

JCMS Comprehensive Improvement Plan 2015

Jackson County Middle School
Jackson County

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Overview

Plan Name

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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	Achievement Reading and Math Proficiency: To increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% by 05/31/2017.	Objectives: 1 Strategies: 8 Activities: 40	Organizational	\$269200
2	Achievement Gap Reduction: To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 16	Organizational	\$37000
3	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$82500
4	Implement the components of PPGES and TPGES and OPGES to 100% by July 31, 2015	Objectives: 2 Strategies: 3 Activities: 5	Organizational	\$500

Goal 1: Achievement Reading and Math Proficiency: To increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% by 05/31/2017.

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

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for middle school students from 33.1% to 50.4% by 05/31/2015 as measured by K-Prep Test Scores.

(shared) Strategy 1:

Curriculum Assessment and Alignment - Teachers will continuously align curriculum, instructional practices and assessments to be congruent with KCAS to reduce the number/percent of students who score Novice on a K-Prep assessment and increase the number/percent of students scoring Proficient/Distinguished on the K-Prep assessment.

Category: Continuous Improvement

Research Cited: Making Middle Grades Work: 10 Best Practices in Middle Grades, R. Stiggins, T.Guskey,

Gates Foundation(MDC and LDC)

Activity - PLC Curriculum Design Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize our established PLC's to: A.) Analyze curriculum to identify gaps B.) Make adjustments to curriculum C.) Utilize instructional resources aligned to KCAS D.) Ensure that teachers implement the curriculum using best practices for instruction and assessment. E.) Monitor implementation throughout the year. (PN), (Title I #1,2, & 8), (KCMP#3)	Professional Learning	12/18/2012	05/31/2015	\$0	No Funding Required	Principal, PLC leaders, all JCMS teachers, DAC, Instructional Supervisor

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will perform periodic analysis of assessment data (Explore, K-Prep, ThinkLink, and common classroom assessments) in order to determine curriculum gaps, instructional practices and needs, and necessary interventions. (Title I # 1 8 & 9), (KCMP#3)	Professional Learning	12/18/2012	12/31/2015	\$0	No Funding Required	Principal, Teachers, DAC, district personnel, and counselor.

Activity - Standards Based Report Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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JCMS will implement standards based reporting in our math department. Other content areas will begin to explore the process of standards based reporting. (Title I #1 & 8), (KCMP#3)	Policy and Process	01/01/2014	12/31/2015	\$3000	Title I Part A	Principal, Counselor, Math Dept. DAC, DPP
Activity - Balanced Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement and refine a balanced assessment system with support from the district assessment coordinator. Specific assessment strategies will be based on Stiggins and Guskey's current research. (PN), (Title I #1,2, & 4),(KCMP #3),	Professional Learning	12/31/2012	12/31/2015	\$0	No Funding Required	DAC, Principal, Teachers
Activity - Content Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Dept. and Social Studies will have one teacher representative involved in a regional content network offered through SE/SC. The purpose of the content network is to orient teachers to the new core academic standards curriculum work in science as well as instructional strategies and assessments to be utilized with the new standards. (Title 1 #4, 8, 9)	Professional Learning	10/01/2013	05/31/2015	\$2500	Title I Schoolwide	Science Teachers, Principal, Instructional Supervisor
Activity - Reading Street	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Street series will be implemented in 6th grade at JCMS. This research-based program will be the follow-up to the K-5 program all elementary schools are implementing. (PN, Title 1 #9)	Academic Support Program	01/01/2014	06/01/2018	\$50000	Grant Funds	PN Staff, 6th grade ELA teachers, Principal, counselor, Instructional Supervisor
Activity - Arts/Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from PN, curriculum alignment work will begin for the arts/humanities program and teacher. PN	Policy and Process	01/01/2014	05/30/2015	\$2000	Grant Funds	PN Arts Coordinator, Arts Teacher, Principal, Instructional Supervisor
Activity - Digits Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will implement a new math curriculum as a follow-up to the new math program being offered at the elementary levels. This new math program is DIGITS and is a follow-up to the Envision series in K-5. (Promise Neighborhood Grant Funding)	Direct Instruction	08/01/2014	05/31/2016	\$30000	Other	Math Dept. Principal, Instructional Supervisor

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Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of administrators, teachers, and community members will participate in a series of data retreats offered through SESC in order to become more fully trained in best practice of data disaggregation. The team will use this experience to build capacity in decision making that reduces barriers to student achievement.	Policy and Process	01/14/2015	07/31/2015	\$2000	District Funding	Principal, Assistant Principal, Counselor, Selected Team Members, PN Academic Specialist

(shared) Strategy 2:

Program Review - As defined on the KDE website:..

.A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- * improving the quality teaching and learning for all students in all programs
- * allowing equal access to all students the skills that will assist them in being productive citizens
- * allowing student demonstration of understanding beyond a paper-and-pencil test
- *ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a schools advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement.

Category: Continuous Improvement

Research Cited: Arts Education Partnership

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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3 Program Review Committees will meet 3 times per year to perform an internal scoring using the program review rubrics and current evidence. The findings will then be presented to teachers in a series of PLC meetings. The agenda for PLC meetings will include providing information to teachers about the purpose and process of the review, role of the teacher in implementing high-quality instructional programs, informing staff of the expectations and process of the internal and external review process, and examining the rubrics used in the program reviews as well as current scores. Title I (#1,2) KCMP #3, PN	Policy and Process	08/08/2012	06/01/2015	\$0	No Funding Required	Principal, Committee Members, Teachers, Paraprofessionals, District Program Review coordinator, Program Review Liason
Activity - Internal Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An internal program review team selected by committee members will oversee that teachers from across the disciplines contribute, engage parents and community partners to support specific review area(s), and identify/analyze gaps in particular program areas to determine next steps for continuous improvement. Program Review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings. PN, KCMP (#3&8), Title I (#2, 6, & 8)	Policy and Process	08/01/2013	06/01/2015	\$0	No Funding Required	Principal, Internal Review Team Members, Program Review Coach, District Liason
Activity - Policy Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS writing teachers will review and update the writing policy to submit to SBDM. The writing policy will address writing across the curriculum and the needs of the program review. KCMP #3, Title I (#2) SBDM Council will also review and update all policies with help of KASC Program Reveiw Kit in order to make sure appropriate strategies and language is in place.	Policy and Process	01/01/2014	06/30/2015	\$0	No Funding Required	Principal, Writing Teachers, SBDM, Program Review Area Teachers
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize data from the program review process to provide professional learning opportunities for teachers in regards to barriers and needs uncovered through the program review process.	Professional Learning	12/31/2014	12/31/2015	\$3000	District Funding	Teachers, Principal, PD Coordinator

(shared) Strategy 3:

Professional Learning Experiences - Teachers will have opportunities to learn and implement research-based instructional and assessment strategies in their classroom. Teachers at JCMS will be involved in Laying the Foundation, Promise Neighborhood Initiatives, and MDC and LDC trainings. A PD Coach will assist in implementing professional learning and assist in monitoring implementation. Teachers will also be involved in weekly PLC meetings.

There are many research briefs on the effectiveness of Professional Development, often with various findings. Nevertheless, studies constantly conclude that effective

professional learning cannot be implemented without proper follow-up and monitoring.

Category: Professional Learning & Support

Research Cited: Making Middle Grades Work: 10 Best Practices in Middle Grades, Dufour's Work on PLC's, Gates Foundation(MDC and LDC)

Editorial Projects in Education Research Center. (2011, June 29). Issues A-Z: Professional Development. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/professional-development/>

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will work in PLC's to implement strategies from the Math Design Collaborative. We have 2 teachers that have been trained extensively in the modules. 2 new teachers will be oriented to the process by those that are trained. (KCMP 3, Title 1 #4)	Professional Learning	09/02/2013	05/31/2015	\$1000	Title I Schoolwide	Math Teachers, Principal, Instructional Supervisor, Federal Program Coordinator
Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will continue and expand LDC intergation across the curriculum. Trainings will be conducted periodically to assist all teachers for incorporation of LDC modules into their instructional units. (PN- PD 360), (Title I #1,3,4, & 8), (KCMP #3), (Technology)	Professional Learning	08/01/2013	12/31/2015	\$1000	Title I Schoolwide	Principal, LDC Participant Teachers, Fed. Programs Coordinator, Instructional Supervisor
Activity - LTF Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Math teachers, ELA teachers, and Science teachers are participating in Laying the Foundation training for a total of 3 consecutive years. Model lessons from this training (based on establishing a pre-college curriculum) will be utilized in individual classrooms. (Title 1, #4)	Professional Learning	07/28/2012	07/01/2015	\$8000	Title I Schoolwide	Principal, LTF Participants, PD Coordinator, Federal Programs Coordinator
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Activity - Promise Neighborhood Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promise Neighborhood provides different varieties of professional learning on a yearly basis throughout the duration of the grant. Focus includes foundational literacy, SPARK curriculum, career exploration, mathematics cadre, and arts programming. (PN)	Professional Learning	08/01/2013	05/31/2015	\$20000	Other	PN Staff, Participating Teachers, PD Coordinator, Principal

Activity - PD Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district PD coach will work 2 days per work at JCMS to help teachers implement strategies learned from the various PD initiatives (with an emphasis on LTF). Teachers will receive coaching, feedback, and support implementing strategies learned from PD. (Title 1, #4 10)	Professional Learning	08/01/2013	05/31/2015	\$20000	Title I Schoolwide	PD Coach, Principal, Federal Program Coordinator, Teachers

(shared) Strategy 4:

Instructional Strategies - Best practice says that teachers utilize research-based instructional strategies that engage students in learning. Teachers will research strategies that impact student engagement and bring them to PLC's to share with others. An increase in student engagement in learning will produce higher levels of proficiency in student assessment scores.

