



KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School
Boone 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?

Rector A. Jones Middle School serves 700 six through eighth grade students in Florence, Kentucky. The school is situated in a semi-urban industrial park providing for the families of eastern Boone County. Our school demographic is very diverse. Nearly one-third of our population are minority students. Students at Jones come from all over the world with twenty different nationalities represented and fourteen different languages spoken. We serve largely blue collar and middle class families with over 75% of our students qualifying for free or reduced lunch through the federal school lunch program. Over 12% of our students are English language learners and nearly 20% of our student body are served by special education services. Student transience, learning deficits and regular attendance continue to be barriers that we work hard to overcome every day.

R.A. Jones currently employs seventy staff members, fifty of whom are certified teachers. Every teacher at Jones maintains content certification and are considered highly qualified within their field of expertise. Our school is also served by an active Family Resource Center with a full time director, a School Based Health Center served by a nurse practitioner and Catholic Charities, who provide two part-time counselors to address social-emotional issues. We are very proud of the work we do and the services we provide to our families.

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.

MISSION STATEMENT: Our mission is to provide opportunities to all students that will enable them to learn the skills, acquire the knowledge, and develop the attitudes necessary for them to reach their full potential as citizens in the global community and meet the challenges of a changing and diverse society.

This Comprehensive School Improvement Plan is the culmination of several months of deliberate data collection, disaggregation, collaborative planning and action development. Teachers, staff members, parents and students all provided voice to the formation of this plan. The following lists the sequence of events and activities leading to the development of this plan:

September- October 2015	Qualitative and quantitative data collection
October-November 2015	Disaggregation of KPREP, Explore and Star Scores
October-November 2015	Assessed and prioritized needs
November 2015	Established goals, strategies and activities
November 2015	Plan shared with staff and community
December 9, 2015	Approved by Council
January 2016	Scheduled first implementation and impact check

This improvement plan is designed to meet the diverse needs of our students and focuses on three main goals; to improve our instructional gaps in math and reading, to increase the overall KPREP proficiency and to improve college and career readiness. The plan also focuses on the deliberate promotion and celebration of student achievement to expand a culture of motivation and success. Our SBDM Council, Content Department Heads and Academic Achievement Committees all played integral roles in the development of this plan. Our SBDM Council membership is as follows:

Principal/Chairperson	Tony Pastura
Parent	Jeff Powell
Teacher	Sharon Reynolds
Teacher	Todd Hanley
Parent	Tracy Stokes
Parent	Gabriel Griggs
Teacher	Paola Sciaraffia
Teacher	Terry Webb

The initiation of many activities in this plan has already begun. Implementation and impact checks will be performed on a monthly basis and reviewed by committees, department heads and the SBDM Council beginning in January 2016. This plan will serve as an actively changing document which will be reviewed and modified as necessary to address changing priorities to meet the needs 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.

Jones Middle School has worked diligently during the past three years to address the challenges that accompany our diverse and transient population. Many people familiar with our school know that we have been focusing on improving the cultural and social behavior of students. We have been very successful through our implementation of the Positive Behaviors, Interventions and Supports programming. The entire staff has worked diligently for the past three years to teach, re-direct, positively reinforce and reward/acknowledge appropriate behavior while addressing inappropriate behaviors. We have nearly eliminated the belligerent and egregious behaviors which were so commonplace years ago through our teaching of "Be Safe, Be Respectful and Be Responsible." The internal social culture inside our four walls has improved significantly. While not perfect, we now recognize that it is now time to really work hard to change the academic culture; to increase the academic expectations and performance throughout the building. It is now time to focus on academic responsibility.

While we have worked hard to develop rigorous curricular units, align standards-based assessments and collaborate on a daily basis to produce meaningful and engaging lessons, we are still concerned about students who struggle to turn in their work on a consistent basis. As a result, our staff investigated and implemented an ICU program, based on the book, *Power of ICU* by author and former principal Danny Hill, which supports students who struggle and mandates that all students turn in good work, on time, every day. This program provides time, staff and resources before, during and after school to help students get their work in. If work is outstanding, teachers log into a database which notifies parents instantly, via email and text message, when their child has an incomplete assignment. Students are then mandated to work during designated times to catch their work up. In the first semester of this year alone, we have collected over 7500 outstanding assignments which would have otherwise been entered as zeros in the grade book. Students are beginning to understand that they **MUST** complete their work every day in order to be successful.

For the next three years, we as a school community are determined to greatly increase the academic standing and reputation of our school through the demonstration of high student achievement. Moving into this year, we redesigned our schedule to modify how we deliver deficit remediation and to expand our course offerings in the Arts. In addition, we were able to add specific instruction and exploration opportunities for our high achievers, a group of nearly 150 students who perform in the top quartile of all students nationally. Our seventh grade band last year received an unanimous distinguished rating at the Northern Kentucky Music Festival. This is an award which exemplifies our dedication to the arts. As a school and community, we expect to see much greater achievement levels demonstrated in the next few years with a greater participation, by parents, in our programming.

Additional Information

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

This year we have continued to add to the technological needs of our population. In addition to the purchase of 5 new class sets of chrome carts, we have added Project Lead the Way courses to help students with STEM career possibilities. Through this program we hope to improve the understanding and design thinking of our students.

Plan for Closing the Achievement Gap 2015-2016

Overview

Plan Name

Plan for Closing the Achievement Gap 2015-2016

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	Gap - Increase achievement for all student groups in Kentucky so that the achievement gap increases from 34.8% P/D in 2014 to 67.2% P/D in 2017 as measured by RA Jones achievement data.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$2500
2	KPREP - Increase the average combined reading and math K-Prep scores for students at Jones Middle School from 34.3% P/D in 2014 to 67.2% P/D by 2017.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$12000
3	Boone County Schools will increase the percentage of students who are college and career ready from 46% to 73% by 2017.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$16000
4	PBIS- RA Jones stakeholders will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
5	At RA Jones Middle school, teachers will use assessments to help students write ILPs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Increase the percent of effective teachers and leaders	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
7	Teachers will work to increase/maintain scores on all program reviews	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Increase the amount of community and parental involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Gap - Increase achievement for all student groups in Kentucky so that the achievement gap increases from 34.8% P/D in 2014 to 67.2% P/D in 2017 as measured by RA Jones achievement data.

Measurable Objective 1:

demonstrate a proficiency of 42.3% P/D in Combined Reading and Math by 06/30/2015 as measured by overall achievement gap on KPREP.

Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Activity - Personalization/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use results of pre, formative, and common assessments to plan for personalized instruction of students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group in class and within content partners based on student needs and weekly/bi-weekly assessments to monitor progress. Special Education and ELL teachers shall take on a more deliberate role advocating and providing input for the incorporation of differentiation for students with gaps on a day-to-day basis. Evidence of this will be articulated in PLC groups, lesson plans and observable through formal observation and periodic learning walks.	Academic Support Program	09/01/2014	06/30/2015	\$0	No Funding Required	Teachers, Department Heads, Instructional Coach, Principals
Activity - Increase Teaching Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative lesson design focusing on engaging student inquiry and talk as the norm in the daily classroom. This will be evidenced through daily learning walks, formal observations and submitted lesson plans. Teachers will engage in PD based on area of evidenced need	Academic Support Program	01/01/2013	06/30/2015	\$0	No Funding Required	Teachers, Principal, Instructional Coach
Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching training and protocols will be implemented to provide enhanced planning and instructional delivery to meet the needs of students with deficits and to bridge achievement gaps.	Professional Learning	04/01/2013	06/30/2015	\$2500	School Council Funds	Vice Principal, Instructional Coach
Activity - formative assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will deliver and expect a significant increase in the frequency of formative achievement which follows currently adopted policies and procedures. Classwork, homework, and formatives shall be relevant and documented within teachers' lesson plan allowing for student choice. The increase in strategic activities is necessary to help bridge the currently identified skill gaps. Students should expect opportunities to reflect on the strategies they use, the concepts they've learned and how they apply it to their learning. The administrative team and instructional coach will provide feedback to teachers on tasks.	Policy and Process	12/11/2014	06/30/2015	\$0	No Funding Required	Teachers, admin team, instructional staff
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Measurable Objective 2:

demonstrate a proficiency of 40% P/D in Writing by 06/30/2014 as measured by KPREP.

