



# **Closing the Achievement Gap**

Rector A. Jones Middle School

Boone County

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## **Introduction**

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

# **KDE Closing the Achievement Gap**

## Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

## **Achievement Gap Groups Identification**

**Statement or Question:** Use the School Report Card to identify your school's gaps groups. Select all that apply.

**Response:**

- African American
- Hispanic
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency

# Achievement Gap Summary

### **Describe the school's climate and culture.**

Rector A. Jones Middle School serves 762 six through eighth grade students in Florence, Kentucky. The school is situated in a semi-urban industrial park providing for the families of eastern Boone County. Our school demographic is very diverse. Nearly one-third of our population are minority students. Students at Jones come from all over the world with twenty different nationalities represented and fourteen different languages spoken. We serve largely blue collar and middle class families with over 78% of our students qualifying for free or reduced lunch through the federal school lunch program. Over 20% of our students are English language learners and nearly 20% of our student body are served by special education services. Student transience, learning deficits and regular attendance continue to be barriers that we work hard to overcome every day.

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

### **Describe the strategies that were implemented that helped to close the achievement gap.**

We have implemented several strategies in order to assure that no GAP group students are unsuccessful. We have instituted an ESS program offered to anyone who scored novice on KRPEP or scoring in bottom 25% on Star Benchmarks in Math and Reading.

During this time, students are instructed on remedial skills as indicated by benchmarks and assisted in the mastery of content in all classes with either pre-teaching of upcoming concepts or re-teaching content not mastered.

All students are placed in intervention or enrichment classes for at least one period per day. These intervention classes occur during the entire school day based on KPREP and STAR testing results. The classes include lessons on standards that will help to remediate deficit skills no matter where their starting point occurs. SAT meetings for student supports based on Persistence to Graduation Report and teacher recommendations are held on a bi weekly basis. Decisions are made on what barriers exist for students and how to remove those barriers. Teacher collaboration on lesson plans and assessment aligned with standards occur on a weekly basis. Meetings are held in which teachers analyze student work samples and discuss actions to take to improve student performance

### **Describe the barriers that prevented the school from closing the achievement gap.**

There are several barriers that interfere with our efforts at closing the achievement Gaps. These are our rate of transience, irregular attendance, and student learning deficits when they enter our school. On a yearly basis we usually enroll 250 new sixth grade students. In the course of the three years that we should have these students, nearly a third of the students who enter move out of our school before the end of eighth grade. Added to that issue, there are a number of students who move in and out, continuously withdrawing to other schools in nearby districts or schools before re-enrolling.

A second barrier in dealing with achievement gaps is the learning deficits these highly transient students have when they enroll. Students are tested upon enrolling and are found to often be two or three grade levels behind.

Although we enter them into intervention activities, when they enter with significant gaps in achievement it presents an obstacle.

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Another barrier comes in the form of an attendance issues. Many of our students do not attend school on a regular basis. Some are kept home to babysit other siblings or because they have no clean clothes. Some have no real reason but choose to not attend and parents do not ensure that they attend.

### **Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.**

The district has been helpful in aiding our attempts to close the achievement gaps. They have provided us with the use of Star benchmark assessments for both reading and math for all students. These benchmarks are given four times each year at the conclusion of each quarter. They also provide us with the Explore like tests that we give to all 8th gradestudents. These benchmarks are used to inform instruction and to determine

placement in intervention classes.

The district provides the school with an EBD specialists who works with both students and teachers on improving the behavior of students so that all students can learn. Two utilize programs Read 180 and system 44 and have been added ST Math to our intervention programs this year. These programs focus on closing gaps for students who are struggling with reading comprehension and fluency as well as math Skills. The district has paid for the programs so that we can implement. CT4GC initiative for co-teaching for special education teachers and regular education teachers to meet the needs of special education students is supported by the district. In this initiative, co-teaching teams are taught to focus on gaps in learning and a system to improve engagement of all students in an effort to close gaps. This year we have three co-teaching teams participating

### **Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.**

In order to involve teachers, leaders, and stakeholders in reviewing the CSIP and the progress towards closing the achievement gap several processes have been put into place. Team leaders and department heads will start in October of 2016 to review the CSIP by conducting an implementations and impact review in their content and/or team meetings and SBDM will review bi-monthly. Each goal will be analyzed and the level of implementation discussed. Suggestions for improvement, revisions, and updates will be recommended.

## Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

Research Cited:

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

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

**Strategy2:**

Teacher Training - Teacher training

Category:

Research Cited:

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

### Measurable Objective 2:

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

### Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

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

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

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

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

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category:

Research Cited: Marzano's Best Practices

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

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

### Strategy2:

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

Category: Continuous Improvement

Research Cited: Marzano - Frequent Monitoring

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

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

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

### Strategy3:

RTI - Specifically Designed Instruction - Teachers will train to better understand and apply STAR assessment data to daily lesson design and

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interventions. The goal is for teachers to have a much stronger idea about the weaknesses of each child and use specific grouping strategies and tasks to accelerate learning.

Category:

Research Cited:

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

### Strategy4:

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

Category:

Research Cited: Marzano Best Practice - Celebrations and rewards.

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

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

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

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

### Goal 3:

PBIS- committee in collaboration with the FYC will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations and culture..

### Measurable Objective 1:

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

### Strategy1:

PBIS Monitoring - The PBIS Committee will monitor Behavior data to determine next steps to amend procedures or expectations. The PBIS committee will also work in collaboration with the FRC to provide the needed items to families to ensure financial barriers do not deter students from academic requirements or impact our culture in a negative manner. The PBIS committee will report to SBDM council annually to make recommendations or procedural changes.

Category: Continuous Improvement

Research Cited:

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

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

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

### Goal 4:

Increase the percent of effective teachers and leaders

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

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

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

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

### Strategy2:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Continuous Improvement

Research Cited: Charlotte Danielson

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

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

### Strategy3:

Scaling the Work - Scaling the work

Category: Continuous Improvement

Research Cited: Danielson framework, professional development, instructional coach

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

### Goal 5:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

Research Cited: Teacher work collaboratively by department

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

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### Goal 6:

Increase the amount of community and parental involvement

#### Measurable Objective 1:

collaborate to increase the number of stakeholders involved in our school activities by 06/30/2017 as measured by the attendance at our functions.

#### Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - improve attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve participation at stakeholder events by advertising and providing incentives	Parent Involvement	12/15/2015	06/30/2017	\$0 - No Funding Required	FRYC, Admin staff

### Goal 7:

Jones Middle School will reduce the percentage of students scoring Novice on the reading and Math combined portion of KPREP frp 30% in 2015 to 15% in 2020

#### Measurable Objective 1:

A 3% decrease of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by achieving scores of apprentice or higher to reduce the over all novice in combined reading and math in Reading by 06/30/2017 as measured by KPREP.

#### Strategy1:

universal screening - All students of Jones Middle school will be screened in reading and math a minimum of 3 times annually

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified by the universal screener and/or KPREP novice will receive an intervention.	Academic Support Program	11/30/2015	06/30/2017	\$0 - No Funding Required	Administration, counselors, instructional coach, teachers

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**Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.**

Each SIP committee will begin the year by reviewing the CSIP and determining which goals are related to each respective committee. Each month, these goals will be reviewed and evaluated. Team leaders and department heads will start in October of 2016 to review the CSIP by conducting an implementations and impact review in their content and/or team meetings. Teachers will make plans to improve implementation of strategies is completed. Each goal will be analyzed and the level of implementation discussed. Suggestions for improvement, revisions, and updates will be recommended.

**Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.**

### Goal 1:

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

### Measurable Objective 1:

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

### Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

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

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

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

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

### Measurable Objective 2:

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

### Strategy1:

Teacher Training - Teacher training

Category:

Research Cited:

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

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### Strategy2:

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

Category:

Research Cited:

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

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

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

Research Cited: Marzano - Frequent Monitoring

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

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

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

### Strategy2:

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

Category:

Research Cited: Marzano's Best Practices

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

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

## Closing the Achievement Gap

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### Strategy3:

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

Category:

Research Cited: Marzano Best Practice - Celebrations and rewards.

