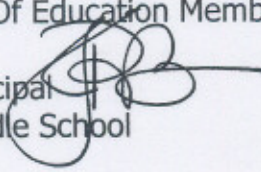


***J. T. Alton***

***Implementation and  
Impact Check  
2006-07***

To: Hardin County Board Of Education Members

From: Jama Bennett, Principal  
James T. Alton Middle School



Date: January 19, 2007

Attached you will find information regarding our Implementation and Impact Check process.

All teachers were asked to complete a self-analysis to determine their current level of implementation within their individual classrooms. A copy is attached along with a tally sheet that was compiled for review. In addition, the level of implementation was analyzed departmentally.

Finally, any "responsible person" indicated in our CSIP was asked to complete and I and I check.

In summary, continued focus is needed on vocabulary, higher order thinking terminology/questioning, and writing in all content areas. Strategies for complete implementation are emphasized in department meetings, team meetings, and job-embedded professional development.



ALL TEACHERS

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION and IMPACT CHECK 2006-07

TALLY SHEET

	IMPLEMENTED (I)	PARTIALLY IMPLEMENTED (PI)	NOT IMPLEMENTED (NI)
2.1.a/b	28	7	1
2.1.e	11	22	3
2.1.e	30	4	2
2.1.e	26	10	
2.1.g	24	11	1
3.1.a	25	10	1
3.1.e/f	22	12	2
3.1.g	20	15	1



DEPARTMENT HEAD

E BatesCOMPREHENSIVE PLAN REVIEWIMPLEMENTATION and IMPACT CHECK 2006-07

Please indicated the following: I-Implemented, PI-Partially Implemented, and/or NI-Not Implemented for the strategies and activities that have been completed this school year.

ACADEMIC PERFORMANCE:

- 1.1.a ✓ Teachers have worked collaboratively to align curriculum with no gaps or redundancies.

EVIDENCE: Same grade level collaboration weekly / SS Opt Mtgs every 6 weeks or more

- 1.1.a ✓ Teachers work collaboratively to initiate and facilitate discussions regarding vertical and horizontal transitions in all content areas.

EVIDENCE: SS Opt Mtgs

- 2.1.a ✓ Students are exposed to assessments that are Frequent, rigorous, and aligned with Ky's CC, Version 4.1.

EVIDENCE: m/c, Think Link, Scrammage



IMPLEMENTATION and IMPACT CHECK CONT.

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2.1.b/e ✓ Students are provided choices (based on preferred learning s  
Styles) in ways that they can demonstrate their learning.

EVIDENCE: <sup>variety</sup> Projects, writing across all grade  
levels

3.1.g ✓ Quarterly meetings are held to discuss student work.  
Instructional practices are adapted as a result.

EVIDENCE: SS Dpt meetings.



DEPARTMENT HEAD D. Miller - Language Arts

COMPREHENSIVE PLAN REVIEW

IMPLEMENTATION and IMPACT CHECK 2006-07

Please indicated the following: I-Implemented, PI-Partially Implemented, and/or NI-Not Implemented for the strategies and activities that have been completed this school year.

ACADEMIC PERFORMANCE:

1.1.a I Teachers have worked collaboratively to align curriculum with no gaps or redundancies.

EVIDENCE: all grade levels working collaboratively using Jane Bell Kiestle's, "Grammar With a Giggles"

1.1.a I Teachers work collaboratively to initiate and facilitate discussions regarding vertical and horizontal transitions in all content areas.

EVIDENCE: Discussion is held in 6 week department meetings as well as informal meetings and email

2.1.a I Students are exposed to assessments that are Frequent, rigorous, and aligned with Ky's CC, Version 4.1.

EVIDENCE: assessments are varied to address multiple learning styles in all grade levels - THINK LINK Discovery Education program is utilized to individually design extra practice for core content that student has not mastered.



IMPLEMENTATION and IMPACT CHECK CONT.

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2.1.b/e PI Students are provided choices (based on preferred learning s  
Styles) in ways that they can demonstrate their learning.

EVIDENCE: Where curriculum allows choices, they are  
provided.

3.1.g I Quarterly meetings are held to discuss student work.  
Instructional practices are adapted as a result.

EVIDENCE: We meet once every six weeks -



DEPARTMENT HEAD

Math/Cowley

COMPREHENSIVE PLAN REVIEW

IMPLEMENTATION and IMPACT CHECK 2006-07

Please indicated the following: I-Implemented, PI-Partially Implemented, and/or NI-Not Implemented for the strategies and activities that have been completed this school year.

ACADEMIC PERFORMANCE:

1.1.a I Teachers have worked collaboratively to align curriculum with no gaps or redundancies.

EVIDENCE: Curriculum maps.

1.1.a I Teachers work collaboratively to initiate and facilitate discussions regarding vertical and horizontal transitions in all content areas.