Category: Continuous Improvement

Research Cited: Making Middle Grades Work: 10 Best Strategies for Middle Grades, Gate Foundation Research, Dufour, Danielson

Activity - Direct Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple data sources to determine interventions for student growth and academic improvement. Interventions will include programs such as: Accelerated Reading, I-ready program, classroom differentiation, and tutoring program. (Title I # 1,2,8, & 9), (KCMP #3 & 5), PN	Direct Instruction	12/01/2013	12/31/2015	\$10000	Title I Part A	Principal, Teachers, Instructional Supervisor

Activity - Reading Across Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will incorporate reading improvement strategies in all classrooms across content areas. Reading teachers will provide professional learning needs on strategies during PLC's for teachers in other content areas. A list of research-based strategies will be developed to assist teachers in implementation. (Title 1 #2, 4, 8, 9) KCMP 3	Direct Instruction	01/01/2014	12/31/2015	\$0	No Funding Required	All teachers, Principal, PD Coordinator, PD Coach
Activity - Writing Across the Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will lead professional learning opportunities in writing strategies for teachers in other content areas. Specific strategies will include LDC development, graphic organizers, and Abell training. (Title 1 #4, 8, 9) KCMP #3	Direct Instruction	01/01/2014	12/31/2015	\$0	No Funding Required	Writing Teachers, Principal, All Teaching Staff
Activity - Word Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each content area will develop a list of critical vocabulary terms and develop word walls to be displayed in classrooms and hallways. Formative and summative assessments will diagnose students acquisition and retention of these terms.	Direct Instruction	01/01/2015	05/31/2015	\$0	No Funding Required	Teachers

(shared) Strategy 5:

Digital Learning - Currently, an initiative to support the integration of 21st century technology skills into the curriculum is being implemented at the school through funding provided by American Recovery and Reinvestment Act competitive grant awarded spring 2010. This initiative and other district related technology initiatives such as the District's Technology Resource Teacher support the school's improvement goals while allowing for effective lesson plan development, formative assessments, student access, and public relations.

A review of research on online and digital learning concludes the following:

- 1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
- 2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.
- 3) Studies in which learners in the online condition spent more time on task than students in the face-to-face condition found a greater benefit for online learning.
- 4) Most of the variations in the way in which different studies implemented online learning did not affect student learning outcomes significantly.
- 5) The effectiveness of online learning approaches appears quite broad across different content and learner types.
- 6) Effect sizes were larger for studies in which the online and face-to-face conditions varied in terms of curriculum materials and aspects of instructional approach in addition to the medium of instruction.
- 7) The narrative review of experimental and quasi-experimental studies contrasting different online learning practices found that the majority of available studies suggest the following:
 - a) Blended and purely online learning conditions implemented within a single study generally result in similar student learning outcomes.
 - b) Elements such as video or online quizzes do not appear to influence the amount that students learn in online classes.

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- 8) Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection.
 9) Providing guidance for learning for groups of students appears less successful than does using such mechanisms with individual learners.

New forms of technology and technology related initiatives will add to the instructional strategies and experiences of students at JCMS. Teachers will use IPAD's and new tablets in online instruction. Students will participate in a new STEAM 9 weeks curriculum. CIITS will be used by teachers as an instructional, assessment, and professional learning resource. I-ready will be utilized as an intervention program. Online learning will also be used to combat learning loss when school is not in session.

Category: Integrated Methods for Learning

Research Cited: Patrick, Susan : Powell, A. (2009) A Summary of Research on the Effectiveness of K-12 Online Learning

Activity - IPAD's and Tablets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Dept will utilize a new set of IPAD's to enhance instructional experiences of students and to open 21st Century skills and lessons. Career Education Classes will utilize new SAMSUNG tablets from a grant for college/career readiness activities.	Technology	07/01/2014	12/31/2015	\$35000	Title I SIG, Other	Math Teachers, Principal,

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, creation of common assessments, and analysis of data and reporting. In addition, teachers will be able to utilize the EDS suite for professional growth planning and opportunity.	Academic Support Program	12/01/2013	12/31/2015	\$0	No Funding Required	Teachers, CIITS Coordinator, PD Coordinator, Principal, Tech Coordinator

Activity - STEAM Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be utilized to support STEM instruction in the school. This project-based initiative will facilitate better instruction and student achievement and engagement in both language arts and mathematics. (Technology), (Title I # 2&3), KCMP#3	Direct Instruction	08/01/2013	12/31/2015	\$50000	Other	STEAM Teacher, Principal

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use the data from Kentucky ILP to gear lessons toward student interest. (KCMP 13) Technology	Technology	01/01/2014	12/31/2015	\$0	No Funding Required	Career Awareness Teachers, Counselor, PN Staff

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Activity - I-Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I-ready technology program will be utilized in reading and mathematics instruction for both intervention and enrichment programming according to student needs in the building. (Title 1, KCMP)	Academic Support Program	09/30/2014	05/31/2016	\$25000	Title I Schoolwide	BAC, Teachers, Tech Personnel
Activity - Snow Day Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Reading teachers will assign 10 lessons, using available digital technologies such as I-ready, for students to work on during weather-related school closures. Lessons will be designed to assist with learning loss during these times.	Direct Instruction	01/01/2015	03/31/2016	\$0	No Funding Required	Teachers

Strategy 6:

Monitoring Student Achievement - From When they assess for learning, teachers use the classroom assessment process and the continuous flow of information about student achievement that it provides in order to advance student learning. They do this by:

- understanding and articulating in advance of teaching the achievement targets that their students are to hit;
- informing their students about those learning goals, in terms that students understand, from the very beginning of the teaching and learning process;
- becoming assessment literate and thus able to transform their expectations into assessment exercises and scoring procedures that accurately reflect student achievement;
- using classroom assessments to build students' confidence in themselves as learners and help them take responsibility for their own learning, so as to lay a foundation for lifelong learning;
- translating classroom assessment results into frequent descriptive feedback (versus judgmental feedback) for students, providing them with specific insights as to how to improve;
- continuously adjusting instruction based on the results of classroom assessments;
- engaging students in regular self-assessment, with standards held constant so that students can watch themselves grow over time and thus feel in charge of their own success; and
- actively involving students in communicating with their teacher and their families about their achievement status and improvement.

As a result, JCMS will implement a better monitoring system on the overall impact of instruction on student achievement which includes student self-assessment analysis days, the implementation of a data analysis team with the help of an intensive training in a "data retreat", and the building and monitoring of an online database for data monitoring at the district level.