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

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

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

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

## Closing the Achievement Gap

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### Strategy4:

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

Category:

Research Cited:

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

### Goal 3:

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

### Measurable Objective 1:

demonstrate a proficiency by increasing the overall mean KPREP composite score of P/D by 2017 by 10/30/2016 as measured by KPREP..

### Strategy1:

ILP Integration - ILP Integration

Category:

Research Cited:

Activity - ILP Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th Period Teachers will deliberately review ILP information with students while folding in information received on KPREP assessments. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning to make this a reality within classes.	Career Preparation/ Orientation	01/04/2016	06/30/2017	\$0 - No Funding Required	Instructional Coach, ILP Facilitator

### Strategy2:

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

Category: Career Readiness Pathways

Research Cited: State assessment scores, universal screening agent, All Team meetings, researched programming.

## Closing the Achievement Gap

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will deliberately review ILP information with students while folding in information received based on KPREP results. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning as needed	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	All teachers

### Strategy3:

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

Category:

Research Cited: Marzano Best Practice - Intentional Lesson Design

Activity - CCR Lessons and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally evaluate student performance data on KPREP. Teachers will utilize individual and group performance data to target and augment skills shown to be in deficit. These skills shall be noted within identified units and be assessed both formatively and summatively. STAR performance data should be used in addition, to mark improvements and struggles by students	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Principal, instructional coach and teachers.

### Strategy4:

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

Category:

Research Cited:

Activity - 6th Grade Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jones will continue to fund and support the Jump Start Program to acclimate 6th grade students each school year.	Academic Support Program	06/01/2016	08/30/2017	\$15000 - Title I Schoolwide	6th Grade staff, administration

Activity - 8th Grade Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jones will continue to support transition activities for 8th graders into high school by reviewing KPREP scores and ILP's and coordinating with high schools for our career blitz and high school scheduling activities. This year will expand by coordinating with the technical school to provide an understanding of outside options and alternatives.	Academic Support Program	12/18/2015	02/28/2017	\$1000 - Title I Schoolwide	Counselors, Teachers, support staff

### Goal 4:

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

### Measurable Objective 1:

SY 2016-2017

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## Closing the Achievement Gap

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demonstrate a behavior All teachers will be trained in the use of ILPs to help students set goals for future. by 01/30/2017 as measured by Completion of ILPs and sharing of ILPs by students with parents..

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - ILP Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and begin use of ILP on a regular basis with students in their mentoring groups.	Academic Support Program	10/21/2015	04/03/2017	\$0 - No Funding Required	Instructional Coach and Team Leaders

### Goal 5:

PBIS- committee in collaboration with the FYC will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations and culture..

### Measurable Objective 1:

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

### Strategy1:

PBIS Monitoring - The PBIS Committee will monitor Behavior data to determine next steps to amend procedures or expectations. The PBIS committee will also work in collaboration with the FRC to provide the needed items to families to ensure financial barriers do not deter students from academic requirements or impact our culture in a negative manner. The PBIS committee will report to SBDM council annually to make recommendations or procedural changes.

Category: Continuous Improvement

Research Cited:

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

## Closing the Achievement Gap

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

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

### Goal 6:

Increase the percent of effective teachers and leaders

### Measurable Objective 1:

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

### Strategy1:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Continuous Improvement

Research Cited: Charlotte Danielson

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

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

### Strategy2:

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

Category: Continuous Improvement

Research Cited:

## Closing the Achievement Gap

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

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

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

### Strategy3:

Scaling the Work - Scaling the work

Category: Continuous Improvement

Research Cited: Danielson framework, professional development, instructional coach

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

### Goal 7:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

## Closing the Achievement Gap

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Research Cited: Teacher work collaboratively by department

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

### Goal 8:

Increase the amount of community and parental involvement

#### Measurable Objective 1:

collaborate to increase the number of stakeholders involved in our school activities by 06/30/2017 as measured by the attendance at our functions.

#### Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - improve attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve participation at stakeholder events by advertising and providing incentives	Parent Involvement	12/15/2015	06/30/2017	\$0 - No Funding Required	FRYC, Admin staff

### Goal 9:

Jones Middle School will reduce the percentage of students scoring Novice on the reading and Math combined portion of KPREP frp 30% in 2015 to 15% in 2020

#### Measurable Objective 1:

A 3% decrease of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by achieving scores of apprentice or higher to reduce the over all novice in combined reading and math in Reading by 06/30/2017 as measured by KPREP.

#### Strategy1:

universal screening - All students of Jones Middle school will be screened in reading and math a minimum of 3 times annually

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified by the universal screener and/or KPREP novice will receive an intervention.	Academic Support Program	11/30/2015	06/30/2017	\$0 - No Funding Required	Administration, counselors, instructional coach, teachers

**Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.**

RA Jones Middle school has worked extremely hard at building culture within our school climate. Our school has provided a complete needs assessment of our RtI program and student interventions to include parent, students, and teacher input. We provided student supports for all students 6-8th grade including individualized plans for students especially in the area of reading and math. We did an outreach program for community engagement to include a local business engagement

## **Stakeholder Engagement and Collaboration**

**Statement or Question:** Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

**Response:**

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

# **Plan for Closing the Achievement Gap**

# Overview

**Plan Name**

Plan for Closing the Achievement Gap

**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	Non-Duplicated Gap - Increase achievement for all student groups in Kentucky so that the achievement gap increases from 37.1% P/D in 2015 to 57.2% P/D in 2017 as measured by combined Reading and Math KPREP.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$2500
2	KPREP - Increase the average combined reading and math K-Prep scores for students at Jones Middle School from 34.3% P/D in 2014 to 67.2% P/D by 2017.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$12000
3	Boone County Schools will increase the percentage of students who are college and career ready from 46% to 73% by 2017.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$16000
4	At RA Jones Middle school, teachers will use assessments to help students write ILPs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	PBIS- committee in collaboration with the FYC will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations and culture..	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
6	Increase the percent of effective teachers and leaders	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
7	Teachers will work to increase/maintain scores on all program reviews	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Increase the amount of community and parental involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Jones Middle School will reduce the percentage of students scoring Novice on the reading and Math combined portion of KPREP frp 30% in 2015 to 15% in 2020	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Non-Duplicated Gap - Increase achievement for all student groups in Kentucky so that the achievement gap increases from 37.1% P/D in 2015 to 57.2% P/D in 2017 as measured by combined Reading and Math KPREP.

### Measurable Objective 1:

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

### Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Activity - Personalization/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use results of pre, formative, and common assessments to plan for personalized instruction of students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group in class and within content partners based on student needs and weekly/bi-weekly assessments to monitor progress. Special Education and ELL teachers shall take on a more deliberate role advocating and providing input for the incorporation of differentiation for students with gaps on a day-to-day basis. Evidence of this will be articulated in ATM groups, lesson plans and observable through formal observation and periodic learning walks.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Teachers, Department Heads, Instructional Coach, Principals
Activity - Increase Teaching Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative lesson design focusing on engaging student inquiry and talk as the norm in the daily classroom. This will be evidenced through daily learning walks, formal observations and submitted lesson plans. Teachers will engage in PD based on area of evidenced need	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coach
Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching training and protocols will be implemented to provide enhanced planning and instructional delivery to meet the needs of students with deficits and to bridge achievement gaps.	Professional Learning	04/01/2016	06/30/2017	\$2500	School Council Funds	Vice Principal, Instructional Coach
Activity - formative assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Closing the Achievement Gap

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Teachers will deliver and expect a significant increase in the frequency of formative achievement which follows currently adopted policies and procedures. Classwork, homework, and formatives shall be relevant and documented within teachers' lesson plan allowing for student choice. The increase in strategic activities is necessary to help bridge the currently identified skill gaps. Students should expect opportunities to reflect on the strategies they use, the concepts they've learned and how they apply it to their learning. The administrative team and instructional coach will provide feedback to teachers on tasks.