EVIDENCE: Dept. meetings every 6 weeks

2.1.a I Students are exposed to assessments that are Frequent, rigorous, and aligned with Ky's CC, Version 4.1.

EVIDENCE: Curriculum maps, lesson plans, Student work samples



IMPLEMENTATION and IMPACT CHECK CONT.

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2.1.b/e PI Students are provided choices (based on preferred learning styles) in ways that they can demonstrate their learning.

EVIDENCE: *Some teachers have implemented but not all. Work samples, projects, lesson plans*

3.1.g I Quarterly meetings are held to discuss student work. Instructional practices are adapted as a result.

EVIDENCE: *Meeting minutes every 6 weeks.*



DEPARTMENT HEAD Sci. Dept. - R. Newton

COMPREHENSIVE PLAN REVIEW

IMPLEMENTATION and IMPACT CHECK 2006-07

Please indicated the following: I-Implemented, PI-Partially Implemented, and/or NI-Not Implemented for the strategies and activities that have been completed this school year.

ACADEMIC PERFORMANCE:

1.1.a I Teachers have worked collaboratively to align curriculum with no gaps or redundancies.

EVIDENCE: P.D. before school to re-align curriculum maps to correlate w/ CC 4.0 & 4.1

1.1.a I Teachers work collaboratively to initiate and facilitate discussions regarding vertical and horizontal transitions in all content areas.

EVIDENCE: Reg. Dept. mtg.

2.1.a I Students are exposed to assessments that are Frequent, rigorous, and aligned with Ky's CC, Version 4.1.

EVIDENCE: Think Link  
Scrimmage Tests  
Unit tests/vocab.



IMPLEMENTATION and IMPACT CHECK CONT.

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2.1.b/e I Students are provided choices (based on preferred learning styles) in ways that they can demonstrate their learning.

EVIDENCE: Multiple forms of assessment (verbal, written, CPS) + project based. Coop. groups

3.1.g I Quarterly meetings are held to discuss student work. Instructional practices are adapted as a result.

EVIDENCE: Dept. mtgs. set at beginning of yr. Discussions include CPS system, CC 4.1, multiple assessments.



DEPARTMENT HEAD Lowman - PLUS/AH

COMPREHENSIVE PLAN REVIEW

IMPLEMENTATION and IMPACT CHECK 2006-07

Please indicated the following: I-Implemented, PI-Partially Implemented, and/or NI-Not Implemented for the strategies and activities that have been completed this school year.

ACADEMIC PERFORMANCE:

1.1.a I Teachers have worked collaboratively to align curriculum with no gaps or redundancies.

EVIDENCE: Curriculum Alignment PD

1.1.a I Teachers work collaboratively to initiate and facilitate discussions regarding vertical and horizontal transitions in all content areas.

EVIDENCE: Department meetings / team meetings

2.1.a I Students are exposed to assessments that are Frequent, rigorous, and aligned with Ky's CC, Version 4.1.

EVIDENCE: Lesson plans



IMPLEMENTATION and IMPACT CHECK CONT.

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2.1.b/e I Students are provided choices (based on preferred learning styles) in ways that they can demonstrate their learning.

EVIDENCE: Teacher lesson plans

3.1.g P/E Quarterly meetings are held to discuss student work. Instructional practices are adapted as a result.

EVIDENCE: Meetings are held to discuss student work and passed along to other teachers since we change classes every 9 weeks



DEPARTMENT HEAD Debra Vogel

## COMPREHENSIVE PLAN REVIEW

### IMPLEMENTATION and IMPACT CHECK 2006-07

Please indicated the following: I-Implemented, PI-Partially Implemented, and/or NI-Not Implemented for the strategies and activities that have been completed this school year.

#### ACADEMIC PERFORMANCE:

1.1.a I Teachers have worked collaboratively to align curriculum with no gaps or redundancies.

EVIDENCE: PD during summer for all depts.

1.1.a I Teachers work collaboratively to initiate and facilitate discussions regarding vertical and horizontal transitions in all content areas.

EVIDENCE: Summer dept. PD

2.1.a I Students are exposed to assessments that are Frequent, rigorous, and aligned with Ky's CC, Version 4.1.

EVIDENCE: Think Link, etc in regular, resource, collab classes; open response



IMPLEMENTATION and IMPACT CHECK CONT.

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2.1.b/e I Students are provided choices (based on preferred learning styles) in ways that they can demonstrate their learning.

EVIDENCE: I have heard about this in faculty meetings and listened to teachers (regular) discuss, but I don't have first-hand knowledge except what we do in self-contained FMD/MMD classes. We use various learning skills to demonstrate learning in these classes.

3.1.g I Quarterly meetings are held to discuss student work. Instructional practices are adapted as a result.

EVIDENCE: see evidence in 2.1 b/e