Category: Management Systems

Research Cited: Rick Stiggins (Various Works)

Activity - Implementation and Impact Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SBDM council will have a standing item on all regular monthly meeting agendas where specific activities in the CSIP are reviewed for overall implementation and impact on student achievement. Modifications to CSIP are approved as needed throughout the year.	Policy and Process	01/01/2015	06/30/2016	\$0	No Funding Required	SBDM Council Members
Activity - Data Analysis Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team consisting of administrators, teachers, instructional support staff, and academic specialists will meet to analyze data and monitor trends as data becomes available throughout the year. Team will set academic and behavioral benchmarks, review intervention resources, review impact of improvement planning activities, and work to uncover barriers to student learning as identified via data analysis. The first work of the team will be a Data Retreat through SESC in January 2015. Team will create a report of findings for every other SBDM regular council meeting. (6 times per year)	Policy and Process	01/01/2015	05/31/2016	\$2000	School Council Funds	Data Analysis Team Members
Activity - Student Data Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As state test data and school progress monitoring data becomes available, students will participate in a self-assessment as to how they did on the particular assessments. Students will be taken through various activities where they disaggregate their own academic data and work to find strengths and weaknesses. Students will then self-reflect and work toward future success.	Academic Support Program	01/01/2015	12/30/2016	\$0	No Funding Required	Teachers, School Administrators
Activity - District Student Data Base	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will utilize the district student data base that will be created in the Spring semester of 2015 to more efficiently track student data in order to intervene in a more timely manner when individual student needs arise.	Technology	01/01/2015	05/31/2016	\$0	No Funding Required	DAC, DPP, Principal, Teachers, DOSE, DTC

Strategy 7:

Teacher Leadership and Capacity - Quote from the Center for Comprehensive School Reform and Improvement:

"Teacher leaders are facilitators within the school and can be an important element in spreading and strengthening school reform and improvement. Educational improvement at the instructional level, for example, involves leadership by teachers in the classroom. Tasks performed by teacher leaders include monitoring improvement efforts, selecting curriculum, and participating in administrative meetings. In addition, they often are called upon to participate in peer coaching, engage parent and community participation, and review research in their time away from the classroom. Typically, these leaders are teachers who have significant teaching experience, are known to be excellent educators, and are respected by their peers. They are learning and achievement oriented and willing to take risks and assume responsibility. These teachers use a variety of informal and formal channels to exert leadership, including acting as union representatives, department heads, and mentors."

JCMS recognizes the need to develop teacher leadership and capacity within the building. As a result, this strategy includes an analysis of TELL Survey Data as well

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as Val-Ed data, an efficient committee process, and the development of a leadership team that helps guide decision making in the school.

Category: Professional Learning & Support

Research Cited: The Center for Comprehensive School Reform and Improvement (2005). "Research Brief: What does the research tell us about Teacher Leadership?" Washington, DC. http://www.centerforcsri.org/files/Center_RB_sept05.pdf

Activity - Tell Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from the TELL Survey will be analyzed and an action plan included in the Principal's PGES PD plan so that teacher capacity and leadership can be more developed.	Other	08/01/2014	05/31/2016	\$0	No Funding Required	Principal, SBDM Council
Activity - Val-Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in the VAL-Ed survey when applicable and use the data for information regarding barriers/strenghts to improving teacher capacity.	Other	01/01/2015	06/30/2016	\$500	District Funding	Principal, Superintendent, PGES Coordinator at District
Activity - SBDM Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will play a critical role in decision making process with SBDM through the committee process.	Policy and Process	01/01/2015	06/30/2016	\$500	School Council Funds	Principal, SBDM, Teachers
Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team will continue to be utilized by selecting one person from each PLC group to take part on a Principal's advisory group that will meet and address issues/barrier throughout the year.	Policy and Process	09/01/2014	05/31/2016	\$0	No Funding Required	Principal, Leadership Team Members

Strategy 8:

School Climate - School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from learning. Each person contributes to the operations of the school as well as the care of the physical environment.

JCMS will continue to implement efforts to improve school climate and culture. We are a KCID school and will continue to refine and implement PBIS strategies. We

will use the results of recent KCSS audit to continue working on safe school issues and tweaking plans for increased student safety. We will work to reduce barriers to student/staff attendance, and we will address learning loss that is sometimes caused by our disciplinary code. Finally, we will work to celebrate better the successes that JCMS has both inside and outside of the classroom.

Category: Other - School Climate and Culture

Research Cited: A Review of School Climate Research (2013)

Amrit Thapa, Jonathan Cohen

National School Climate Center

Activity - PBIS/KCID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will continue it's efforts to implement PBIS strategies schoolwide through the assistance of the KCID program.	Behavioral Support Program	01/01/2015	05/31/2016	\$1200	Grant Funds	Assistant Principal, KCID Team
Activity - KCSS Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will continue to implement the findings from the 2013 KCSS Safety Audit in order to make our school a safer place for all stakeholders. The principal will continue to serve on KCSS assessment teams yearly to gain input from other schools.	Behavioral Support Program	08/01/2014	05/31/2016	\$2500	District Funding	Assistant Principal, Maintenance Personnel, Teachers
Activity - Attendance Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An attendance committee will be formed and findings utilized to implement an attendance improvement and monitoring plan that will be updated twice per year.	Academic Support Program	01/01/2015	05/31/2016	\$0	No Funding Required	Teachers, Attendance Clerk, Attendance Committee Members
Activity - Discipline Resolution Impact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A review of our disciplinary data and resolution impact on student class time will be utilized to make any necessary changes in the disciplinary code to remove as many barriers to learning as possible.	Policy and Process	01/01/2015	12/31/2015	\$0	No Funding Required	Assistant Principal, Data Team

Goal 2: Achievement Gap Reduction: To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Jackson County Middle School students in the nonduplicated gap group from 26.3% in 2014 to 46.5% by 05/31/2015 as measured by K-Prep results and reported in the school report card.

(shared) Strategy 1:

RTI - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

The following are essential characteristics:

- 1) High-quality, scientifically based classroom instruction.
- 2) Ongoing student assessment.
- 3) Tiered instruction.
- 4) Parent involvement.

JCMS will critically look at the RTI Program in place in an effort to ensure that the purpose intended is being met. The school will establish an intervention team, create an intervention plan, ensure adequate progress monitoring, look at gaps in student assessment and instruction, ensure that teacher's have a working knowledge of the KSI/RTI document, address learning loss, and utilize the Persistence to Graduation toolkit.

Category: Continuous Improvement

Research Cited: RTI Action Network Research IDEA 2004

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a School Intervention Team that looks at academic data for the school and determines both areas and individual students to target based on specific needs. (PN), (GEAR-UP), (KCMP #3), (Title I # 1,2, & 8), (Race to the Top)	Policy and Process	02/15/2013	05/31/2015	\$0	No Funding Required	School Intervention Team Members
Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine large areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on standards. (Title I # 1,2, & 8), (KCMP#3),	Policy and Process	12/17/2012	12/31/2015	\$0	No Funding Required	PLC Leads, District Personnel
Activity - KSI/RTI Guidance Document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Ensure teachers are familiar with and know how to access A Guide to the Kentucky System of Interventions (2012) KSI/Rtl Guidance Document and how to access KSI webinars, as needed. Information can be utilized to help prepare targeted interventions for those students who are in need. (PN), (Technology), (KCMP#3), (Title I # 2,3,& 8)	Professional Learning	11/01/2014	12/31/2015	\$0	No Funding Required	Principal, District Personnel (Director of Special Education)
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Activity - Summer Learning Loss	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work to secure funding for and develop summer learning programs (both digital instruction and in-house programs) in order to extend current learning opportunities and to minimize summer learning loss. (Title I # 2 & 9), (PN), (KCMP)	Academic Support Program	01/01/2015	07/31/2016	\$10000	Other	Teachers, Admin.

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Took in Infinite Campus to identify gap/at-risk students. (PN, KCMP 1,2)	Academic Support Program	12/31/2013	05/31/2016	\$0	No Funding Required	Counselor, PN Academic Specialist

Activity - RTI Folders/Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored Novice in Reading, Language Arts, and Math on the K-Prep assessment have specific RTI plans developed. Administrators, teachers, and instructional support staff are then given a caseload of 3-4 students to work with throughout the year in order to become a "parent in absentee" for students who are struggling. Teachers meet with each student in a mentorship type setting, make regular contact home, and keep academic information current in order to guide and motivate students to learn.	Academic Support Program	11/03/2014	06/30/2015	\$0	No Funding Required	Teachers, Administrators, Instructional Staff

(shared) Strategy 2:

Exceptional Learners - All exceptional learner students (Special Ed, GT, etc.) will be provided instructional experiences that will lead to increased student achievement. Exceptional learner staff will be provided training in order to facilitate improved instruction, curriculum, and assessment practices to students. District and school coaching will help facilitate and monitor activities included in this strategy.

There is no one specific set of research looked at for this strategy, but the National Center for Special Education Research will be a main resource for activity included within this strategy.