Policy and Process

12/18/2015

06/30/2017

\$0

No Funding Required

Teachers, admin team, instructional staff

### Measurable Objective 2:

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

### Strategy 1:

Teacher Training - Teacher training

Category:

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

### Strategy 2:

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

Category:

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

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

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

### Measurable Objective 1:

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

### Strategy 1:

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

Category:

Research Cited: Marzano's Best Practices

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

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

### Strategy 2:

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

Category:

Activity - STAR Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

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Language Arts and Math teachers will communicate Star results during grade level meetings and ATM's in the month following Star benchmarks. All teachers will be trained on use of scores for differentiation purposes.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Teachers, instructional coach, principals
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### Strategy 3:

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

Category:

Research Cited: Marzano Best Practice - Celebrations and rewards.

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

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

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

Activity - building rapport	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Rector A. Jones Middle School

All teachers will have a small mentoring group assigned to them that will meet daily to work on the individual student as well as provide an opportunity for teachers to build relationships with these students.	Academic Support Program	08/13/2015	06/30/2017	\$0	No Funding Required	Team level leaders, teachers, Counselor
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### Strategy 4:

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

Category: Continuous Improvement

Research Cited: Marzano - Frequent Monitoring

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

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

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

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

### Measurable Objective 1:

demonstrate a proficiency by increasing the overall mean KPREP composite score of P/D by 2017 by 10/30/2016 as measured by KPREP..

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### Strategy 1:

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

Category: Career Readiness Pathways

Research Cited: State assessment scores, universal screening agent, All Team meetings, researched programming.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will deliberately review ILP information with students while folding in information received based on KPREP results. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning as needed	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All teachers

### Strategy 2:

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

Category:

Research Cited: Marzano Best Practice - Intentional Lesson Design

Activity - CCR Lessons and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally evaluate student performance data on KPREP. Teachers will utilize individual and group performance data to target and augment skills shown to be in deficit. These skills shall be noted within identified units and be assessed both formatively and summatively. STAR performance data should be used in addition, to mark improvements and struggles by students	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Principal, instructional coach and teachers.

### Strategy 3:

ILP Integration - ILP Integration

Category:

Activity - ILP Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th Period Teachers will deliberately review ILP information with students while folding in information received on KPREP assessments. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning to make this a reality within classes.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	No Funding Required	Instructional Coach, ILP Facilitator

### Strategy 4:

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

## Closing the Achievement Gap

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Category:

Activity - 6th Grade Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jones will continue to fund and support the Jump Start Program to acclimate 6th grade students each school year.	Academic Support Program	06/01/2016	08/30/2017	\$15000	Title I Schoolwide	6th Grade staff, administration

Activity - 8th Grade Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jones will continue to support transition activities for 8th graders into high school by reviewing KPREP scores and ILP's and coordinating with high schools for our career blitz and high school scheduling activities. This year will expand by coordinating with the technical school to provide an understanding of outside options and alternatives.	Academic Support Program	12/18/2015	02/28/2017	\$1000	Title I Schoolwide	Counselors, Teachers, support staff

## Goal 4: At RA Jones Middle school, teachers will use assessments to help students write ILPs

### Measurable Objective 1:

demonstrate a behavior All teachers will be trained in the use of ILPs to help students set goals for future. by 01/30/2017 as measured by Completion of ILPs and sharing of ILPs by students with parents..

### Strategy 1:

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

Category: Continuous Improvement

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and begin use of ILP on a regular basis with students in their mentoring groups.	Academic Support Program	10/21/2015	04/03/2017	\$0	No Funding Required	Instructional Coach and Team Leaders

## Goal 5: PBIS- committee in collaboration with the FYC will continue to amend, implement, and monitor PBIS initiatives to manage procedure and the continued improvement of student behavioral expectations and culture..

## Closing the Achievement Gap

Rector A. Jones Middle School

### Measurable Objective 1:

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

### Strategy 1:

PBIS Monitoring - The PBIS Committee will monitor Behavior data to determine next steps to amend procedures or expectations. The PBIS committee will also work in collaboration with the FRC to provide the needed items to families to ensure financial barriers do not deter students from academic requirements or impact our culture in a negative manner. The PBIS committee will report to SBDM council annually to make recommendations or procedural changes.