Strategy 1:

Teacher Training - Teacher training

Category:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in PD during and after school to better understand and be prepared to implement the new school writing plan.	Professional Learning	10/01/2013	06/30/2014	\$0	No Funding Required	Instructional Coach and Writing Leader

Strategy 2:

Writing Analysis - Teachers will engage in analysis of student writing across all content areas on a quarterly basis to focus on student created goals to improve individual writing. Teachers will meet to analyze strengths and weaknesses. This will occur both within and across grade levels.

Category:

Activity - On-Demand Writing Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in writing practice on a regular basis in all classes. Student writing folders will be kept in all classes and students will receive instructional feedback.	Academic Support Program	08/25/2014	06/30/2015	\$0	No Funding Required	Instructional Coach, Department Heads, Team Leaders, Writing Lead

Activity - Collection of Writing Pieces	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect written pieces from students in every content area for inclusion in a writing folder. Students will select representative samples of their writing for inclusion in a master writing folder which will be evaluated holistically at the end of the school year to gather information necessary for improvement of the overall writing program for the coming school year.	Academic Support Program	12/01/2013	06/30/2015	\$0	No Funding Required	Instructional Coach, Teachers

Goal 2: KPREP - Increase the average combined reading and math K-Prep scores for students at Jones Middle School from 34.3% P/D in 2014 to 67.2% P/D by 2017.

Measurable Objective 1:

demonstrate a proficiency of 47.4% P/D on reading and math by 06/30/2015 as measured by K-Prep scores.

Strategy 1:

Best Practice - Intentional Lesson Design - Teachers will collaboratively and deliberately design daily lessons to increase student achievement. Teachers will work to incorporate a greater percentage of students inquiry and talk tasks while folding in students use of technology.

Category:

Research Cited: Marzano's Best Practices

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided the time, on a daily and weekly basis, to participate in grade level content team PLCs. Teachers will have a goal of producing deliberate lessons to meet student needs while increasing instructional rigor and student achievement. Content partners will be expected to physically meet and share an equal burden of the work. The administrative team will meet with the teachers to ensure that high level planning is taking place and provide feedback based on lessons generated.	Academic Support Program	01/07/2013	06/30/2015	\$0	No Funding Required	Teachers, Principal

Activity - Intentional Lesson Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and implement rigorous, aligned and deliberately sequenced lessons incorporating high level talk and task within classroom activities. Lessons will focus on preplanned targets, high level questions, discussions and assessments. Plans will be generated, updated and submitted to a shared folder on a weekly basis for review and feedback. Review and feedback will also be provided on a monthly basis during content PLCs	Academic Support Program	09/01/2014	06/30/2015	\$0	No Funding Required	Teachers, administrative team, department heads, instructional coach

Strategy 2:

RTI - Specifically Designed Instruction - Teachers will train to better understand and apply STAR assessment data to daily lesson design and interventions. The goal is for teachers to have a much stronger idea about the weaknesses of each child and use specific grouping strategies and tasks to accelerate learning.

Category:

Activity - STAR Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Language Arts and Math teachers will communicate Star results during grade level meetings in the month following Star benchmarks. All teachers will be trained on use of scores for differentiation purposes.	Academic Support Program	01/01/2015	06/30/2015	\$0	No Funding Required	Teachers, instructional coach, principals
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Strategy 3:

Motivate Student Performance - The administration and staff will acknowledge and reward student academic achievement in deliberate manners to encourage a culture of academic achievement.

Category:

Research Cited: Marzano Best Practice - Celebrations and rewards.

Activity - Short Term Academic Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will engage in practices to encourage and promote student academic achievement on a frequent and deliberate basis. To encourage student responsibility and task completion teachers will administer verbal and non-verbal forms of praise, incentives, and provide location and time to aid students on individual assignments	Academic Support Program	01/06/2014	06/30/2015	\$0	School Council Funds	Teachers, administration and stakeholders.

Activity - Long-Term Academic Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jones Middle School teachers, administration and stakeholders will organize and implement a long-term recognition program designed to promote a cultural change which demands, expects, supports and acknowledges high academic performance. Major incentives events, which may include field trips shall be developed and initiated. The academic performance committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding sources. The academic achievement committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding resources.	Academic Support Program	01/01/2013	06/30/2015	\$10000	Other	Principal and teachers

Activity - Student motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently display and verbally recognize student work that meets or exceeds proficiency. This may take the form of papers or projects affixed to walls or hallway cork strips. In addition, teachers may use graphs or charts to measure gains made by students or achievement levels met on classroom assessments. school administration will publicly reward, provide incentives, acknowledge and promote student achievement and improvement.	Academic Support Program	12/11/2014	06/30/2015	\$500	General Fund	Teachers

Activity - building rapport	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level teams will select testing groups in order to promote relationships which will parlay into a culture of academic achievement. Groups will meet every Friday to focus on grades, work and other mentoring activities	Academic Support Program	09/08/2014	06/30/2015	\$0	No Funding Required	Team level leaders, teachers, BAC
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Strategy 4:

Frequent Monitoring - The principal will document and monitor the deliberate use of instructional time and the development of intentionally planned lessons.

Category:

Research Cited: Marzano - Frequent Monitoring

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will document and monitor the deliberate use of instructional time, the development of rigorous and intentionally planned lessons and the delivery of instruction and assessments. The principal will utilize formal observation, informal walk-throughs and inspection of uploaded documents and student work to complete this task. The principal shall provide timely and relevant feedback to teachers to promote professional growth, inquiry and collaborative conversation.	Academic Support Program	01/01/2013	06/30/2015	\$1500	School Council Funds	Principals

Activity - Deliberate use of Instructional time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be deliberate in use of instructional time, the development of rigorous and intentionally planned lessons, and the delivery of instruction and assessments. weekly PLCs will focus on sharing instructional practice and student work samples.	Direct Instruction	09/08/2014	06/30/2015	\$0	No Funding Required	Admin team, teachers, department heads

Activity - Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and guide students in the process of Individual Goal setting, Self reflection/self evaluation, and student led discussion about progress. In addition, teachers will create classroom student growth goals to aid in academic achievement toward mastery.	Academic Support Program	12/01/2014	06/30/2015	\$0	No Funding Required	teachers.

Goal 3: Boone County Schools will increase the percentage of students who are college and career ready from 46% to 73% by 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the overall mean Explore composite score from 14.0 to 16.0 by 02/01/2015 as measured by EPAS..

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Strategy 1:

Targeted Interventions - Students who have demonstrated skill deficits as defined by the 6th-7th grade Explore assessment and STAR assessments will receive deliberate interventions to reduce the deficit and accelerate skill acquisition to bridge current gaps.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will deliberately review ILP information with students while folding in information received on the World of Work Wheel provided by Explore. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning as needed	Academic Support Program	12/01/2014	06/30/2016	\$0	No Funding Required	All teachers

Strategy 2:

CCR Lesson Design - Teachers will incorporate quality core targets into daily lesson design.

Category:

Research Cited: Marzano Best Practice - Intentional Lesson Design

Activity - CCR Lessons and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally evaluate student performance data on Explore. Teachers will utilize individual and group performance data to target and augment skills shown to be in deficit. These skills shall be noted within identified units and be assessed both formatively and summatively. STAR performance data should be used in addition, to mark improvements and struggles by students	Academic Support Program	04/01/2013	06/30/2015	\$0	No Funding Required	Principal, instructional coach and teachers.

Strategy 3:

ILP Integration - ILP Integration

Category:

Activity - ILP Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th Period Teachers will deliberately review ILP information with students while folding in information received on the World of Work Wheel provided by Explore. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning to make this a reality within classes.	Career Preparation/Orientation	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional Coach, ILP Facilitator

Strategy 4:

6th and 8th Grade Transitions - Transitioning students successfully from one level to another will assist in their acclimation and success.