Category: Integrated Methods for Learning

Research Cited: Instructional coaching, NCSER Materials and Projects

Activity - Special Education PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education Teachers will form a fully functional PLC that will meet bi-monthly after or before school. Current scheduling conflicts prohibit special education teachers from meeting within the normal course of the school day. The PLC will focus on instructional strategies designed specifically for special ed students and targeted interventions in order to reduce the achievement gap. (Title I # 3, 1, 2, & 8), (KCMP #3)	Academic Support Program	02/15/2012	05/31/2015	\$0	No Funding Required	DoSE, Principal, Special Education Teachers and Support Staff
Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at JCMS will be involved in a new advisory program. Exceptional students will benefit from specific advisory activities regarding college/career awareness, test taking strategies, data analysis, and interest inventories. (PN), (Gear-Up), (KCMP #3), (Title I #3)	Academic Support Program	12/17/2012	12/31/2015	\$2000	Other	Gear-Up Personnel, Instructional Staff, Counselor, Principal
Activity - Network Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exceptional Learner staff will participate in regional networking opportunities as they become available through KDEK, KDE, and other relevant sources. (KCMP #3), (Title I # 2,4, & 10.)	Professional Learning	12/31/2012	12/31/2015	\$5000	Other	DoSE, Exceptional Learning Staff, Director of Gifted/Talented, Principal
Activity - Discipline Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principal and KCID Team will analyze data to ensure that exceptional learners are not disproportionately given disciplinary interventions in regards to other students. Findings will be analyzed in order to provide more positively based interventions. (KCMP 4)	Policy and Process	01/01/2014	12/31/2015	\$0	No Funding Required	Assistant Principal, Special Ed Staff, KCID Committee Members
Activity - I-ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exceptional learners will be prescribed a very specific learning plan using the I-ready intervention program for mathematics and reading. The learning plan will be progress monitored every 30-45 instructional days.	Academic Support Program	01/01/2015	07/01/2016	\$16000	Title I Part A	Special Education Teachers

(shared) Strategy 3:

Best Practice - JCMS will focus on best practice scenarios for reducing the achievement gap. Best practice scenarios are research-based.

Category:

Research Cited: Dufour, Stiggins, KDE

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Activity - Data Analysis Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On designated data review days, student achievement data will be analyzed by gap groups for areas of strengths and weaknesses. Title 1 #1, KCMP #3	Policy and Process	08/01/2013	05/31/2016	\$0	No Funding Required	Teachers, Counselor, DAC, Principal
Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will develop and refine a plan of intervention strategies for students requiring Tier 2 and Tier 3 students identified in the RTI process. Teachers will receive training and support for implementing and using these strategies. Develop a bank of intervention strategies that are research-based and matched to individual student needs with a monitoring system included. (Title 1 #9, KCMP 3)	Direct Instruction	07/01/2014	12/31/2015	\$0	No Funding Required	Teachers, Counselor, Instructional Supervisor, Special Ed Director
Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research and define the use of instructional best practices by all staff. SBDM updates instructional practices policy to reflect findings. Monitoring process updated to ensure best practices are used school wide. (Title 1 #9, KCMP 3)	Direct Instruction	07/01/2014	12/31/2015	\$0	No Funding Required	Teachers, Principal, Instructional Supervisor.
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement parent involvement strategies to address students that are at-risk. Specific strategies include: *Open House *Student Displays During Extracurricular Events *College/Career Awareness Nights *All-Pro Dad Program" *Promise Neighborhood Parent Involvement Specialist Title 1 #6, PN, KCMP 8	Parent Involvement	08/01/2014	12/31/2015	\$2000	Title I Schoolwide	PN Parent Involvement Specialist, Principal, Teachers, School Culture committee
Activity - Student Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the advisory program will participate in self-reflection through data analysis on their scores, test-taking strategies, and study skills. Title 1 #9	Academic Support Program	01/01/2015	05/31/2016	\$2000	School Council Funds	Teachers, Paraprofessionals, Counselor

Goal 3: Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

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

Measurable Objective 1:

collaborate to ensure that 70% of students at Jackson County Middle School will be college and career ready by 05/31/2015 as measured by the Unbridled Learning Formula.

(shared) Strategy 1:

Stakeholder and Community Involvement - From the NEA website:

“When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education.

As a result, JCMS will employ a variety of activities to increase stakeholder involvement. These include the use of a new parent engagement specialist, a community partnership with Promise Neighborhood, the input of a student advisory council, and others.

Category: Stakeholder Engagement

Research Cited: Parent Involvement "A New Wave of Evidence", a report from Southwest Educational Development Laboratory (2002).

Activity - Parent Involvement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of parent engagement strategies will be utilized at JCMS through collaboration with Promise Neighborhood and the Family Resource Center. Specific activities include the All-Pro Dad Program, use of a Parent Engagement Specialist, Open Houses, Test Data Exploration Sessions, and Community Education Programs.	Parent Involvement	08/01/2014	05/31/2016	\$5000	Other	YSC Director, Principal, Counselor, Parent Engagement Specialist, Promise Neighborhood Personnel

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Activity - Student Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a student advisory council made up of students elected by their peers as well as students chosen by faculty and staff. Student advisory council will be called upon in decision making efforts of the school for input.	Other	01/18/2013	05/31/2016	\$0	No Funding Required	Principal, Teacher Leader

Activity - External Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Promise Neighborhood programs, various community member will work in the classrooms to bring enrichment activities, career and interest programs, and learning activities to students. Specific examples include artists in residence program, career awareness days, tutoring, and field trips.	Community Engagement	08/01/2014	05/31/2016	\$10000	Other	PN Academic Specialist, Principal, Counselor

Activity - Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist provided through Promise Neighborhood will continue to implement programs involving all stakeholders including Career Exploration Programs, Parent Involvement Programs, student intervention programs, and College Awareness for middle grades. (PN)	Academic Support Program	08/01/2012	05/31/2015	\$40000	Other	PN Academic Specialist

Strategy 2:

Career Exploration - Middle school career exploration programs can help students plan for a career even if they do not provide specific training for a vocation. The most effective programs combine general middle school education strategies with vocational education by doing the following:

Explore with students how they can successfully live and work in a culturally diverse world.

Help students recognize their interests, aptitudes, and abilities, and understand adult roles.

Help students understand the broad scope of work and career possibilities available currently and in the future.

Help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.

Integrate vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.

Assist with students' development of social skills, personal values, and self-esteem.

Work with families to support their children's career aspirations.

All students at JCMS will take a 9 weeks rotation course on college/career awareness, participate in Operation Preparation, be involved in various career exploration programs using community resources, and be in an advisory program for mentorship.

Category: Career Readiness Pathways

Research Cited: Shwartz, W. (2012) Preparing Middle School Students for a Career, Eric Clearinghouse,

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Activity - College/Career Awareness Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participate in a college/career 9 weeks course to explore interests, aptitudes, and skills. The curriculum for the courses will be the Career Choices curriculum along with KDE suggested lessons.	Career Preparation/Orientation	08/01/2014	05/31/2016	\$20000	CCR Grant	PN Academic Specialist, Principal, Counselor, Career Education Teachers
Activity - Career Exploration Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the assistance of Promise Neighborhood, students at JCMS will participate in a variety of career exploration programs throughout the year. These include the following: A) STLP Leadership Program B) Reality Fair C) Field Trips via Vocation as Identified in ILP D) 8th Grade Career Day E) College Colors and Awareness Day	Career Preparation/Orientation	08/01/2014	07/01/2015	\$3000	Other	PN Academic Specialist, Engagement Specialist
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 8th grade students will continue to participate in the statewide Operation Preparation.	Career Preparation/Orientation	03/01/2015	04/30/2015	\$0	No Funding Required	PN Academic Specialist, Practical Living and CCR teachers
Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will continue to use the ILP in order to explore career and academic programs. Basic awareness begins in 6th grade and completes in 8th grade with career interests identified.	Career Preparation/Orientation	12/16/2014	07/31/2015	\$3000	State Funds	Practical Living Teacher, Counselor
Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at JCMS will participate in a comprehensive advisory program where they can explore careers, self-reflect on academic performance, participate in team building skills, develop self-esteem, and reflect on interests/attitudes/behaviors.	Academic Support Program	01/01/2015	05/31/2016	\$1500	School Council Funds	Counselor, Teachers

Goal 4: Implement the components of PPGES and TPGES and OPGES to 100% by July 31, 2015

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

Measurable Objective 1:

collaborate to ensure all teachers implement all components of the PGES regarding the multiple measures by 07/31/2015 as measured by the number of teachers who have completed the mandatory PGES components during the 2014-2015 school year..

Strategy 1:

TPGES - Required by state of Kentucky- New principal and teacher effectiveness system.

Category: Teacher PGES

Research Cited: Danielson, Strong

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and principals (unless KTIP) will participate in the student growth goal setting process and student growth review of PGES.	Policy and Process	08/01/2014	05/31/2015	\$0	No Funding Required	Principal, All Teachers
Activity - Professional Growth Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and principals will develop and implement a Professional Growth Plan based on self-reflection of the FfT and student growth needs.	Policy and Process	08/01/2014	05/01/2015	\$0	No Funding Required	All Teachers, Principal
Activity - PGES Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will utilize the Danielson Framework Domains 2 and 3 in instructional walkthroughs and leave specific and timely feedback for teachers at the conclusion of each visit.	Policy and Process	08/01/2014	05/31/2016	\$0	No Funding Required	Principal/Assistant Principal

Strategy 2:

Highly Qualified Teacher - Jackson County has a policy on attracting highly qualified and minority teachers.