Category: Continuous Improvement

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

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

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

## Goal 6: Increase the percent of effective teachers and leaders

### Measurable Objective 1:

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

### Strategy 1:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Continuous Improvement

Research Cited: Charlotte Danielson

## Closing the Achievement Gap

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

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

### Strategy 2:

Scaling the Work - Scaling the work

Category: Continuous Improvement

Research Cited: Danielson framework, professional development, instructional coach

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

### Strategy 3:

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

Category: Continuous Improvement

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

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

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

## Goal 7: Teachers will work to increase/maintain scores on all program reviews

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Continuous Improvement

Research Cited: Teacher work collaboratively by department

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

## Goal 8: Increase the amount of community and parental involvement

### Measurable Objective 1:

collaborate to increase the number of stakeholders involved in our school activities by 06/30/2017 as measured by the attendance at our functions.

### Strategy 1:

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

Category: Stakeholder Engagement

Activity - improve attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve participation at stakeholder events by advertising and providing incentives	Parent Involvement	12/15/2015	06/30/2017	\$0	No Funding Required	FRYC, Admin staff

**Goal 9: Jones Middle School will reduce the percentage of students scoring Novice on the reading and Math combined portion of KPREP frp 30% in 2015 to 15% in 2020**

**Measurable Objective 1:**

A 3% decrease of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by achievevine scores of apprentice or higher to reduce the over all novice in combined reading and math in Reading by 06/30/2017 as measured by KPREP.

**Strategy 1:**

universal screening - All students of Jones Middle school will be screened in reading and math a minimum of 3 times annually

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified by the universal screener and/or KPREP novice will receive an intervention.	Academic Support Program	11/30/2015	06/30/2017	\$0	No Funding Required	Administration , counselors, instructional coach, teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

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

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
8th Grade Transition	Jones will continue to support transition activities for 8th graders into high school by reviewing KPREP scores and ILP's and coordinating with high schools for our career blitz and high school scheduling activities. This year will expand by coordinating with the technical school to provide an understanding of outside options and alternatives.	Academic Support Program	12/18/2015	02/28/2017	\$1000	Counselors, Teachers, support staff
6th Grade Transitions	Jones will continue to fund and support the Jump Start Program to acclimate 6th grade students each school year.	Academic Support Program	06/01/2016	08/30/2017	\$15000	6th Grade staff, administration
<b>Total</b>					<b>\$16000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Personalization/Progress Monitoring	Teachers will use results of pre, formative, and common assessments to plan for personalized instruction of students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group in class and within content partners based on student needs and weekly/bi-weekly assessments to monitor progress. Special Education and ELL teachers shall take on a more deliberate role advocating and providing input for the incorporation of differentiation for students with gaps on a day-to-day basis. Evidence of this will be articulated in ATM groups, lesson plans and observable through formal observation and periodic learning walks.	Academic Support Program	01/04/2016	06/30/2017	\$0	Teachers, Department Heads, Instructional Coach, Principals
Teacher Training	Teachers will engage in PD during and after school to better understand and be prepared to implement the new school writing plan.	Professional Learning	10/01/2015	06/30/2017	\$0	Instructional Coach and Writing Leader
Intentional Lesson Design	Teachers will design and implement rigorous, aligned and deliberately sequenced lessons incorporating high level talk and task within classroom activities. Lessons will focus on preplanned targets, high level questions, discussions and assessments. Plans will be generated, updated and submitted to a shared folder on a weekly basis for review and feedback. Review and feedback will also be provided on a monthly basis during content PLCs	Academic Support Program	09/01/2015	06/30/2017	\$0	Teachers, administrative team, department heads, instructional coach
Reflection	Teachers will model and guide students in the process of Individual Goal setting, Self reflection/self evaluation, and student led discussion about progress. In addition, teachers will create classroom student growth goals to aid in academic achievement toward mastery.	Academic Support Program	12/01/2015	06/30/2017	\$0	teachers.
Supporting new teachers	Teachers and administrators will work together to support new building teachers and one another through new teacher orientation, mentoring pairs, comprehensive staff handbook, department meetings, and grade level meetings	Professional Learning	12/01/2015	06/30/2017	\$0	Administrative team, teachers
CCR Lessons and Assessments	Teachers will intentionally evaluate student performance data on KPREP. Teachers will utilize individual and group performance data to target and augment skills shown to be in deficit. These skills shall be noted within identified units and be assessed both formatively and summatively. STAR performance data should be used in addition, to mark improvements and struggles by students	Academic Support Program	01/04/2016	06/30/2017	\$0	Principal, instructional coach and teachers.
STAR Training	Language Arts and Math teachers will communicate Star results during grade level meetings and ATM's in the month following Star benchmarks. All teachers will be trained on use of scores for differentiation purposes.	Academic Support Program	01/04/2016	06/30/2017	\$0	Teachers, instructional coach, principals

