

James T. Alton Middle School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2009

The James T. Alton Middle School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Jama P. Bennett
Chairperson, School Council

11/11/08
Date

Chairperson, School Planning Committee

Date

Plan Approved by the School Council:

November 11, 2008

School Council Members:

Mark Adams	Parent
Sherry Popham	Parent
Mary Lou Emerine	Teacher
Amanda Minnich	Teacher
Vasco Perry	Teacher

EXECUTIVE SUMMARY

MISSION STATEMENT

James T. Alton Middle School is a learning community driven by a clear vision of continuous improvement. Parents and highly qualified educators share responsibility in the goal of student progress by creating an environment of high expectations, individual accountability, personal growth, and character development. Committed to excellence, professional leaders implement research-based instruction, differentiate curriculum, and frequently monitor strategies to advance purposefully toward desired student outcomes. Educators, parents, and students each possess a vital role that combines to fulfill our overall blueprint for improvement which is manifested in pride, performance, and progress.

VISION STATEMENT

We envision a school community that **J**oins **T**ogether for **A**chievement.

BELIEF STATEMENTS

These statements encompass the universal beliefs of James T. Alton Middle School as a student-centered facility embracing academic achievement and personal growth;

- Parents, community members, and visitors will be valued as unique contributors participating in the educational advancement and character development of our students.
- Students will have first hand understanding of care and trust and will develop their feelings of self-worth through positive student to student and student to adult interactions.
- Families of students will have a variety of resources available to them and will be encouraged to maintain effective communication with teachers and staff.
- Teachers, support staff, and administrators will work together to preserve established traditions, concentrate on growth areas, promote motivation and encouragements, provide professional leadership, and uphold credible values.
- Teachers, support staff, and administrators will remain committed to our vision and will reflectively review our Comprehensive School improvement Plan (CSIP) to promote on-going progress and continuous improvement.

PLAN SUMMARY

James T. Alton will continue to focus on Academic Performance, Learning Environment, and Efficiency for maximum student achievement. Emphasis will be placed on curriculum, instruction, and assessment as we strive to reach our academic goals and reduce achievement gaps.

PROCESS SUMMARY

1. James T. Alton's Mission/Vision Statements, along with identified belief statements were developed by a CSIP committee as they are much more reflective of our professional learning community.
2. A variety of data, to include our Kentucky Performance Report, MAP Data, Think Link scores, NCLB Data, SB 168 Data, self-analysis of the SISI document, school-wide and departmental data analysis, faculty/staff/parent/student surveys on even numbered years, etc. will be utilized in determining priority areas for our school.
3. Public meetings are held monthly to review school needs/goals, progress, student achievement and data, etc.
4. Our CSIP will be adopted as our school-wide plan for improvement.
5. Alton's CSIP will be reviewed on a biannual basis through Implementation/Impact Checks.

STAKEHOLDERS/DATA ANALYSIS TEAMS

James T. Alton met school-wide in job-embedded PD and as departments to review student data. Analysis for all content areas was completed and presented to the SBDM Council for review/discussion and departments determined priority areas for improvement. Teams and departments review additional data throughout the school year to include: MAP and Think Link Data.

Teachers worked departmentally to review and recommend additions/deletions/changes to our CSIP.

Parents serve on all SBDM committees. School staff and central office personnel collaborate frequently regarding curriculum, instruction, and assessment.

Students/parents/faculty and staff complete Effective School Surveys in the spring on even numbered years.

COMMUNICATION PLAN

Copies of Alton's CSIP will be provided for all faculty/staff members. The public will be made aware through SBDM meetings, committee work, team/department/committee minutes. Copies of this plan will be available in our school and district offices. In addition, our school and district web pages will maintain a copy for review.

There will be on-going team and departmental review throughout the school year. Implementation/Impact Checks will be conducted on a biannual basis and reviewed with the SBDM Council. Student/parent/faculty/staff surveys will be administered at the end of each accountability cycle.