Category: Human Capital Management

Research Cited: Stronge

Activity - District Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCMS will adhere to the district policy for attracting highly qualified and minority teachers.	Policy and Process	01/01/2014	06/30/2015	\$0	No Funding Required	Principal, SBDM

Measurable Objective 2:

collaborate to ensure that all principals are developing and using the multiple measures of PPGES by 05/31/2015 as measured by the principal's participation in PPGES during the 2014-2015 school year.

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Strategy 1:

PPGES - Required by state of Kentucky-New Principal Effectiveness System

Category:

Research Cited: Danielson, Strong

Activity - KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in the Kentucky Leadership Academy which is geared toward the new PPGES/TPGES. Title I #4	Professional Learning	09/01/2014	03/31/2015	\$500	Title I Schoolwide	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Networks	Science Dept. and Social Studies will have one teacher representative involved in a regional content network offered through SE/SC. The purpose of the content network is to orient teachers to the new core academic standards curriculum work in science as well as instructional strategies and assessments to be utilized with the new standards. (Title 1 #4, 8, 9)	Professional Learning	10/01/2013	05/31/2015	\$2500	Science Teachers, Principal, Instructional Supervisor
I-Ready	I-ready technology program will be utilized in reading and mathematics instruction for both intervention and enrichment programming according to student needs in the building. (Title 1, KCMP)	Academic Support Program	09/30/2014	05/31/2016	\$25000	BAC, Teachers, Tech Personnel
LTF Training	Math teachers, ELA teachers, and Science teachers are participating in Laying the Foundation training for a total of 3 consecutive years. Model lessons from this training (based on establishing a pre-college curriculum) will be utilized in individual classrooms. (Title 1, #4)	Professional Learning	07/28/2012	07/01/2015	\$8000	Principal, LTF Participants, PD Coordinator, Federal Programs Coordinator
PD Coach	A district PD coach will work 2 days per work at JCMS to help teachers implement strategies learned from the various PD initiatives (with an emphasis on LTF). Teachers will receive coaching, feedback, and support implementing strategies learned from PD. (Title 1, #4 10)	Professional Learning	08/01/2013	05/31/2015	\$20000	PD Coach, Principal, Federal Program Coordinator, Teachers
KLA	Principal will participate in the Kentucky Leadership Academy which is geared toward the new PPGES/TPGES. Title I #4	Professional Learning	09/01/2014	03/31/2015	\$500	Principal
Parental Involvement	Implement parent involvement strategies to address students that are at-risk. Specific strategies include: *Open House *Student Displays During Extracurricular Events *College/Career Awareness Nights *All-Pro Dad Program" *Promise Neighborhood Parent Involvement Specialist Title 1 #6, PN, KCMP 8	Parent Involvement	08/01/2014	12/31/2015	\$2000	PN Parent Involvement Specialist, Principal, Teachers, School Culture committee

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Math Design Collaborative	Math Teachers will work in PLC's to implement strategies from the Math Design Collaborative. We have 2 teachers that have been trained extensively in the modules. 2 new teachers will be oriented to the process by those that are trained. (KCMP 3, Title 1 #4)	Professional Learning	09/02/2013	05/31/2015	\$1000	Math Teachers, Principal, Instructional Supervisor, Federal Program Coordinator
Literacy Design Collaborative	JCMS will continue and expand LDC intergation across the curriculum. Trainings will be conducted periodically to assist all teachers for incorporation of LDC modules into their instructional units. (PN- PD 360), (Title I #1,3,4, & 8), (KCMP #3), (Technology)	Professional Learning	08/01/2013	12/31/2015	\$1000	Principal, LDC Participant Teachers, Fed. Programs Coordinator, Instructional Supervisor
Total					\$60000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Utilize data from the program review process to provide professional learning opportunities for teachers in regards to barriers and needs uncovered through the program review process.	Professional Learning	12/31/2014	12/31/2015	\$3000	Teachers, Principal, PD Coordinator
Data Retreat	A team of administrators, teachers, and community members will participate in a series of data retreats offered through SESC in order to become more fully trained in best practice of data disaggregation. The team will use this experience to build capacity in decision making that reduces barriers to student achievement.	Policy and Process	01/14/2015	07/31/2015	\$2000	Principal, Assistant Principal, Counselor, Selected Team Members, PN Academic Specialist
KCSS Audit	JCMS will continue to implement the findings from the 2013 KCSS Safety Audit in order to make our school a safer place for all stakeholders. The principal will continue to serve on KCSS assessment teams yearly to gain input from other schools.	Behavioral Support Program	08/01/2014	05/31/2016	\$2500	Assistant Principal, Maintenance Personnel, Teachers
Val-Ed	Principal will participate in the VAL-Ed survey when applicable and use the data for information regarding barriers/strenghts to improving teacher capacity.	Other	01/01/2015	06/30/2016	\$500	Principal, Superintendent, PGES Coordinator at District
Total					\$8000	

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State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP	Students will continue to use the ILP in order to explore career and academic programs. Basic awareness begins in 6th grade and completes in 8th grade with career interests identified.	Career Preparation/Orientation	12/16/2014	07/31/2015	\$3000	Practical Living Teacher, Counselor
Total					\$3000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I-ready	Exceptional learners will be prescribed a very specific learning plan using the I-ready intervention program for mathematics and reading. The learning plan will be progress monitored every 30-45 instructional days.	Academic Support Program	01/01/2015	07/01/2016	\$16000	Special Education Teachers
Standards Based Report Cards	JCMS will implement standards based reporting in our math department. Other content areas will begin to explore the process of standards based reporting. (Title I #1 & 8), (KCMP#3)	Policy and Process	01/01/2014	12/31/2015	\$3000	Principal, Counselor, Math Dept. DAC, DPP
Direct Interventions	Teachers will use multiple data sources to determine interventions for student growth and academic improvement. Interventions will include programs such as: Accelerated Reading, I-ready program, classroom differentiation, and tutoring program. (Title I # 1,2,8, & 9), (KCMP #3 & 5), PN	Direct Instruction	12/01/2013	12/31/2015	\$10000	Principal, Teachers, Instructional Supervisor
Total					\$29000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Arts/Humanities	With assistance from PN, curriculum alignment work will begin for the arts/humanities program and teacher. PN	Policy and Process	01/01/2014	05/30/2015	\$2000	PN Arts Coordinator, Arts Teacher, Principal, Instructional Supervisor
PBIS/KCID	JCMS will continue it's efforts to implement PBIS strategies schoolwide through the assistance of the KCID program.	Behavioral Support Program	01/01/2015	05/31/2016	\$1200	Assistant Principal, KCID Team

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Reading Street	Reading Street series will be implemented in 6th grade at JCMS. This research-based program will be the follow-up to the K-5 program all elementary schools are implementing. (PN, Title 1 #9)	Academic Support Program	01/01/2014	06/01/2018	\$50000	PN Staff, 6th grade ELA teachers, Principal, counselor, Instructional Supervisor
Total					\$53200	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Program	Students at JCMS will participate in a comprehensive advisory program where they can explore careers, self-reflect on academic performance, participate in team building skills, develop self-esteem, and reflect on interests/attitudes/behaviors.	Academic Support Program	01/01/2015	05/31/2016	\$1500	Counselor, Teachers
SBDM Committees	Teachers will play a critical role in decision making process with SBDM through the committee process.	Policy and Process	01/01/2015	06/30/2016	\$500	Principal, SBDM, Teachers
Student Advisory Program	Students in the advisory program will participate in self-reflection through data analysis on their scores, test-taking strategies, and study skills. Title 1 #9	Academic Support Program	01/01/2015	05/31/2016	\$2000	Teachers, Paraprofessionals, Counselor
Data Analysis Team	Team consisting of administrators, teachers, instructional support staff, and academic specialists will meet to analyze data and monitor trends as data becomes available throughout the year. Team will set academic and behavioral benchmarks, review intervention resources, review impact of improvement planning activities, and work to uncover barriers to student learning as identified via data analysis. The first work of the team will be a Data Retreat through SESC in January 2015. Team will create a report of findings for every other SBDM regular council meeting. (6 times per year)	Policy and Process	01/01/2015	05/31/2016	\$2000	Data Analysis Team Members
Total					\$6000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IPAD's and Tablets	Math Dept will utilize a new set of IPAD's to enhance instructional experiences of students and to open 21st Century skills and lessons. Career Education Classes will utilize new SAMSUNG tablets from a grant for college/career readiness activities.	Technology	07/01/2014	12/31/2015	\$30000	Math Teachers, Principal,