## Closing the Achievement Gap

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On-Demand Writing Events	Students will engage in writing practice on a regular basis in all classes. Student writing folders will be kept in all classes and students will receive instructional feedback.	Academic Support Program	01/04/2016	06/30/2017	\$0	Instructional Coach, Department Heads, Team Leaders, Writing Lead
Targeted Intervention	Students identified by the universal screener and/or KPREP novice will receive an intervention.	Academic Support Program	11/30/2015	06/30/2017	\$0	Administration, counselors, instructional coach, teachers
Deliberate use of Instructional time	Teachers will be deliberate in use of instructional time, the development of rigorous and intentionally planned lessons, and the delivery of instruction and assessments. weekly PLCs will focus on sharing instructional practice and student work samples.	Direct Instruction	09/01/2015	06/30/2017	\$0	Admin team, teachers, department heads
Teacher Collaboration	Teachers will be provided the time, on a daily and weekly basis, to participate in grade level content team PLCs. Teachers will have a goal of producing deliberate lessons to meet student needs while increasing instructional rigor and student achievement. Content partners will be expected to physically meet and share an equal burden of the work. The administrative team will meet with the teachers to ensure that high level planning is taking place and provide feedback based on lessons generated.	Academic Support Program	01/04/2016	06/30/2017	\$0	Teachers, Principal
Collaboration	Teams will meet on a bi-weekly basis to discuss program review activities. Teachers will then incorporate activities that promote more inclusion of these activities into the instructional practice.	Professional Learning	08/03/2015	06/30/2016	\$0	Unified Arts
building rapport	All teachers will have a small mentoring group assigned to them that will meet daily to work on the individual student as well as provide an opportunity for teachers to build relationships with these students.	Academic Support Program	08/13/2015	06/30/2017	\$0	Team level leaders, teachers, Counselor
Provide Opportunities for Student Teacher and Practicum Students	Department heads will continue to coordinate with the principal to manage the supervision and opportunities for practicum students and student teachers to work within our school. This will occur each semester.	Recruitment and Retention	08/03/2015	06/30/2017	\$0	Department Heads and Principal
Promote positive	Continue to promote and advertise the positive news into the community and to local colleges to encourage applicants to seek employment. Maintain relationships with the local institutions to help develop students who come through our doors in teaching internships.	Recruitment and Retention	12/15/2015	06/30/2017	\$0	Administrative staff, department heads
PBIS Reporting	The PBIS Committee will make recommendations to the SBDM Council by April 1st of each school year for action to be taken for the following school year.	Behavioral Support Program	04/01/2016	06/30/2017	\$0	Assistant Principal
ILP Completion	Teachers will be trained and begin use of ILP on a regular basis with students in their mentoring groups.	Academic Support Program	10/21/2015	04/03/2017	\$0	Instructional Coach and Team Leaders