Category:

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Activity - 6th Grade Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jones will continue to fund and support the Jump Start Program to acclimate 6th grade students each school year.	Academic Support Program	06/01/2014	08/30/2014	\$15000	Title I Schoolwide	6th Grade

Activity - 8th Grade Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jones will continue to support transition activities for 8th graders into high school by reviewing Explore and Iips and coordinating with high schools to for our career blitz and high school scheduling activities.This year will will expand by coordinating with the technical school to provide an understanding of outside options and alternatives.	Academic Support Program	12/01/2013	02/28/2014	\$1000	Title I Schoolwide	Counselors

Goal 4: PBIS- RA Jones stakeholders will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations.

Measurable Objective 1:

collaborate to monitor PBIS expectations and procedural implementation by 05/01/2014 as measured by PBIS Committee and SBDM Council through the use of collected SWIS data.

Strategy 1:

PBIS Monitoring - The PBIS Committee will monitor SWIS data to determine next steps to ammend procedures or expectations. The PBIS committee will report to SBDM council twice a year to make recommendations or procedural changes.

Category:

Activity - PBIS Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Committee will make recommendations to the SBDM Council by April 1st of each school year for action to be taken for the following school year.	Behavioral Support Program	08/01/2013	04/01/2014	\$0	No Funding Required	Assistant Principal

Activity - PBIS committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS committee including a PBIS coach will participate in annual training to improve PBIS efforts. The committee will access SWISS data to make changes needed in specific identified target areas and/or timeframes.	Behavioral Support Program	12/01/2014	06/30/2016	\$500	Grant Funds	PBIS committee

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Activity - Student Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will incorporate rewards in coordination with midterm/end of term and will include academics quarterly.	Behavioral Support Program	12/01/2014	06/30/2016	\$500	General Fund	All staff

Goal 5: At RA Jones Middle school, teachers will use assessments to help students write ILPs

Measurable Objective 1:

demonstrate a behavior All teachers will be trained in the use of ILPs to help students set goals for future. by 01/16/2014 as measured by Completion of ILPs and sharing of ILPs by students with parents..

Strategy 1:

Teacher training - Teachers will be trained on the use of ILP and begin implementation in mentoring groups.

Category:

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and begin use of ILP on a regular basis with students in their mentoring groups.	Academic Support Program	08/01/2013	04/01/2014	\$0	No Funding Required	Instructional Coach and Team Leaders

Goal 6: Increase the percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2014 as measured by the teacher and principal evaluation system.

Strategy 1:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category:

Research Cited: Charlotte Danielson

Activity - Kentucky Teacher Effectiveness Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on teacher identified areas of need, as specified in their PGG and peer observation, teachers will work with administrative staff and instructional coach to find resources necessary to master student and professional growth goals	Professional Learning	09/08/2014	06/30/2016	\$0	School Council Funds	Principal, Assistant Principals, Instructional Coach, teachers
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Activity - Peer observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer observations, and PGES protocol. Teachers will create and monitor student growth goals and professional growth goals.	Professional Learning	12/01/2014	06/30/2016	\$0	No Funding Required	Administrative team, department heads

Strategy 2:

Scaling the Work - Scaling the work

Category:

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will get certified in being a peer observer within two years. On a quarterly basis, teachers will collaborate with a colleague to review reflections and evidence to support student and professional growth goals.	Professional Learning	10/01/2014	06/30/2016	\$0	School Council Funds	Principal, all teachers

Strategy 3:

Recruit and Retain Highly Qualified Teachers - Retaining Highly Qualified teachers will enhance instruction and support continuity.

Category:

Activity - Provide Opportunities for Student Teacher and Practicum Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department heads will continue to coordinate with the principal to manage the supervision and opportunities for practicum students and student teachers to work within our school. This will occur each semester.	Recruitment and Retention	08/01/2013	06/30/2016	\$0	No Funding Required	Department Heads and Principal

Activity - Supporting new teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will work together to support new building teachers and one another through new teacher orientation, mentoring pairs, comprehensive staff handbook, department meetings, and grade level meetings	Professional Learning	12/01/2014	06/30/2016	\$0	No Funding Required	Administrative team, teachers

Activity - Promote positive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue to promote and advertise the positive news into the community and to local colleges to encourage applicants to seek employment. Maintain relationships with the local institutions to help develop students who come through our doors in teaching internships.	Recruitment and Retention	12/15/2014	06/30/2016	\$0	No Funding Required	Administrative staff, department heads
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Goal 7: Teachers will work to increase/maintain scores on all program reviews

Measurable Objective 1:

complete a portfolio or performance By working together to assure all program review activities are at the proficient level or better by 06/30/2015 as measured by scoring proficient or better on program review.

Strategy 1:

Work together to achieve excellence - Teachers will collaborate in order to meet requirements of program review

Category: Continuous Improvement

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet on a bi-weekly basis to discuss program review activities. Teachers will then incorporate activities that promote more inclusion of these activities into the instructional practice.	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	Unified Arts

Goal 8: Increase the amount of community and parental involvement

Measurable Objective 1:

collaborate to increase the number of stakeholders involved in our school activities by 06/30/2016 as measured by the attendance at our functions.

Strategy 1:

parental involvement - Frequently conduct programs promoted to community and provide incentives for participation

Category: Stakeholder Engagement

Activity - improve attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve participation at stakeholder events by advertising and providing incentives	Parent Involvement	12/15/2014	06/30/2016	\$0	No Funding Required	FRYC, Admin staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Rewards	PBIS will incorporate rewards in coordination with midterm/end of term and will include academics quarterly.	Behavioral Support Program	12/01/2014	06/30/2016	\$500	All staff
Student motivation	Teachers will frequently display and verbally recognize student work that meets or exceeds proficiency. This may take the form of papers or projects affixed to walls or hallway cork strips. In addition, teachers may use graphs or charts to measure gains made by students or achievement levels met on classroom assessments. school administration will publicly reward, provide incentives, acknowledge and promote student achievement and improvement.	Academic Support Program	12/11/2014	06/30/2015	\$500	Teachers
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Teams will meet on a bi-weekly basis to discuss program review activities. Teachers will then incorporate activities that promote more inclusion of these activities into the instructional practice.	Professional Learning	08/01/2014	06/30/2015	\$0	Unified Arts
Reflection	Teachers will model and guide students in the process of Individual Goal setting, Self reflection/self evaluation, and student led discussion about progress. In addition, teachers will create classroom student growth goals to aid in academic achievement toward mastery.	Academic Support Program	12/01/2014	06/30/2015	\$0	teachers.
Intentional Lesson Design	Teachers will design and implement rigorous, aligned and deliberately sequenced lessons incorporating high level talk and task within classroom activities. Lessons will focus on preplanned targets, high level questions, discussions and assessments. Plans will be generated, updated and submitted to a shared folder on a weekly basis for review and feedback. Review and feedback will also be provided on a monthly basis during content PLCs	Academic Support Program	09/01/2014	06/30/2015	\$0	Teachers, administrative team, department heads, instructional coach

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Teacher Training	Teachers will engage in PD during and after school to better understand and be prepared to implement the new school writing plan.	Professional Learning	10/01/2013	06/30/2014	\$0	Instructional Coach and Writing Leader
CCR Lessons and Assessments	Teachers will intentionally evaluate student performance data on Explore. Teachers will utilize individual and group performance data to target and augment skills shown to be in deficit. These skills shall be noted within identified units and be assessed both formatively and summatively. STAR performance data should be used in addition, to mark improvements and struggles by students	Academic Support Program	04/01/2013	06/30/2015	\$0	Principal, instructional coach and teachers.
Teacher Collaboration	Teachers will be provided the time, on a daily and weekly basis, to participate in grade level content team PLCs. Teachers will have a goal of producing deliberate lessons to meet student needs while increasing instructional rigor and student achievement. Content partners will be expected to physically meet and share an equal burden of the work. The administrative team will meet with the teachers to ensure that high level planning is taking place and provide feedback based on lessons generated.	Academic Support Program	01/07/2013	06/30/2015	\$0	Teachers, Principal
On-Demand Writing Events	Students will engage in writing practice on a regular basis in all classes. Student writing folders will be kept in all classes and students will receive instructional feedback.	Academic Support Program	08/25/2014	06/30/2015	\$0	Instructional Coach, Department Heads, Team Leaders, Writing Lead
Personalization/Progress Monitoring	Teachers will use results of pre, formative, and common assessments to plan for personalized instruction of students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group in class and within content partners based on student needs and weekly/bi-weekly assessments to monitor progress. Special Education and ELL teachers shall take on a more deliberate role advocating and providing input for the incorporation of differentiation for students with gaps on a day-to-day basis. Evidence of this will be articulated in PLC groups, lesson plans and observable through formal observation and periodic learning walks.	Academic Support Program	09/01/2014	06/30/2015	\$0	Teachers, Department Heads, Instructional Coach, Principals
Promote positive	Continue to promote and advertise the positive news into the community and to local colleges to encourage applicants to seek employment. Maintain relationships with the local institutions to help develop students who come through our doors in teaching internships.	Recruitment and Retention	12/15/2014	06/30/2016	\$0	Administrative staff, department heads
ILP Integration	5th Period Teachers will deliberately review ILP information with students while folding in information received on the World of Work Wheel provided by Explore. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning to make this a reality within classes.	Career Preparation/Orientation	09/01/2013	06/30/2014	\$0	Instructional Coach, ILP Facilitator