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Total \$30000

CCR Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College/Career Awareness Classes	All students participate in a college/career 9 weeks course to explore interests, aptitudes, and skills. The curriculum for the courses will be the Career Choices curriculum along with KDE suggested lessons.	Career Preparation/Orientation	08/01/2014	05/31/2016	\$20000	PN Academic Specialist, Principal, Counselor, Career Education Teachers
Total					\$20000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Exploration Programs	Through the assistance of Promise Neighborhood, students at JCMS will participate in a variety of career exploration programs throughout the year. These include the following: A) STLP Leadership Program B) Reality Fair C) Field Trips via Vocation as Identified in ILP D) 8th Grade Career Day E) College Colors and Awareness Day	Career Preparation/Orientation	08/01/2014	07/01/2015	\$3000	PN Academic Specialist, Engagement Specialist
Advisory Program	All students at JCMS will be involved in a new advisory program. Exceptional students will benefit from specific advisory activities regarding college/career awareness, test taking strategies, data analysis, and interest inventories. (PN), (Gear-Up), (KCMP #3), (Title I #3)	Academic Support Program	12/17/2012	12/31/2015	\$2000	Gear-Up Personnel, Instructional Staff, Counselor, Principal
Digits Math Program	JCMS will implement a new math curriculum as a follow-up to the new math program being offered at the elementary levels. This new math program is DIGITS and is a follow-up to the Envision series in K-5. (Promise Neighborhood Grant Funding)	Direct Instruction	08/01/2014	05/31/2016	\$30000	Math Dept. Principal, Instructional Supervisor

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Parent Involvement Strategies	A variety of parent engagement strategies will be utilized at JCMS through collaboration with Promise Neighborhood and the Family Resource Center. Specific activities include the All-Pro Dad Program, use of a Parent Engagement Specialist, Open Houses, Test Data Exploration Sessions, and Community Education Programs.	Parent Involvement	08/01/2014	05/31/2016	\$5000	YSC Director, Principal, Counselor, Parent Engagement Specialist, Promise Neighborhood Personnel
Network Opportunities	Exceptional Learner staff will participate in regional networking opportunities as they become available through KDEC, KDE, and other relevant sources. (KCMP #3), (Title I # 2,4, & 10.)	Professional Learning	12/31/2012	12/31/2015	\$5000	DoSE, Exceptional Learning Staff, Director of Gifted/Talented, Principal
STEAM Education	Funds will be utilized to support STEM instruction in the school. This project-based initiative will facilitate better instruction and student achievement and engagement in both language arts and mathematics. (Technology), (Title I # 2&3), KCMP#3	Direct Instruction	08/01/2013	12/31/2015	\$50000	STEAM Teacher, Principal
Academic Specialist	Academic Specialist provided through Promise Neighborhood will continue to implement programs involving all stakeholders including Career Exploration Programs, Parent Involvement Programs, student intervention programs, and College Awareness for middle grades. (PN)	Academic Support Program	08/01/2012	05/31/2015	\$40000	PN Academic Specialist
Promise Neighborhood Programs	Promise Neighborhood provides different varieties of professional learning on a yearly basis throughout the duration of the grant. Focus includes foundational literacy, SPARK curriculum, career exploration, mathematics cadre, and arts programming. (PN)	Professional Learning	08/01/2013	05/31/2015	\$20000	PN Staff, Participating Teachers, PD Coordinator, Principal
Summer Learning Loss	Work to secure funding for and develop summer learning programs (both digital instruction and in-house programs) in order to extend current learning opportunities and to minimize summer learning loss. (Title I # 2 & 9), (PN), (KCMP)	Academic Support Program	01/01/2015	07/31/2016	\$10000	Teachers, Admin.
External Partnerships	Through the Promise Neighborhood programs, various community member will work in the classrooms to bring enrichment activities, career and interest programs, and learning activities to students. Specific examples include artists in residence program, career awareness days, tutoring, and field trips.	Community Engagement	08/01/2014	05/31/2016	\$10000	PN Academic Specialist, Principal, Counselor
IPAD's and Tablets	Math Dept will utilize a new set of IPAD's to enhance instructional experiences of students and to open 21st Century skills and lessons. Career Education Classes will utilize new SAMSUNG tablets from a grant for college/career readiness activities.	Technology	07/01/2014	12/31/2015	\$5000	Math Teachers, Principal,
Total					\$180000	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gap Analysis	Determine large areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on standards. (Title I # 1,2, & 8), (KCMP#3),	Policy and Process	12/17/2012	12/31/2015	\$0	PLC Leads, District Personnel
Leadership Team	A leadership team will continue to be utilized by selecting one person from each PLC group to take part on a Principal's advisory group that will meet and address issues/barrier throughout the year.	Policy and Process	09/01/2014	05/31/2016	\$0	Principal, Leadership Team Members
Word Walls	Teachers in each content area will develop a list of critical vocabulary terms and develop word walls to be displayed in classrooms and hallways. Formative and summative assessments will diagnose students aquisition and retention of these terms.	Direct Instruction	01/01/2015	05/31/2015	\$0	Teachers
PGES Walkthroughs	Principal will utilize the Danielson Framework Domains 2 and 3 in instructional walkthroughs and leave specific and timely feedback for teachers at the conclusion of each visit.	Policy and Process	08/01/2014	05/31/2016	\$0	Principal/Assistant Principal
Program Review Committees	3 Program Review Committees will meet 3 times per year to perform an internal scoring using the program review rubrics and current evidence. The findings will then be presented to teachers in a series of PLC meetings. The agenda for PLC meetings will include providing information to teachers about the purpose and process of the review, role of the teacher in implementing high-quality instructional programs, informing staff of the expectations and process of the internal and external review process, and examining the rubrics used in the program reviews as well as current scores. Title I (#1,2) KCMP #3, PN	Policy and Process	08/08/2012	06/01/2015	\$0	Principal, Committee Members, Teachers, Paraprofessionals, District Program Review coordinator, Program Review Liason
Persistence to Graduation Tool	Utilize the Persistence to Graduation Took in Infinite Campus to identify gap/at-risk students. (PN, KCMP 1,2)	Academic Support Program	12/31/2013	05/31/2016	\$0	Counselor, PN Academic Specialist
Writing Across the Content Areas	Writing teachers will lead professional learning opportunities in writing strategies for teachers in other content areas. Specific strategies will include LDC development, graphic organizers, and Abell training. (Title 1 #4, 8, 9) KCMP #3	Direct Instruction	01/01/2014	12/31/2015	\$0	Writing Teachers, Principal, All Teaching Staff
Student Data Days	As state test data and school progress monitoring data becomes available, students will participate in a self-assessment as to how they did on the particular assessments. Students will be taken through various activities where they disaggregate their own academic data and work to find strengths and weaknesses. Students will then self-reflect and work toward future success.	Academic Support Program	01/01/2015	12/30/2016	\$0	Teachers, School Administrators

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Attendance Initiatives	An attendance committee will be formed and findings utilized to implement an attendance improvement and monitoring plan that will be updated twice per year.	Academic Support Program	01/01/2015	05/31/2016	\$0	Teachers, Attendance Clerk, Attendance Committee Members
District Student Data Base	JCMS will utilize the district student data base that will be created in the Spring semester of 2015 to more efficiently track student data in order to intervene in a more timely manner when individual student needs arise.	Technology	01/01/2015	05/31/2016	\$0	DAC, DPP, Principal, Teachers, DOSE, DTC
Operation Preparation	All 8th grade students will continue to participate in the statewide Operation Preparation.	Career Preparation/Orientation	03/01/2015	04/30/2015	\$0	PN Academic Specialist, Practical Living and CCR teachers
Data Analysis	PLC's will perform periodic analysis of assessment data (Explore, K-Prep, ThinkLink, and common classroom assessments) in order to determine curriculum gaps, instructional practices and needs, and necessary interventions. (Title I # 1 8 & 9), (KCMP#3)	Professional Learning	12/18/2012	12/31/2015	\$0	Principal, Teachers, DAC, district personnel, and counselor.
Professional Growth Plans	All teachers and principals will develop and implement a Professional Growth Plan based on self-reflection of the FfT and student growth needs.	Policy and Process	08/01/2014	05/01/2015	\$0	All Teachers, Principal
KSI/RTI Guidance Document	Ensure teachers are familiar with and know how to access A Guide to the Kentucky System of Interventions (2012) KSI/RtI Guidance Document and how to access KSI webinars, as needed. Information can be utilized to help prepare targeted interventions for those students who are in need. (PN), (Technology), (KCMP#3), (Title I # 2,3,& 8)	Professional Learning	11/01/2014	12/31/2015	\$0	Principal, District Personnel (Director of Special Education)
CIITS	Use CIITS for instructional planning, creation and sharing of instructional resources, creation of common assessments, and analysis of data and reporting. In addition, teachers will be able to utilize the EDS suite for professional growth planning and opportunity.	Academic Support Program	12/01/2013	12/31/2015	\$0	Teachers, CIITS Coordinator, PD Coordinator, Principal, Tech Coordinator
School Intervention Team	Establish a School Intervention Team that looks at academic data for the school and determines both areas and individual students to target based on specific needs. (PN), (GEAR-UP), (KCMP #3), (Title I # 1,2, & 8), (Race to the Top)	Policy and Process	02/15/2013	05/31/2015	\$0	School Intervention Team Members
Balanced Assessment System	Continue to implement and refine a balanced assessment system with support from the district assessment coordinator. Specific assessment strategies will be based on Stiggins and Guskey's current research. (PN), (Title I #1,2, & 4),(KCMP #3),	Professional Learning	12/31/2012	12/31/2015	\$0	DAC, Principal, Teachers

