provided interventions differing by the level of need.  In addition to these scores, students at risk have individual KSI plans developed based on these.

Category: Other - Interventions

Research Cited: Research Cited:  Kentucky Systems of Interventions integrates assessment and intervention within a multi-level prevention system to maximize students achievement and to reduce behavior problems.  The prevention model provides assistance to needy children in a timely fashion.

| Activity - Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Math teachers have access to IXL math to provide math interventions based on students individual needs | Academic Support Program | | | 08/06/2014 | 05/31/2015 | $0 - Title I Schoolwide | Math teachers: Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Davenport, Kirkland, Payne, Baumgardner |

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the averaged combined reading and math K-PREP scores for JMMS students from 62.3 to 77 in May 2017.

**Measurable Objective 1:**

collaborate to increase the overall Math score for JMMS from 62.3 to 77 by 05/31/2017 as measured by as measured by K-Prep .

**Strategy1:**

Supplemental Math  - Supplemental Math Instruction- Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam.  MAP generates and RIT score which is indicative of their current level of mathematical strengths and weaknesses.  MAP scores are reviewed by school administration and teachers; students are subsequently placed in an appropriate math class based on their individual skill set.

Category: Continuous Improvement

Research Cited: Research Cited:  NWEA approved diagnostic instrument; Kentucky Systems of Intervention (KSI)

| Activity - Extended School Services (ESS) | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| All students are encouraged to attend Math ESS, T, W, Th, F mornings or T, Th afternoons to complete homework, study for tests, or get supplemental instruction.  In October, teams met with students with failing grades and recommended ESS to complete work and earn points toward grades in January, parents of students with failing grades will be contacted through a letter to increase participation in ESS. | Academic Support Program | | | 10/15/2014 | 05/01/2015 | $1000 - School Council Funds | ESS Coordinator (Dana Ball) |

**Goal 2:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.5 to 51.3 in 2014-15

**Measurable Objective 1:**

collaborate to Increase the scores of African American, Asian, White, Economically Disadvantaged, Hispanic, Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or other pacific islander students by 05/31/2015 as measured by the KPrep performance scores.

**Strategy1:**

Interventions - Students identified as having areas of deficiency in Math, according to MAP scores, will receive direct instruction / intervention in the identified skill set.

Category: Other - Interventions

Research Cited:

| Activity - Reading Emphasis | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| All teachers will implement a reading emphasis within their classroom.  Teachers will focus on reading across content, reading for meaning and informational reading. | Direct Instruction | | | 08/06/2014 | 05/31/2015 | $0 - No Funding Required | All teachers |

| Activity - Intervention Material | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Reading and reading intervention teachers are using | Academic Support Program | | | 08/06/2014 | 05/31/2015 | $4500 - Title I SIG | Reading teachers and reading intervention teacher |

**Measurable Objective 2:**

collaborate to Increase the average combined readinga and math proficiency ratings for all students in the non-duplicated gap group by 05/31/2015 as measured by 2014-15 K-Prep results.

**Strategy1:**

Intervention Plans - Each trimester, students are given a formative assessment known as the Measure of Academic Progress (MAP) exam. MAP generates an RIT score which is indicative of their current level of mathematical strengths and weaknesses.  MAP scores are reviewed by school administration and teachers and students are subsequently placed in an appropriate math class based on their individual skill set and provided interventions differing by the level of need.  In addition to these scores, students at risk have individual KSI plans developed based on these.

Category: Other - Interventions

Research Cited: Research Cited:  Kentucky Systems of Interventions integrates assessment and intervention within a multi-level prevention system to maximize students achievement and to reduce behavior problems.  The prevention model provides assistance to needy children in a timely fashion.

| Activity - Math Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| A math interventionist will provide direct instruction to students identified as deficient in math skills | Direct Instruction | | | 08/06/2014 | 05/31/2015 | $49000 - Title I Schoolwide | Curriculum Coordinator, Karen Solise Math interventionist, Andrew Jones |

| Activity - Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Math teachers have access to IXL math to provide math interventions based on students individual needs | Academic Support Program | | | 08/06/2014 | 05/31/2015 | $0 - Title I Schoolwide | Math teachers: Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Davenport, Kirkland, Payne, Baumgardner |

**Strategy2:**

Targeted Math Intervention - Math teachers will have access to IXL math to provide math interventions based on student's individual needs.

Category: Other - Intervention

Research Cited:

| Activity - IXL Math | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Math teachers will have access to IXL math to provide math interventions based on student individual needs. | Technology | | | 08/06/2014 | 05/31/2015 | $4000 - Title I Schoolwide | Math teachers-Bailey, Parsons, Thomson, Tow, Hughes, Ipock, Jones, Kirkland, Payne, Davenport, Baumgardner |

**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 overall Program Review score from 21.9 to 23

**Measurable Objective 1:**

demonstrate a proficiency  to increase the overall program review scores by 05/31/2015 as measured by as measured by the Kentucky Program Review Rubric.

**Strategy1:**

Review Committees - Program review-review committees were formed in order to analyze and score the ranking of JMMS program review throughout the school year.  Review committees analyzed the work of colleagues, viewed each demonstrator and indicator of the program review rubric, and then scored the work according to the set criteria.  This resulted in identification of areas of strength and areas of weakness and allowed a plan to be created to address those areas of weakness.

Category: Continuous Improvement

Research Cited:

| Activity - Review Committees | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Review committees examined, in depth, the work submitted by each JMMS teacher.  The work was analyzed and scored according to the program review rubric; each demonstrator and indicator.  This process will be repeated twice within the 2014-2015 school year and will result in determining areas of strength and areas of weakness regarding program review performance.  After each review, a plan will be put into place to address areas of weakness, as well as items needing completion. | Other | | | 08/06/2014 | 05/31/2015 | $0 - No Funding Required | Lead Person-Curriculum Coordinator, Karen Solise Each teacher is responsible for submitting program review material for each PR area. |