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formative assessment	Teachers will deliver and expect a significant increase in the frequency of formative achievement which follows currently adopted policies and procedures. Classwork, homework, and formatives shall be relevant and documented within teachers' lesson plan allowing for student choice. The increase in strategic activities is necessary to help bridge the currently identified skill gaps. Students should expect opportunities to reflect on the strategies they use, the concepts they've learned and how they apply it to their learning. The administrative team and instructional coach will provide feedback to teachers on tasks.	Policy and Process	12/11/2014	06/30/2015	\$0	Teachers, admin team, instructional staff
building rapport	Grade level teams will select testing groups in order to promote relationships which will parlay into a culture of academic achievement. Groups will meet every Friday to focus on grades, work and other mentoring activities	Academic Support Program	09/08/2014	06/30/2015	\$0	Team level leaders, teachers, BAC
Increase Teaching Expectations	Teachers will participate in collaborative lesson design focusing on engaging student inquiry and talk as the norm in the daily classroom. This will be evidenced through daily learning walks, formal observations and submitted lesson plans. Teachers will engage in PD based on area of evidenced need	Academic Support Program	01/01/2013	06/30/2015	\$0	Teachers, Principal, Instructional Coach
Deliberate use of Instructional time	Teachers will be deliberate in use of instructional time, the development of rigorous and intentionally planned lessons, and the delivery of instruction and assessments. weekly PLCs will focus on sharing instructional practice and student work samples.	Direct Instruction	09/08/2014	06/30/2015	\$0	Admin team, teachers, department heads
Peer observation	Teachers will engage in peer observations, and PGES protocol. Teachers will create and monitor student growth goals and professional growth goals.	Professional Learning	12/01/2014	06/30/2016	\$0	Administrative team, department heads
Interventions	Intervention teachers will deliberately review ILP information with students while folding in information received on the World of Work Wheel provided by Explore. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning as needed	Academic Support Program	12/01/2014	06/30/2016	\$0	All teachers
improve attendance	Improve participation at stakeholder events by advertising and providing incentives	Parent Involvement	12/15/2014	06/30/2016	\$0	FRYC, Admin staff
Provide Opportunities for Student Teacher and Practicum Students	Department heads will continue to coordinate with the principal to manage the supervision and opportunities for practicum students and student teachers to work within our school. This will occur each semester.	Recruitment and Retention	08/01/2013	06/30/2016	\$0	Department Heads and Principal
PBIS Reporting	The PBIS Committee will make recommendations to the SBDM Council by April 1st of each school year for action to be taken for the following school year.	Behavioral Support Program	08/01/2013	04/01/2014	\$0	Assistant Principal
ILP Completion	Teachers will be trained and begin use of ILP on a regular basis with students in their mentoring groups.	Academic Support Program	08/01/2013	04/01/2014	\$0	Instructional Coach and Team Leaders

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Collection of Writing Pieces	Teachers will collect written pieces from students in every content area for inclusion in a writing folder. Students will select representative samples of their writing for inclusion in a master writing folder which will be evaluated holistically at the end of the school year to gather information necessary for improvement of the overall writing program for the coming school year.	Academic Support Program	12/01/2013	06/30/2015	\$0	Instructional Coach, Teachers
STAR Training	Language Arts and Math teachers will communicate Star results during grade level meetings in the month following Star benchmarks. All teachers will be trained on use of scores for differentiation purposes.	Academic Support Program	01/01/2015	06/30/2015	\$0	Teachers, instructional coach, principals
Supporting new teachers	Teachers and administrators will work together to support new building teachers and one another through new teacher orientation, mentoring pairs, comprehensive staff handbook, department meetings, and grade level meetings	Professional Learning	12/01/2014	06/30/2016	\$0	Administrative team, teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Long-Term Academic Recognition	Jones Middle School teachers, administration and stakeholders will organize and implement a long-term recognition program designed to promote a cultural change which demands, expects, supports and acknowledges high academic performance. Major incentives events, which may include field trips shall be developed and initiated. The academic performance committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding sources. The academic achievement committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding resources.	Academic Support Program	01/01/2013	06/30/2015	\$10000	Principal and teachers
Total					\$10000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
8th Grade Transition	Jones will continue to support transition activities for 8th graders into high school by reviewing Explore and Iips and coordinating with high schools to for our career blitz and high school scheduling activities.This year will will expand by coordinating with the technical school to provide an understanding of outside options and alternatives.	Academic Support Program	12/01/2013	02/28/2014	\$1000	Counselors
6th Grade Transitions	Jones will continue to fund and support the Jump Start Program to acclimate 6th grade students each school year.	Academic Support Program	06/01/2014	08/30/2014	\$15000	6th Grade

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Total \$16000

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS committee	The PBIS committee including a PBIS coach will participate in annual training to improve PBIS efforts. The committee will access SWISS data to make changes needed in specific identified target areas and/or timeframes.	Behavioral Support Program	12/01/2014	06/30/2016	\$500	PBIS committee
Total					\$500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Short Term Academic Recognition	Teachers and administration will engage in practices to encourage and promote student academic achievement on a frequent and deliberate basis. To encourage student responsibility and task completion teachers will administer verbal and non-verbal forms of praise, incentives, and provide location and time to aid students on individual assignments	Academic Support Program	01/06/2014	06/30/2015	\$0	Teachers, administration and stakeholders.
Kentucky Teacher Effectiveness Framework	Based on teacher identified areas of need, as specified in their PGG and peer observation, teachers will work with administrative staff and instructional coach to find resources necessary to master student and professional growth goals	Professional Learning	09/08/2014	06/30/2016	\$0	Principal, Assistant Principals, Instructional Coach, teachers
Scaling the Work	All staff will get certified in being a peer observer within two years. On a quarterly basis, teachers will collaborate with a colleague to review reflections and evidence to support student and professional growth goals.	Professional Learning	10/01/2014	06/30/2016	\$0	Principal, all teachers
Program Monitoring	The principal will document and monitor the deliberate use of instructional time, the development of rigorous and intentionally planned lessons and the delivery of instruction and assessments. The principal will utilize formal observation, informal walk-throughs and inspection of uploaded documents and student work to complete this task. The principal shall provide timely and relevant feedback to teachers to promote professional growth, inquiry and collaborative conversation.	Academic Support Program	01/01/2013	06/30/2015	\$1500	Principals
Co-Teaching	Co-teaching training and protocols will be implemented to provide enhanced planning and instructional delivery to meet the needs of students with deficits and to bridge achievement gaps.	Professional Learning	04/01/2013	06/30/2015	\$2500	Vice Principal, Instructional Coach
Total					\$4000	

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?

According to the Kentucky School Report Card, Jones Middle School is currently classified as a "Needs Improvement" school with three areas of focus and an overall accountability score of 47.0.