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ILP Integration	4th Period Teachers will deliberately review ILP information with students while folding in information received on KPREP assessments. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning to make this a reality within classes.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Instructional Coach, ILP Facilitator
improve attendance	Improve participation at stakeholder events by advertising and providing incentives	Parent Involvement	12/15/2015	06/30/2017	\$0	FRYC, Admin staff
Increase Teaching Expectations	Teachers will participate in collaborative lesson design focusing on engaging student inquiry and talk as the norm in the daily classroom. This will be evidenced through daily learning walks, formal observations and submitted lesson plans. Teachers will engage in PD based on area of evidenced need	Academic Support Program	01/04/2016	06/30/2017	\$0	Teachers, Principal, Instructional Coach
Interventions	Intervention teachers will deliberately review ILP information with students while folding in information received based on KPREP results. Students will use this information to consider possible career targets. Teachers will engage in periodic professional learning as needed	Academic Support Program	01/04/2016	06/30/2017	\$0	All teachers
Collection of Writing Pieces	Teachers will collect written pieces from students in every content area for inclusion in a writing folder. Students will select representative samples of their writing for inclusion in a master writing folder which will be evaluated holistically at the end of the school year to gather information necessary for improvement of the overall writing program for the coming school year.	Academic Support Program	12/18/2015	06/30/2017	\$0	Instructional Coach, Teachers
formative assessment	Teachers will deliver and expect a significant increase in the frequency of formative achievement which follows currently adopted policies and procedures. Classwork, homework, and formatives shall be relevant and documented within teachers' lesson plan allowing for student choice. The increase in strategic activities is necessary to help bridge the currently identified skill gaps. Students should expect opportunities to reflect on the strategies they use, the concepts they've learned and how they apply it to their learning. The administrative team and instructional coach will provide feedback to teachers on tasks.	Policy and Process	12/18/2015	06/30/2017	\$0	Teachers, admin team, instructional staff
Peer observation	Teachers will engage in peer observations, and PGES protocol. Teachers will create and monitor student growth goals and professional growth goals.	Professional Learning	12/01/2015	06/30/2017	\$0	Administrative team, department heads
<b>Total</b>					<b>\$0</b>	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Closing the Achievement Gap

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PBIS committee	The PBIS committee including a PBIS coach will participate in annual training to improve PBIS efforts. The committee will access behavior data to make changes needed in specific identified target areas and/or timeframes.	Behavioral Support Program	12/01/2015	06/30/2017	\$500	PBIS committee
<b>Total</b>					\$500	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Rewards	PBIS will incorporate rewards in coordination with midterm/end of term and will include academics quarterly.	Behavioral Support Program	12/01/2015	06/30/2017	\$500	All staff
Student motivation	Teachers will frequently display and verbally recognize student work that meets or exceeds proficiency. This may take the form of papers or projects affixed to walls or hallway cork strips. In addition, teachers may use graphs or charts to measure gains made by students or achievement levels met on classroom assessments. school administration will publicly reward, provide incentives, acknowledge and promote student achievement and improvement.	Academic Support Program	11/24/2015	06/30/2017	\$500	Teachers, counselors, admin staff
<b>Total</b>					\$1000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kentucky Teacher Effectiveness Framework	Based on teacher identified areas of need, as specified in their PGG and peer observation, teachers will work with administrative staff and instructional coach to find resources necessary to master student and professional growth goals	Professional Learning	09/08/2015	06/30/2017	\$0	Principal, Assistant Principals, Instructional Coach, teachers
Scaling the Work	All staff will get certified in being a peer observer within two years. On a quarterly basis, teachers will collaborate with a colleague to review reflections and evidence to support student and professional growth goals.	Professional Learning	10/01/2015	06/30/2017	\$0	Principal, all teachers
Co-Teaching	Co-teaching training and protocols will be implemented to provide enhanced planning and instructional delivery to meet the needs of students with deficits and to bridge achievement gaps.	Professional Learning	04/01/2016	06/30/2017	\$2500	Vice Principal, Instructional Coach

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Program Monitoring	The admin team will document and monitor the deliberate use of instructional time, the development of rigorous and intentionally planned lessons and the delivery of instruction and assessments. The admin team will utilize formal observation, informal walk-throughs and inspection of uploaded documents and student work to complete this task. The admin team shall provide timely and relevant feedback to teachers to promote professional growth, inquiry and collaborative conversation.	Academic Support Program	01/04/2016	06/30/2017	\$1500	admin staff
Short Term Academic Recognition	Teachers and administration will engage in practices to encourage and promote student academic achievement on a frequent and deliberate basis. To encourage student responsibility and task completion teachers will administer verbal and non-verbal forms of praise, incentives, and provide location and time to aid students on individual assignments	Academic Support Program	01/04/2016	06/30/2017	\$0	Teachers, administration and stakeholders.
Total					\$4000	