Area of Need: WRITING – ALL CONTENT AREASDistrict Name Hardin CountySchool Name: James T. Alton Middle SchoolDate November 11, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Based on No Child Left Behind (NCLB), the Kentucky Performance Report (KPR), and departmental data analysis, the percentages of students scoring proficient/distinguished on content area open responses/On-Demand writing are as follows:</p> <p>Reading: 61.72% Math: 51.52% Science: 53.62% Social Studies: 56.56% Arts/Humanities: 62.97% On-Demand Writing: 48.43%</p>	<p>Based on the results of the 2009 KPR, all content areas will indicate an increase in the percentages of students scoring at the proficient/distinguished level.</p>

Causes and Contributing Factors

Previously, one method of answering open responses was utilized school-wide as opposed to teaching students how to “apply” content knowledge in specific academic areas. Open responses are not modeled/practiced in a variety of ways that allow students to understand the expectation of writing a “4.”

Action Component: WRITINGDistrict Name Hardin CountySchool Name: James T. Alton Middle SchoolDate November 11, 2008**Focused District Activities**

Focused Activity	NCLB SB 168 ESL	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Teachers will work in departments to analyze "4" responses on commonly released items.	NCLB SB 168 ESL	All departments will submit a "plan" to the SBDM Council for addressing open response items. Content area teachers will teach common elements of "4" as evidenced by administrator walk throughs, lesson plans, student work samples, and common assessments.	NCLB will indicate an increase in the number of students scoring at the proficient/distinguished level in reading and math. The KPR will indicate an increase in proficient/distinguished content area open responses.	
Students will be exposed to frequent open responses that are directly aligned with core content.	NCLB SB 168 ESL	Lesson plans, common assessments, and student work samples.	NCLB/KPR scores will indicate increases in all content areas as a result of frequent exposure and practice on open responses.	
Various instructional strategies will be utilized to teach students ways to apply content knowledge through writing to learn. (e.g. Thoughtful Ed)	NCLB SB 168 ESL	Lesson plans, common assessments, and student work samples.	NCLB/KPR scores will indicate increases in all content areas as a result of student exposure to various instructional strategies in all content areas.	

Area of Need: READINGDistrict Name Hardin CountySchool Name : James T. Alton Middle SchoolDate November 11, 2008

Priority Need	Goal (Addresses the Priority Need)
According to the 2008 No Child Left Behind (NCLB) Report, the percentage of students performing at proficient or above in reading are as follows:	Based on the results of the 2009 Kentucky Performance Report (KPR), NCLB will indicate an increase in the percentages of students scoring at proficiency or above. The AMO for 2009 is 66%.
All Students: 61.72% White: 64.46% African American: 50% Free/Reduced Lunch: 50.22% Disability: 19.48%	
The Annual Measurable Objective (AMO) was: 59.20%	

Causes and Contributing Factors

The previous Comprehensive School Improvement Plan (CSIP) was too broad and lacked focus regarding specific reading strategies designed to increase students' comprehension, their ability to think critically and make inferences across all content areas.

Action Component: READINGDistrict Name Hardin CountySchool Name: James T. Alton Middle SchoolDate November 11, 2008**Focused District Activities**

Focused Activity	NCLB SB 168 ESL	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Language Arts teachers will work collaboratively as a department to prioritize curriculum in all grade levels.	NCLB SB168 ESL	Administrators will conduct monthly walk throughs, review lesson plans/curriculum maps, and examine student work for evidence of an aligned curriculum with Kentucky's Core Content for Assessment. Representatives from each grade level will represent Alton in the development of district-wide curriculum maps. Department meeting minutes will document evidence of collaboration.	As noted by formative/summative assessments in the classroom, Measures of Academic Progress (MAP), NCLB, and the KPR, there will be an increase in student achievement.	
Language Arts teachers will work collaboratively to address the needs of students regarding On-Demand writing by utilizing strategies that will move students to proficient/distinguished writing. (e.g. SPAT)	NCLB SB 168 ESL	Monthly review of student work, formative/summative, and common assessments related to On-Demand writing.	Substantial increase in the number of students scoring proficient/distinguished in the area of On-Demand writing as noted on the KPR.	
Literacy is a school-wide focus for Title 1. Language Arts teachers will identify "at-risk" students in the area of reading with specific interventions being developed and implemented by all teachers, Alton's interventionist, and administrative team.	NCLB	Reading strategies will be researched with various interventions designed to meet individual student needs. Evidence of implementation will be documented for each student identified "at-risk."	MAP scores and the KPR will indicate a reduction in the number of students scoring at the novice/apprentice level in reading.	