The Kentucky Performance Rating for Educational Progress (K-PREP) Spring 2012 Data Indicate:

In Reading:

- * 41.2% of our students were proficient or distinguished. The state mean was 53% P/D.
- * Females were slightly more successful (40.4% P/D) than males (32.5% P/D).
- * Students with disabilities in all grades lagged significantly behind: 6th (2.9% P/D), 7th (11.1% P/D), 8th (3.9% P/D). The 8th grade reading group is a focus group due to its low performance as measured against the state mean.
- * African American students in the 6th grade (40.% P/D) and 8th grade (46.7% P/D) outperformed all subgroups.

In Math:

- * 26.3% of accountable students were proficient or distinguished. The state mean was 42.8%.
- * Our 6th graders (26.8% P/D) outperformed the state mean (43.2% P/D).
- * 7th grade students (28.2% P/D) lagged slightly behind the state mean (40.9%).
- * 8th grade students (23.4% P/D) greatly underperformed the state mean (44.2% P/D).

In Writing

- * Our students (36.0% P/D) underperformed the state mean (46.1% P/D).
- * Our 6th graders (26.3% P/D) underperformed the state mean of (44.1% P/D).
- * Our 8th graders (22.4 % P/D) performed slightly below the state mean (34.3% P/D).
- * Limited English Proficient students were the lowest performing subgroup for each grade.
- * Females students were the highest performing subgroup in both grades, outperforming the overall state mean.

In Language Mechanics

- * Our students (36% P/D), tested in the 6th grade, underperformed the state mean (38.4% P/D).

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?

An area of strength over all at Jones Middle is that we improved in 9 over all areas: Over all score, achievement, growth, NAPD RD, NAPD WR, NAPD lang, NAPD RD Gap, NAPD SS Gap, and RD growth. In order to sustain this growth we have revamped our ATM process along with our Extended school service offerings to maximize the intervention opportunities for students to reach them based on an individual needs basis.

Opportunities for Improvement

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

Most consistently across all sub groups mathematics is an area in need of improvement. We have added an intentional ATM process along with a tier intervention system with multiple programs offered. We have also allocated an interventionist to provide pullout work for our tier 2 and tier 3 programming for our students.

Conclusion

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

The next steps in addressing our area of concern is two fold. 1 To continue to find innovative programming to address individual student needs along with programs that students are engaged. 2. To work with incoming 6th grade students as they transition to middle school to work to remediation skill deficits during the entry of middle school to allow student to be presented with higher level classes to prepare them for HS and/ or early graduation. This is something we are working with feeder schools to ensure students are support prior to arriving at ones Middle School.

KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

PBIS- RA Jones stakeholders will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations.

Measurable Objective 1:

collaborate to monitor PBIS expectations and procedural implementation by 05/02/2016 as measured by PBIS Committee and SBDM Council through the use of collected behavior data.

Strategy1:

PBIS Monitoring - The PBIS Committee will monitor Behavior data to determine next steps to ammend procedures or expectations. The PBIS committee will report to SBDM council annually to make recommendations or procedural changes.

Category: Continuous Improvement

Research Cited:

Activity - PBIS Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Committee will make recommendations to the SBDM Council by April 1st of each school year for action to be taken for the following school year.	Behavioral Support Program	04/01/2016	06/30/2017	\$0 - No Funding Required	Assistant Principal

Activity - Student Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS will incorporate rewards in coordination with midterm/end of term and will include academics quarterly.	Behavioral Support Program	12/01/2015	06/30/2017	\$500 - General Fund	All staff

Activity - PBIS committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS committee including a PBIS coach will participate in annual training to improve PBIS efforts. The committee will access behavior data to make changes needed in specific identified target areas and/or timeframes.	Behavioral Support Program	12/01/2015	06/30/2017	\$500 - Grant Funds	PBIS committee

Goal 2:

Increase the percent of effective teachers and leaders

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Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by the teacher and principal evaluation system.

Strategy1:

Recruit and Retain Highly Qualified Teachers - Retaining Highly Qualified teachers will enhance instruction and support continuity.

Category: Continuous Improvement

Research Cited:

Activity - Promote positive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to promote and advertise the positive news into the community and to local colleges to encourage applicants to seek employment. Maintain relationships with the local institutions to help develop students who come through our doors in teaching internships.	Recruitment and Retention	12/15/2015	06/30/2017	\$0 - No Funding Required	Administrative staff, department heads

Activity - Provide Opportunities for Student Teacher and Practicum Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department heads will continue to coordinate with the principal to manage the supervision and opportunities for practicum students and student teachers to work within our school. This will occur each semester.	Recruitment and Retention	08/03/2015	06/30/2017	\$0 - No Funding Required	Department Heads and Principal

Activity - Supporting new teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will work together to support new building teachers and one another through new teacher orientation, mentoring pairs, comprehensive staff handbook, department meetings, and grade level meetings	Professional Learning	12/01/2015	06/30/2017	\$0 - No Funding Required	Administrative team, teachers

Strategy2:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Kentucky Teacher Effectiveness Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on teacher identified areas of need, as specified in their PGG and peer observation, teachers will work with administrative staff and instructional coach to find resources necessary to master student and professional growth goals	Professional Learning	09/08/2015	06/30/2017	\$0 - School Council Funds	Principal, Assistant Principals, Instructional Coach, teachers

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Activity - Peer observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in peer observations, and PGES protocol. Teachers will create and monitor student growth goals and professional growth goals.	Professional Learning	12/01/2015	06/30/2017	\$0 - No Funding Required	Administrative team, department heads

Strategy3:

Scaling the Work - Scaling the work

Category: Continuous Improvement

Research Cited: Danielson framework, professional development, instructional coach

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will get certified in being a peer observer within two years. On a quarterly basis, teachers will collaborate with a colleague to review reflections and evidence to support student and professional growth goals.	Professional Learning	10/01/2015	06/30/2017	\$0 - School Council Funds	Principal, all teachers

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

Goal 1:

Non-Duplicated Gap - Increase achievement for all student groups in Kentucky so that the achievement gap increases from 37.1% P/D in 2015 to 57.2% P/D in 2017 as measured by combined Reading and Math KPREP.

Measurable Objective 1:

demonstrate a proficiency of 60% P/D in Writing by 06/30/2017 as measured by KPREP.

Strategy1:

Writing Analysis - Teachers will engage in analysis of student writing across all content areas on a quarterly basis to focus on student created goals to improve individual writing. Teachers will meet to analyze strengths and weaknesses. This will occur both within and across grade levels.

Category:

Research Cited:

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Activity - Collection of Writing Pieces	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect written pieces from students in every content area for inclusion in a writing folder. Students will select representative samples of their writing for inclusion in a master writing folder which will be evaluated holistically at the end of the school year to gather information necessary for improvement of the overall writing program for the coming school year.	Academic Support Program	12/18/2015	06/30/2017	\$0 - No Funding Required	Instructional Coach, Teachers

Activity - On-Demand Writing Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in writing practice on a regular basis in all classes. Student writing folders will be kept in all classes and students will receive instructional feedback.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Instructional Coach, Department Heads, Team Leaders, Writing Lead

Strategy2:

Teacher Training - Teacher training

Category:

Research Cited:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in PD during and after school to better understand and be prepared to implement the new school writing plan.	Professional Learning	10/01/2015	06/30/2017	\$0 - No Funding Required	Instructional Coach and Writing Leader

Measurable Objective 2:

demonstrate a proficiency of 50.5% P/D in Combined Reading and Math by 06/30/2017 as measured by overall achievement gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching training and protocols will be implemented to provide enhanced planning and instructional delivery to meet the needs of students with deficits and to bridge achievement gaps.	Professional Learning	04/01/2016	06/30/2017	\$2500 - School Council Funds	Vice Principal, Instructional Coach

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Activity - formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver and expect a significant increase in the frequency of formative achievement which follows currently adopted policies and procedures. Classwork, homework, and formatives shall be relevant and documented within teachers' lesson plan allowing for student choice. The increase in strategic activities is necessary to help bridge the currently identified skill gaps. Students should expect opportunities to reflect on the strategies they use, the concepts they've learned and how they apply it to their learning. The administrative team and instructional coach will provide feedback to teachers on tasks.	Policy and Process	12/18/2015	06/30/2017	\$0 - No Funding Required	Teachers, admin team, instructional staff

Activity - Increase Teaching Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative lesson design focusing on engaging student inquiry and talk as the norm in the daily classroom. This will be evidenced through daily learning walks, formal observations and submitted lesson plans. Teachers will engage in PD based on area of evidenced need	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

Activity - Personalization/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use results of pre, formative, and common assessments to plan for personalized instruction of students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group in class and within content partners based on student needs and weekly/bi-weekly assessments to monitor progress. Special Education and ELL teachers shall take on a more deliberate role advocating and providing input for the incorporation of differentiation for students with gaps on a day-to-day basis. Evidence of this will be articulated in ATM groups, lesson plans and observable through formal observation and periodic learning walks.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, Department Heads, Instructional Coach, Principals

Goal 2:

KPREP - Increase the average combined reading and math K-Prep scores for students at Jones Middle School from 34.3% P/D in 2014 to 67.2% P/D by 2017.