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RTI Folders/Plans	Students who scored Novice in Reading, Language Arts, and Math on the K-Prep assessment have specific RTI plans developed. Administrators, teachers, and instructional support staff are then given a caseload of 3-4 students to work with throughout the year in order to become a "parent in absentee" for students who are struggling. Teachers meet with each student in a mentorship type setting, make regular contact home, and keep academic information current in order to guide and motivate students to learn.	Academic Support Program	11/03/2014	06/30/2015	\$0	Teachers, Administrators, Instructional Staff
Implementation and Impact Checks	SBDM council will have a standing item on all regular monthly meeting agendas where specific activities in the CSIP are reviewed for overall implementation and impact on student achievement. Modifications to CSIP are approved as needed throughout the year.	Policy and Process	01/01/2015	06/30/2016	\$0	SBDM Council Members
Policy Updates	JCMS writing teachers will review and update the writing policy to submit to SBDM. The writing policy will address writing across the curriculum and the needs of the program review. KCMP #3, Title I (#2) SBDM Council will also review and update all policies with help of KASC Program Review Kit in order to make sure appropriate strategies and language is in place.	Policy and Process	01/01/2014	06/30/2015	\$0	Principal, Writing Teachers, SBDM, Program Review Area Teachers
ILP	Teachers and students will use the data from Kentucky ILP to gear lessons toward student interest. (KCMP 13) Technology	Technology	01/01/2014	12/31/2015	\$0	Career Awareness Teachers, Counselor, PN Staff
Internal Program Review Team	An internal program review team selected by committee members will oversee that teachers from across the disciplines contribute, engage parents and community partners to support specific review area(s), and identify/analyze gaps in particular program areas to determine next steps for continuous improvement. Program Review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings. PN, KCMP (#3&8), Title I (#2, 6, & 8)	Policy and Process	08/01/2013	06/01/2015	\$0	Principal, Internal Review Team Members, Program Review Coach, District Liason
Snow Day Instruction	Math and Reading teachers will assign 10 lessons, using available digital technologies such as I-ready, for students to work on during weather-related school closures. Lessons will be designed to assist with learning loss during these times.	Direct Instruction	01/01/2015	03/31/2016	\$0	Teachers
Intervention Strategies	JCMS will develop and refine a plan of intervention strategies for students requiring Tier 2 and Tier 3 students identified in the RTI process. Teachers will receive training and support for implementing and using these strategies. Develop a bank of intervention strategies that are research-based and matched to individual student needs with a monitoring system included. (Title 1 #9, KCMP 3)	Direct Instruction	07/01/2014	12/31/2015	\$0	Teachers, Counselor, Instructional Supervisor, Special Ed Director

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Instructional Practices	Research and define the use of instructional best practices by all staff. SBDM updates instructional practices policy to reflect findings. Monitoring process updated to ensure best practices are used school wide. (Title 1 #9, KCMP 3)	Direct Instruction	07/01/2014	12/31/2015	\$0	Teachers, Principal, Instructional Supervisor.
District Policy	JCMS will adhere to the district policy for attracting highly qualified and minority teachers.	Policy and Process	01/01/2014	06/30/2015	\$0	Principal, SBDM
Discipline Data Analysis	Assistant Principal and KCID Team will analyze data to ensure that exceptional learners are not disproportionately given disciplinary interventions in regards to other students. Findings will be analyzed in order to provide more positively based interventions. (KCMP 4)	Policy and Process	01/01/2014	12/31/2015	\$0	Assistant Principal, Special Ed Staff, KCID Committee Members
Reading Across Content Area	All teachers will incorporate reading improvement strategies in all classrooms across content areas. Reading teachers will provide professional learning needs on strategies during PLC's for teachers in other content areas. A list of research-based strategies will be developed to assist teachers in implementation. (Title 1 #2, 4, 8, 9) KCMP 3	Direct Instruction	01/01/2014	12/31/2015	\$0	All teachers, Principal, PD Coordinator, PD Coach
Student Advisory Council	Create a student advisory council made up of students elected by their peers as well as students chosen by faculty and staff. Student advisory council will be called upon in decision making efforts of the school for input.	Other	01/18/2013	05/31/2016	\$0	Principal, Teacher Leader
Student Growth Goals	All teachers and principals (unless KTIP) will participate in the student growth goal setting process and student growth review of PGES.	Policy and Process	08/01/2014	05/31/2015	\$0	Principal, All Teachers
Discipline Resolution Impact	A review of our disciplinary data and resolution impact on student class time will be utilized to make any necessary changes in the disciplinary code to remove as many barriers to learning as possible.	Policy and Process	01/01/2015	12/31/2015	\$0	Assistant Principal, Data Team
PLC Curriculum Design Teams	Utilize our established PLC's to: A.) Analyze curriculum to identify gaps B.) Make adjustments to curriculum C.) Utilize instructional resources aligned to KCAS D.) Ensure that teachers implement the curriculum using best practices for instruction and assessment. E.) Monitor implementation throughout the year. (PN), (Title I #1,2, & 8), (KCMP#3)	Professional Learning	12/18/2012	05/31/2015	\$0	Principal, PLC leaders, all JCMS teachers, DAC, Instructional Supervisor
Tell Survey	Data from the TELL Survey will be analyzed and an action plan included in the Principal's PGES PD plan so that teacher capacity and leadership can be more developed.	Other	08/01/2014	05/31/2016	\$0	Principal, SBDM Council
Special Education PLC	Special Education Teachers will form a fully functional PLC that will meet bi-monthly after or before school. Current scheduling conflicts prohibit special education teachers from meeting within the normal course of the school day. The PLC will focus on instructional strategies designed specifically for special ed students and targeted interventions in order to reduce the achievement gap. (Title I # 3, 1, 2, & 8), (KCMP #3)	Academic Support Program	02/15/2012	05/31/2015	\$0	DoSE, Principal, Special Education Teachers and Support Staff

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Data Analysis Days	On designated data review days, student achievement data will be analyzed by gap groups for areas of strengths and weaknesses. Title 1 #1, KCMP #3	Policy and Process	08/01/2013	05/31/2016	\$0	Teachers, Counselor, DAC, Principal
					Total	\$0