Content area teachers and members of the leadership team will participate in Green River Regional Educational Cooperative (GRREC) Literacy initiative to further develop critical thinking skills across all content areas.	NCLB SB 168	Departmental meetings will indicate sharing of information with teachers in all content areas in order to help students develop the necessary critical thinking skills.	KPR will indicate an increase in the number of students scoring proficient/distinguished on open responses in all content areas as a result of higher order thinking.	
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Area of Need: MATHDistrict Name Hardin CountySchool Name: James T. Alton Middle SchoolDate November 11, 2008

Priority Need	Goal (Addresses the Priority Need)
According to the 2008 No Child Left Behind (NCLB) Report, the percentage of students scoring at proficient or above are as follows:	Based on the results of the 2009 Kentucky Performance Report (KPR), NCLB will indicate an increase in the percentages of students scoring at proficiency or above. The AMO for math in 2009 is 47.81%.
All students: 51.52% White: 53.53% African American: 39.42% Free/Reduced Lunch: 38.22% Disability: 14.29%	
The Annual Measurable Objective (AMO) was 37.37%.	

Causes and Contributing Factors

The previous Comprehensive School Improvement Plan (CSIP) and math curriculum was too broad and lacked focus regarding specific fundamentals in the area of math. As a result, the necessary Depth of Knowledge was never reached in order for students to apply their content knowledge.

Action Component: MATHDistrict Name Hardin CountySchool Name: James T. Alton Middle SchoolDate November 11, 2008**Focused District Activities**

Focused Activity	NCLB SB 168 ESL	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Math teachers will work collaboratively as a department to prioritize curriculum in all grade levels.	NCLB SB 168 ESL	Administrators will conduct monthly walk throughs, review lesson plans/curriculum maps, and examine student work for evidence of an aligned curriculum with Kentucky's Core Content for Assessment. Feedback regarding district-wide curriculum maps will be on-going.	As noted by formative/summative assessments in the classroom, Measures of Academic Progress (MAP), NCLB, and the KPR, there will be an increase in student achievement.	
Students will be exposed to formative/summative and common assessments that are rigorous and relevant.	NCLB SB 168 ESL	Various observation data, department meeting minutes, student work, and cumulative exams will indicate the use of assessments that allow students to demonstrate their knowledge in a variety of ways.	As a result of students being held accountable to a set standard of performance, MAP scores, NCLB, and the KPR will indicate an increase in the number of students scoring proficient/distinguished.	
Math is a school-wide focus for Title 1. Math teachers will work horizontally and vertically to identify "at-risk" students in the area of math with specific interventions being developed and implemented by all teachers, Alton's interventionist, and administrative team.	NCLB SB 168 ESL	Basic fundamentals will be emphasized with frequent assessments/learning checks and interventions designed to meet individual student needs. Evidence of implementation will be documented for each student identified "at-risk."	MAP scores will indicate increased student scores and the KPR will indicate a reduction in the number of students scoring at the novice/apprentice level in math.	

A variety of instructional strategies will be incorporated within all math classes that provide students with additional opportunities for higher academic achievement/student mastery of content.	NCLB SB 168 ESL	As documented through various observation data, students will have increased time for independent practice on a daily basis. Students will receive immediate and descriptive feedback regarding content correctness. Additional opportunities will be provided for students to demonstrate mastery of content.	As a result of higher expectations, increased student accountability and opportunities to demonstrate learning, NCLB and the KPR will indicate an increase in the number of students scoring proficient/distinguished in the area of math.	
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