Measurable Objective 1:

demonstrate a proficiency of 54.6% P/D on reading and math by 06/30/2017 as measured by K-Prep scores.

Strategy1:

RTI - Specifically Designed Instruction - Teachers will train to better understand and apply STAR assessment data to daily lesson design and interventions. The goal is for teachers to have a much stronger idea about the weaknesses of each child and use specific grouping

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strategies and tasks to accelerate learning.

Category:

Research Cited:

Activity - STAR Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts and Math teachers will communicate Star results during grade level meetings and ATM's in the month following Star benchmarks. All teachers will be trained on use of scores for differentiation purposes.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, instructional coach, principals

Strategy2:

Frequent Monitoring - The admin team will document and monitor the deliberate use of instructional time and the development of intentionally planned lessons.

Category: Continuous Improvement

Research Cited: Marzano - Frequent Monitoring

Activity - Deliberate use of Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be deliberate in use of instructional time, the development of rigorous and intentionally planned lessons, and the delivery of instruction and assessments. weekly PLCs will focus on sharing instructional practice and student work samples.	Direct Instruction	09/01/2015	06/30/2017	\$0 - No Funding Required	Admin team, teachers, department heads

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The admin team will document and monitor the deliberate use of instructional time, the development of rigorous and intentionally planned lessons and the delivery of instruction and assessments. The admin team will utilize formal observation, informal walk-throughs and inspection of uploaded documents and student work to complete this task. The admin team shall provide timely and relevant feedback to teachers to promote professional growth, inquiry and collaborative conversation.	Academic Support Program	01/04/2016	06/30/2017	\$1500 - School Council Funds	admin staff

Activity - Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students in the process of Individual Goal setting, Self reflection/self evaluation, and student led discussion about progress. In addition, teachers will create classroom student growth goals to aid in academic achievement toward mastery.	Academic Support Program	12/01/2015	06/30/2017	\$0 - No Funding Required	teachers.

Strategy3:

Motivate Student Performance - The administration and staff will acknowledge and reward student academic achievement in deliberate manners to encourage a culture of academic achievement.

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Category:

Research Cited: Marzano Best Practice - Celebrations and rewards.

Activity - Long-Term Academic Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jones Middle School teachers, administration and stakeholders will organize and implement a long-term recognition program designed to promote a cultural change which demands, expects, supports and acknowledges high academic performance. Major incentives events, which may include field trips shall be developed and initiated. The academic performance committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding sources. The academic achievement committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding resources.	Academic Support Program	01/04/2016	06/30/2017	\$10000 - Other	Principal and teachers

Activity - Student motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will frequently display and verbally recognize student work that meets or exceeds proficiency. This may take the form of papers or projects affixed to walls or hallway cork strips. In addition, teachers may use graphs or charts to measure gains made by students or achievement levels met on classroom assessments. school administration will publicly reward, provide incentives, acknowledge and promote student achievement and improvement.	Academic Support Program	11/24/2015	06/30/2017	\$500 - General Fund	Teachers, counselors, admin staff

Activity - Short Term Academic Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will engage in practices to encourage and promote student academic achievement on a frequent and deliberate basis. To encourage student responsibility and task completion teachers will administer verbal and non-verbal forms of praise, incentives, and provide location and time to aid students on individual assignments	Academic Support Program	01/04/2016	06/30/2017	\$0 - School Council Funds	Teachers, administration and stakeholders.

Activity - building rapport	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a small mentoring group assigned to them that will meet daily to work on the individual student as well as provide an opportunity for teachers to build relationships with these students.	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Team level leaders, teachers, Counselor

Strategy4:

Best Practice - Intentional Lesson Design - Teachers will collaboratively and deliberately design daily lessons to increase student achievement. Teachers will work to incorporate a greater percentage of students inquiry and talk tasks while folding in students use of technology.

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Category:

Research Cited: Marzano's Best Practices

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the time, on a daily and weekly basis, to participate in grade level content team PLCs. Teachers will have a goal of producing deliberate lessons to meet student needs while increasing instructional rigor and student achievement. Content partners will be expected to physically meet and share an equal burden of the work. The administrative team will meet with the teachers to ensure that high level planning is taking place and provide feedback based on lessons generated.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Intentional Lesson Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement rigorous, aligned and deliberately sequenced lessons incorporating high level talk and task within classroom activities. Lessons will focus on preplanned targets, high level questions, discussions and assessments. Plans will be generated, updated and submitted to a shared folder on a weekly basis for review and feedback. Review and feedback will also be provided on a monthly basis during content PLCs	Academic Support Program	09/01/2015	06/30/2017	\$0 - No Funding Required	Teachers, administrative team, department heads, instructional coach

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Non-Duplicated Gap - Increase achievement for all student groups in Kentucky so that the achievement gap increases from 37.1% P/D in 2015 to 57.2% P/D in 2017 as measured by combined Reading and Math KPREP.

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Measurable Objective 1:

demonstrate a proficiency of 50.5% P/D in Combined Reading and Math by 06/30/2017 as measured by overall achievement gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Activity - formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver and expect a significant increase in the frequency of formative achievement which follows currently adopted policies and procedures. Classwork, homework, and formatives shall be relevant and documented within teachers' lesson plan allowing for student choice. The increase in strategic activities is necessary to help bridge the currently identified skill gaps. Students should expect opportunities to reflect on the strategies they use, the concepts they've learned and how they apply it to their learning. The administrative team and instructional coach will provide feedback to teachers on tasks.	Policy and Process	12/18/2015	06/30/2017	\$0 - No Funding Required	Teachers, admin team, instructional staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching training and protocols will be implemented to provide enhanced planning and instructional delivery to meet the needs of students with deficits and to bridge achievement gaps.	Professional Learning	04/01/2016	06/30/2017	\$2500 - School Council Funds	Vice Principal, Instructional Coach

Activity - Increase Teaching Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative lesson design focusing on engaging student inquiry and talk as the norm in the daily classroom. This will be evidenced through daily learning walks, formal observations and submitted lesson plans. Teachers will engage in PD based on area of evidenced need	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Activity - Personalization/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use results of pre, formative, and common assessments to plan for personalized instruction of students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group in class and within content partners based on student needs and weekly/bi-weekly assessments to monitor progress. Special Education and ELL teachers shall take on a more deliberate role advocating and providing input for the incorporation of differentiation for students with gaps on a day-to-day basis. Evidence of this will be articulated in ATM groups, lesson plans and observable through formal observation and periodic learning walks.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, Department Heads, Instructional Coach, Principals

Measurable Objective 2:

demonstrate a proficiency of 60% P/D in Writing by 06/30/2017 as measured by KPREP.

Strategy1:

Writing Analysis - Teachers will engage in analysis of student writing across all content areas on a quarterly basis to focus on student created goals to improve individual writing. Teachers will meet to analyze strengths and weaknesses. This will occur both within and across grade levels.