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Literacy Design Collaborative	Completed		September 30, 2014	Stephen Gabbard
Activity	Literacy Design Collaborative	Completed	Trainings completed through SBDM. Continuation plan in effect.	April 28, 2014	Stephen Gabbard
Activity	Policy Updates	In Progress		April 28, 2014	Stephen Gabbard
Activity	ILP	In Progress		September 30, 2014	Stephen Gabbard
Activity	ILP	In Progress		September 30, 2014	Stephen Gabbard
Activity	ILP	In Progress	ILP being used to document career awareness and learning opportunities.	April 28, 2014	Stephen Gabbard
Activity	IPAD's and Tablets	Completed		September 30, 2014	Stephen Gabbard
Activity	IPAD's and Tablets	Completed	Ipad's bought and functional in science, mathematics, and social studies.	April 28, 2014	Stephen Gabbard
Activity	Writing Across the Content Areas	In Progress	Instructional practices policy being updated to target these.	September 30, 2014	Stephen Gabbard
Activity	Writing Across the Content Areas	In Progress		April 28, 2014	Stephen Gabbard
Activity	Program Review Committees	In Progress		April 28, 2014	Stephen Gabbard
Activity	Internal Program Review Team	In Progress		April 28, 2014	Stephen Gabbard
Activity	LTF Training	Completed	Year 3 completed for most teachers. One math teacher and one reading teacher still have 2 years left.	September 30, 2014	Stephen Gabbard
Activity	LTF Training	In Progress	Round 3 scheduled for the summer.	April 28, 2014	Stephen Gabbard
Activity	Reading Street	Completed	Reading Street is now fully operational in 6th grade.	September 30, 2014	Stephen Gabbard
Activity	Reading Street	In Progress		April 28, 2014	Stephen Gabbard
Activity	Data Analysis	In Progress	During PLC's, data from DEA, K-PREP, and the new I-ready initiative are disaggregated.	September 30, 2014	Stephen Gabbard
Activity	Data Analysis	In Progress	Principal has led teams through data analysis on Thinklink, GPA, and end of year test results. Counselor has worked with staff on EXLORE Data. Data analysis occurs as results come in.	April 28, 2014	Stephen Gabbard
Activity	Direct Interventions	In Progress	New i-ready intervention program in math and reading beginning this year.	September 30, 2014	Stephen Gabbard
Activity	Direct Interventions	In Progress	After school and in-school intervention programs occurring.	April 28, 2014	Stephen Gabbard

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Activity	Arts/Humanities	In Progress	Working with Promise Neighborhood to continue initiatives with artist residencies.	September 30, 2014	Stephen Gabbard
Activity	Arts/Humanities	Not Completed	PN advisor has had to cancel on several occasions.	April 28, 2014	Stephen Gabbard
Activity	Reading Across Content Area	In Progress	Instructional practices policy being updated.	September 30, 2014	Stephen Gabbard
Activity	Reading Across Content Area	In Progress		April 28, 2014	Stephen Gabbard
Activity	Promise Neighborhood Programs	In Progress	New Promise Neighborhood IPP in effect for 2014-2015 school year.	September 30, 2014	Stephen Gabbard
Activity	Promise Neighborhood Programs	In Progress	Current IPP proposals being worked on.	April 28, 2014	Stephen Gabbard
Activity	Balanced Assessment System	In Progress	Teachers have completed much assessment work with the new student growth component of PGES.	September 30, 2014	Stephen Gabbard
Activity	Balanced Assessment System	In Progress	Teachers will be working on common assessments during the staff days at end of year.	April 28, 2014	Stephen Gabbard
Activity	CIITS	In Progress	CIITS update training held with Sara Evans at beginning of year.	September 30, 2014	Stephen Gabbard
Activity	CIITS	In Progress		April 28, 2014	Stephen Gabbard
Activity	Content Networks	In Progress	Mr. Thomas is attending the new science content network this year.	September 30, 2014	Stephen Gabbard
Activity	Content Networks	In Progress	Mr. Thomas has been participating in science leadership network.	April 28, 2014	Stephen Gabbard
Activity	Standards Based Report Cards	Not Completed	Math dept. wished to initiate standards based reporting in 2013. Due to staffing changes, that was postponed. New work begins this year.	September 30, 2014	Stephen Gabbard
Activity	Standards Based Report Cards	Not Completed	Math Department will work on these for the 2014-2015 school year.	April 28, 2014	Stephen Gabbard
Activity	PLC Curriculum Design Teams	In Progress	PLC's continue to meet on a weekly basis. There is a designated chairperson and agenda for each week. Principal meets with PLC's as often as is possible.	September 30, 2014	Stephen Gabbard
Activity	PLC Curriculum Design Teams	In Progress	PLC's meeting on a weekly basis	April 28, 2014	Stephen Gabbard
Activity	PD Coach	In Progress	Coach still utilized in 2014-2015 school year.	September 30, 2014	Stephen Gabbard
Activity	PD Coach	In Progress		April 28, 2014	Stephen Gabbard
Activity	STEAM Education	In Progress	Looking to add STEAM component.	September 30, 2014	Stephen Gabbard
Activity	STEAM Education	Completed	Looking for opportunities to continue STEM based program.	April 28, 2014	Stephen Gabbard
Activity	Math Design Collaborative	Completed		September 30, 2014	Stephen Gabbard
Activity	Math Design Collaborative	Completed		April 28, 2014	Stephen Gabbard

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Goal	Achievement Gap Reduction: To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.		Delivery Targets for 2013-2014: Reading Achievement Gap Targets: F/R Lunch 41.4; SWD 27.8 Math Achievement Gap Targets: F/R Lunch 36.9; SWD 23.9 Science Achievement Gap Targets: F/R Lunch 47.1; SWD 49.1 Social Studies Achievement Gap Targets: F/R Lunch 57.4; SWD 37.8 Writing Achievement Gap Targets: F/R Lunch 41.8; SWD 24.9	October 01, 2013	Elizabeth Norris
Goal	Achievement Gap Reduction: To increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.		Delivery Targets for 2013-2014: Reading Achievement Gap Targets: F/R Lunch 41.4; SWD 27.8 Math Achievement Gap Targets: F/R Lunch 36.9; SWD 23.9 Science Achievement Gap Targets: F/R Lunch 47.1; SWD 49.1 Social Studies Achievement Gap Targets: F/R Lunch 57.4; SWD 37.8 Writing Achievement Gap Targets: F/R Lunch 41.8; SWD 24.9	October 01, 2013	Elizabeth Norris
Activity	Intervention Strategies	In Progress		September 30, 2014	Stephen Gabbard
Activity	Intervention Strategies	In Progress		September 30, 2014	Stephen Gabbard
Activity	Instructional Practices	In Progress	Working on revision of instructional practice policy	September 30, 2014	Stephen Gabbard
Activity	Data Analysis Days	In Progress		April 28, 2014	Stephen Gabbard
Activity	Summer Learning Loss	Completed	Had a colonel camp during the past summer. No funds available for summer programming with academics.	September 30, 2014	Stephen Gabbard
Activity	Discipline Data Analysis	In Progress	During PLC's	September 30, 2014	Stephen Gabbard
Activity	Discipline Data Analysis	In Progress	KCID committee meets monthly	April 28, 2014	Stephen Gabbard
Activity	Gap Analysis	In Progress	When state data becomes available.	September 30, 2014	Stephen Gabbard
Activity	Gap Analysis	In Progress	PLC's meet on weekly basis.	April 28, 2014	Stephen Gabbard
Activity	Parental Involvement	In Progress	Multiple parent involvement programs have been completed and planned.	April 28, 2014	Stephen Gabbard
Activity	Advisory Program	In Progress	Meeting on a quarterly basis	September 30, 2014	Stephen Gabbard
Activity	Persistence to Graduation Tool	Completed	Completed in April 2014	September 30, 2014	Stephen Gabbard
Activity	Special Education PLC	In Progress	After school meetings	September 30, 2014	Stephen Gabbard
Activity	School Intervention Team	In Progress	Intervention Team to meet in October to look at identified students. Promise Neighborhood Academic specialist is working with targeted groups.	September 30, 2014	Stephen Gabbard
Activity	School Intervention Team	In Progress	Team established. Met in March.	April 28, 2014	Stephen Gabbard
Activity	Network Opportunities	In Progress	Mrs. Jones and Mrs. Sizemore have attended various trainings offered by KEDC.	October 29, 2013	Stephen Gabbard

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Activity	KSI/RTI Guidance Document	Not Completed	RTI/KSI guidance session planned for end of year work days.	April 28, 2014	Stephen Gabbard
Activity	Student Advisory Program	In Progress	Advisory Program meets 1-2 times per month.	April 28, 2014	Stephen Gabbard
Activity	Student Advisory Council	In Progress	Student Council meets with principal once monthly.	April 28, 2014	Stephen Gabbard
Activity	External Partnerships	In Progress	Gear-UP, Promise Neighborhood, SREB, etc..	April 28, 2014	Stephen Gabbard
Activity	Academic Specialist	In Progress	Mrs. Candace York has been employed in the academic specialist position.	April 28, 2014	Stephen Gabbard
Activity	Parent Involvement Strategies	In Progress	PN programs and Open House	October 29, 2013	Stephen Gabbard
Activity	Parent Involvement Strategies	In Progress	FAST completed during December. EXPLORE Session 2/28/13 for 7th/8th grade parents.	February 25, 2013	Stephen Gabbard
Activity	Student Growth Goals	In Progress	For pilot teachers.	April 28, 2014	Stephen Gabbard
Activity	District Policy	In Progress		April 28, 2014	Stephen Gabbard
Activity	Professional Growth Plans	In Progress		April 28, 2014	Stephen Gabbard
Activity	KLA	In Progress		April 28, 2014	Stephen Gabbard