Category:

Research Cited:

Activity - On-Demand Writing Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in writing practice on a regular basis in all classes. Student writing folders will be kept in all classes and students will receive instructional feedback.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Instructional Coach, Department Heads, Team Leaders, Writing Lead

Activity - Collection of Writing Pieces	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect written pieces from students in every content area for inclusion in a writing folder. Students will select representative samples of their writing for inclusion in a master writing folder which will be evaluated holistically at the end of the school year to gather information necessary for improvement of the overall writing program for the coming school year.	Academic Support Program	12/18/2015	06/30/2017	\$0 - No Funding Required	Instructional Coach, Teachers

Strategy2:

Teacher Training - Teacher training

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in PD during and after school to better understand and be prepared to implement the new school writing plan.	Professional Learning	10/01/2015	06/30/2017	\$0 - No Funding Required	Instructional Coach and Writing Leader

Goal 2:

KPREP - Increase the average combined reading and math K-Prep scores for students at Jones Middle School from 34.3% P/D in 2014 to 67.2% P/D by 2017.

Measurable Objective 1:

demonstrate a proficiency of 54.6% P/D on reading and math by 06/30/2017 as measured by K-Prep scores.

Strategy1:

Best Practice - Intentional Lesson Design - Teachers will collaboratively and deliberately design daily lessons to increase student achievement. Teachers will work to incorporate a greater percentage of students inquiry and talk tasks while folding in students use of technology.

Category:

Research Cited: Marzano's Best Practices

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the time, on a daily and weekly basis, to participate in grade level content team PLCs. Teachers will have a goal of producing deliberate lessons to meet student needs while increasing instructional rigor and student achievement. Content partners will be expected to physically meet and share an equal burden of the work. The administrative team will meet with the teachers to ensure that high level planning is taking place and provide feedback based on lessons generated.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Intentional Lesson Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement rigorous, aligned and deliberately sequenced lessons incorporating high level talk and task within classroom activities. Lessons will focus on preplanned targets, high level questions, discussions and assessments. Plans will be generated, updated and submitted to a shared folder on a weekly basis for review and feedback. Review and feedback will also be provided on a monthly basis during content PLCs	Academic Support Program	09/01/2015	06/30/2017	\$0 - No Funding Required	Teachers, administrative team, department heads, instructional coach

Strategy2:

Motivate Student Performance - The administration and staff will acknowledge and reward student academic achievement in deliberate manners to encourage a culture of academic achievement.

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Category:

Research Cited: Marzano Best Practice - Celebrations and rewards.

Activity - building rapport	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a small mentoring group assigned to them that will meet daily to work on the individual student as well as provide an opportunity for teachers to build relationships with these students.	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Team level leaders, teachers, Counselor

Activity - Short Term Academic Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will engage in practices to encourage and promote student academic achievement on a frequent and deliberate basis. To encourage student responsibility and task completion teachers will administer verbal and non-verbal forms of praise, incentives, and provide location and time to aid students on individual assignments	Academic Support Program	01/04/2016	06/30/2017	\$0 - School Council Funds	Teachers, administration and stakeholders.

Activity - Student motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will frequently display and verbally recognize student work that meets or exceeds proficiency. This may take the form of papers or projects affixed to walls or hallway cork strips. In addition, teachers may use graphs or charts to measure gains made by students or achievement levels met on classroom assessments. school administration will publicly reward, provide incentives, acknowledge and promote student achievement and improvement.	Academic Support Program	11/24/2015	06/30/2017	\$500 - General Fund	Teachers, counselors, admin staff

Activity - Long-Term Academic Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jones Middle School teachers, administration and stakeholders will organize and implement a long-term recognition program designed to promote a cultural change which demands, expects, supports and acknowledges high academic performance. Major incentives events, which may include field trips shall be developed and initiated. The academic performance committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding sources. The academic achievement committee will formulate deliberate steps and actions to be taken. The committee will develop procedures and recommend funding resources.	Academic Support Program	01/04/2016	06/30/2017	\$10000 - Other	Principal and teachers

Strategy3:

RTI - Specifically Designed Instruction - Teachers will train to better understand and apply STAR assessment data to daily lesson design and interventions. The goal is for teachers to have a much stronger idea about the weaknesses of each child and use specific grouping strategies and tasks to accelerate learning.

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Category:

Research Cited:

Activity - STAR Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts and Math teachers will communicate Star results during grade level meetings and ATM's in the month following Star benchmarks. All teachers will be trained on use of scores for differentiation purposes.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Teachers, instructional coach, principals

Strategy4:

Frequent Monitoring - The admin team will document and monitor the deliberate use of instructional time and the development of intentionally planned lessons.

Category: Continuous Improvement

Research Cited: Marzano - Frequent Monitoring

Activity - Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and guide students in the process of Individual Goal setting, Self reflection/self evaluation, and student led discussion about progress. In addition, teachers will create classroom student growth goals to aid in academic achievement toward mastery.	Academic Support Program	12/01/2015	06/30/2017	\$0 - No Funding Required	teachers.

Activity - Deliberate use of Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be deliberate in use of instructional time, the development of rigorous and intentionally planned lessons, and the delivery of instruction and assessments. weekly PLCs will focus on sharing instructional practice and student work samples.	Direct Instruction	09/01/2015	06/30/2017	\$0 - No Funding Required	Admin team, teachers, department heads

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The admin team will document and monitor the deliberate use of instructional time, the development of rigorous and intentionally planned lessons and the delivery of instruction and assessments. The admin team will utilize formal observation, informal walk-throughs and inspection of uploaded documents and student work to complete this task. The admin team shall provide timely and relevant feedback to teachers to promote professional growth, inquiry and collaborative conversation.	Academic Support Program	01/04/2016	06/30/2017	\$1500 - School Council Funds	admin staff

The school identified specific strategies to increase the average freshman graduation rate.

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

Teachers will work to increase/maintain scores on all program reviews

Measurable Objective 1:

complete a portfolio or performance By working together to assure all program review activities are at the proficient level or better by 06/30/2016 as measured by scoring proficient or better on program review.

Strategy1:

Work together to achieve excellence - Teachers will collaborate in order to meet requirements of program review

Category: Continuous Improvement

Research Cited: Teacher work collaboratively by department

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will meet on a bi-weekly basis to discuss program review activities. Teachers will then incorporate activities that promote more inclusion of these activities into the instructional practice.	Professional Learning	08/03/2015	06/30/2016	\$0 - No Funding Required	Unified Arts

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	Yes this is done continuously using multiple sources of data	

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	Multiple research based programs are utilized to help students achieve academically	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

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	Multiple avenues are utilized to support student needs both during and outside of the school day.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We are currently working with HR to improve the recruitment process for potential staff members at Jone Middle School.	

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	This is also monitored at the district level to ensure all records are kept and financial dismemberment are appropriated responsibly.	

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

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.	Yes		

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		

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

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
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		

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

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 (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	As practice our school or district do not employ instructors who are not highly qualified instructors in their content areas.	

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, specialists 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		

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	As practice our para educators only assist in instructional support of students. all clerical work is completed by support staff or school secretaries.	

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	As practice our para educators only assist in instructional support of students. all clerical work is completed by support staff or school secretaries.	

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		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Regina Brownfield- Assistant principal

Mellisa Lameier- Vice principal

Todd Hanley Teacher SBDM rep

Poala Sciaffia Teacher SBDM rep

Sharron Reynolds Teacher SBDM rep

Ms. Stokes SDBM parent rep

Mr. Powell SBDM Parent rep

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	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
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	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

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	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
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	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
3.5	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	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
4.2	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
4.3	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
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	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
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

	Statement or Question	Response	Rating
4.7	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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	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
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	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
5.6	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - 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: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • 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. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	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
6.3	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 and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	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
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	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
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	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
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

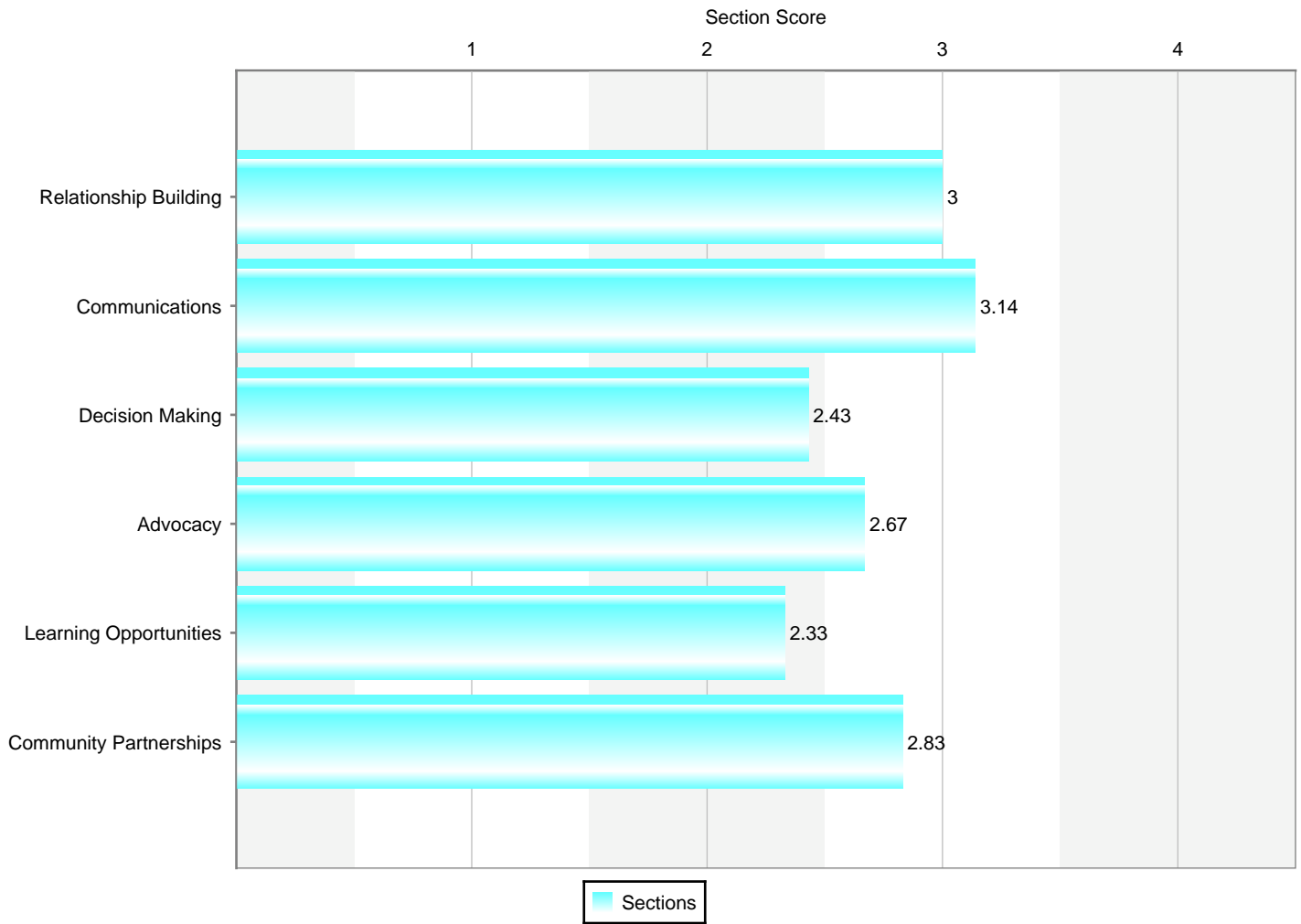
Reflection

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

In reflecting on my responses I feel that Jones Middle School does a good job of informing and empowering parents. I feel that after completing this survey we need to improve upon our local business outreach. We do partner with multiple agency's to help students with individual barriers but would like to gain support from our local businesses.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The assistant principal and the instructional coach went through the entire document from last year looking at goals and activities to determine where each fell within our three committees established. Each teacher, administrator and the instructional coach in the building was given the opportunity to choose a committee to participate in. From the committees we developed focus groups to work on the CIP.

In the focus groups, each group looked at the previous year's goals, strategies and activities to see if we needed to add to, delete, or keep the item. All members of the focus groups met together to discuss and hash out the ideas with the chair person and co-chair person leading the focus groups. At the end of the day, each group had their focus area goals, strategies and activities worked out.

Once all of the information was compiled, it was then taken to the department head and team leader meeting for them to take back to their teams to determine if there were changes needed to what was decided. Once that was completed, it was brought to the leadership team.

The SBDM will approve the CIP.

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

All regular education teachers, special education teachers, unified arts teachers, administrators, and the instructional coach were involved in the process. Each person was responsible for being on a committee/focus group of their choosing. If they did not choose a group they were assigned to a group. Each and every person was responsible for input into the development of the plan. Each focus group had a chair person and a co-chair person responsible for presentation and recording of dialog and suggestions. Everyone was given the opportunity for input.

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

The final improvement plan was reviewed by SBDM. It is to be reviewed monthly to be sure that activities are taking place and it is being implemented with fidelity.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	10/21/2015 at 6:00 pm	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10/21/2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	September of 2015- school safety team and admin, SBDM Council 10/21/2015, 10/22/2015 forwarded to District office	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/12/2015-opening day	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	We conduct audits by school with school staff, district staff, and local officials.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Rector A. Jones Middle School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	This is conducted through our school safety audit.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	8/14/2015, 8/21/2015, 9/24/2015, 10/15/2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	This is conducted at the teacher level on a continuous basis via departmental and grade level planning. This is also conducted on a broader systematic basis in conducting ATM meetings were student, demographic, barriers, current interventions, needed interventions, and any therapeutic or instructional needs are discussed	

What are the barriers identified?

Recruitment support for experienced instructors is a barrier because Jones has a diverse population which consists of: a High level of poverty among our families, a growing ELL population(more specifically a large Hispanic population), and complex mental health needs.

What sources of data were used to determine the barriers?

Student demographics , state assessment results, universal screening agent, applitrac, and school report card.

What are the root causes of those identified barriers?

Our Hispanic population is 4 times greater that the state and district average.

When examining the professional qualifications of our staff, our numbers indicate that our teachers have less instructional classroom experience when compared to the district average. Only 32.9% of our staff have achieved their Masters level versus 50% at the district level. Additionally, 6.8% of our faculty have their Rank I as compared to the district average of 16.5%. Another point of reference is the retention of highly qualified teachers, Jones average years of teaching experience is 8.8 years as compared to the district average of 12.1 years experience. This is also the case when discussing the number of national board certified teachers teaching at Jones, we currently have 2 of the 87 national board certified teachers within the Boone County School District.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

There is no current data on our school report card providing this information.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All instructors at Jones Middle School are highly qualified in their content area. Our procedure for assigning student schedules are conducted via the scheduling wizard tool in Infinite Campus.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Our procedure for assigning student schedules are conducted via the scheduling wizard tool in Infinite Campus.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Our procedures in regards to hiring and consultation are to follow the district guidelines. When receiving additional allocations, student needs are a priority in the way these allocations are assigned. For example, two additional teacher allocations were granted, we used these allocations to reduce class sizes to be in compliance with state regulations and to provide intervention classes as determined by ATM meetings.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Our hiring procedure utilizes a rubric that stresses dispositional hiring based on the needs of our students. It is our current procedure that teachers who are certified in Special education also hold dual certification in the content area they will be servicing.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

It is our practice to celebrate, empower, and provide voice to our teachers through the staff selected teacher of the month program and various other acknowledgements throughout the school year.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New teacher orientation at both the district and school level, KTIP process for all 1st year teachers, and grade level and content partners with common planning for all staff is provided. We also utilize peer observation to allow teachers to gain feedback from their peers.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

We follow district recommended practice in regards to any corrective action measures taken for an ineffective teacher.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Based on the school report card and TELL, the biggest need of Jones Middle School is to increase the level community engagement and support. Currently we are providing programming that is designed to engage the community. Examples of this are Business engagement tours, PT3's and other monthly parent nights over the course of the school year. In addition to this we have engaged local business and district staff to mentor students via STEAM programs and initiatives at Jones.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The goal and objectives that supports equitable access as a result of the diagnostic is our PBIS goal. Which states: RA Jones stakeholders will continue to amend, implement, and monitor PBIS initiatives to manage procedures and the continued improvement of student behavioral expectations. On the Kentucky school report card learning environment tab under equity and work condition states that according to Tell Jones Middle School was awarded a score of 78.3 under managing student conduct was below the district average of 87.9 and the state score of 84.4. As part of the plan this will be continuously monitored, reported to all stakeholders, student rewards systems will be put into place and a committee will meet to ensure these objective are met.