



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 and strategies, differentiate curriculum, and monitor individual student progress 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.

NEEDS ASSESSMENT

No Child Left Behind (NCLB) results indicate James T. Alton School being in Tier 5 Consequences. After reviewing NCLB data, KCCT results, MAP, and Think Link data, school needs focus on analyzing student performance data, utilizing data driven decisions, and identifying gaps in student achievement related to academic performance.

GOAL AND STRATEGY DEVELOPMENT

As a result of JTA's NCLB Tier 5 Consequences, the State Department provided an ASSIST Team to our school. With guidance from the ASSIST Team and Leadership Team, every department has disaggregated Kentucky's Interim Performance Report (IPR) results per content area. Along with this information, by December 2009, all staff members will have read DuFour's Whatever It Takes, which focuses on the importance of becoming Professional Learning Communities. This process will continue through the next school year, as well.

Smart Goals, activities, and strategies for school improvement were developed with guidance from central office, school staff, and the ASSIST Team assigned by Kentucky Department of Education. (Reference: Academic Achievement Performance and Learning Environment Components).

EVALUATION OF PLAN

The evaluation of the plan will come from data received through Alton's culture survey, ASSIST Team Progress Reports, NCLB, KCCT, MAP and Think Link Data, Common Assessments, Weekly Team Meetings, Leadership Team Meetings, and Department Meetings.

Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year to include monthly updates with Alton's Site-Base Decision Making Council. Any necessary

adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success.

STAKEHOLDER INVOLVEMENT

As Professional Learning Communities teachers are committed to implementation of research-based strategies based on continuous assessments. Data must be analyzed frequently in order to make necessary adjustments in Curriculum, Assessment, and Instruction.

Instruction will be focused, data driven, and consistently support student progress toward meeting state standards.

We believe that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects. This includes students, parents, school staff, SBDM Council, ASSIST Team, Leadership Team, and central office staff.

2009-2010 COMPREHENSIVE PLANNING COMMITTEE

NAME	POSITION/REPRESENTING
Jama Bennett	Principal, James T. Alton
Sandra Greenwood	Counselor, James T. Alton
Mark Kopp	Director of Curriculum and Instruction, Central Office
Robin Lovelace	Reading Interventionist, James T. Alton
Jeffrey Lowman	Behavior Interventionist, James T. Alton
Renee' Marshall-Ousley	Math Interventionist, James T. Alton
Latonya Meekins	ASSIST Team, HSE, Kentucky Department of Education
Tamira Pinson	Counselor, James T. Alton
Greg Sutton	Assistant Principal, James T. Alton

Action Component: Academic Achievement Component Manager(s): Principal Date: November 2009 School/District: James T. Alton/ Hardin County Schools		
Priority Need:	Goal:	
Reading Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 63.44%. The AMO for reading was 66.00%. The 2009 NCLB reports the following scores for proficient & distinguished: Students with disabilities: 29.76% White (Non Hispanic): 66.29 African American: 54.55% Free/Reduced Lunch: 54.48%	Based on the results of the 2010 Kentucky Core Content Test (KCCT), the state percent of students scoring proficient and above in reading is set at 70.75 The school AMO target for next year is 72.80%. The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 43.87% White (Non Hispanic): 73.052% African American: 63.64% Free/Reduced Lunch: 63.60%	
Math The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 56.72 %. The AMO for math was 47.81 %. The 2009 NCLB reports the following scores for proficient & distinguished: Students with disabilities: 22.69% White (Non Hispanic): 66.04% African American: 44.55% Free/Reduced Lunch: 48.75%	Also based on the results of the 2010 KCCT, the state percent of students scoring proficient and above in math is set at 65.58%. The school AMO target for next year is 58.25%. The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 38.10% White (Non Hispanic): 68.03% African American: 55.64% Free/Reduced Lunch: 38.09%	

Priority Need:	Goal:
Writing The total on-demand percent proficient and distinguished for the school in 2009 was 36.48% Our Explore composite score for 2009 was: 15.1 Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 56.68 Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 65.85	Writing The total on-demand proficient and distinguished for the school for 2010 will be 49.18% Our Explore composite score for 2010 will be: 15.5 Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 65.34 Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 72.68

Measure of Academic Performance (MAP)	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2010 Mean RIT
Fall 2009 MAP Mean RIT			
Reading Grade 6 – 210		214.8	Reading Grade 6 – 214.8
Reading Grade 7 – 217.7		217.9	Reading Grade 7 – 217.9
Reading Grade 8 – 223.1		221.2	Reading Grade 8 – 221.2
Math Grade 6 – 216		223.8	Math Grade 6 – 223.8
Math Grade 7 – 223.5		228.3	Math Grade 7 – 228.3
Math Grade 8 – 230.9		232.7	Math Grade 8 – 232.7

**Action Component: Academic Achievement
Reading/Math/Writing**

Component Manager: Principal

Activity Number	NCLB SB168	Strategy/Activity	Implementation/Impact Check	Person Responsible	Start Date	End Date	Amount of Funding	Fund Source
1		Staff members will work collaboratively as a department to prioritize curriculum in all grade levels and in all content areas.	NCLB/IPR scores, MAP, Think Link data, and Common Assessments will indicate continuous improvement in all content areas.	Jama Bennett, Principal	Nov. 2009	Nov. 2010	\$300	PD Title I
2		Administration will actively monitor and support the implementation of the Combined Curriculum Document (CCD) in all content areas. a) Administrators will observe classroom instruction on a regular basis – no less than weekly – focusing on evidence of higher order instruction and increased number of students demonstrating proficiency. b) Administrators will provide frequent feedback to teachers concerning focused Curriculum, Instruction, and Assessment (CIA) that is directly aligned with the CCD.	Administrators communicate clear expectations for instruction as it relates to the Combined Curriculum Document. Administrators frequently visit classrooms and provide feedback regarding instruction and implementation of the Combined Curriculum Document (CCD). NCLB/IPR scores, MAP, Think Link data, and Common Assessments will increase based on teachers continually making accommodations in student instruction with continuous assessments.	Jama Bennett, Principal	Nov. 2009	Nov. 2010		SEEK (PPA) School Improvement

3	Common Assessments will be given in all content areas. a) Grade level content teachers will be given common planning time to help develop units that are aligned with state standards. b) Data from common assessments will be analyzed using the Performance Level Calculator to identify students who need Enrichment/Remediation classes based on individual students' needs. c) Intervention Monitoring Worksheets will be kept daily on every student in order to track individual progress.	All Content Area teachers will identify gaps in Curriculum, Instruction, and Assessment.	Team Leaders Department Heads	Nov. 2009	Nov. 2010	SEEK (PPA) DODEA Grant Title I
4	All content area teachers will unpack the standards and develop learning targets/objectives that are clear, rigorous, and congruent to the State standards. a) Release time will be utilized to facilitate the process for teachers. b) Pacing guides/curriculum maps will be developed and updated to include unit plans and common assessments.	There will be an increase in student achievement as evidenced by formative and summative assessments in the classroom, MAP, NCLB, Think Link, and the IPR. School staff will ensure grade appropriate content is covered prior to assessment.	Team Leaders Department Heads	Nov. 2009	Nov. 2010	School Improvement Stimulus Money PD
5	One person from the leadership team is assigned to each team. This person acts as the liaison/mentor to the team. a) Each administrative liaison meets with students on the "Name Em and Claim Em" list to discuss individualized progress and set individual goals. b) Administrative liaison assists with compiling data from AYP, MAP, Think Link, and IPR to identify students below proficiency.	NCLB/IPR scores, MAP, Think Link, and Common Assessments will indicate increases in all content areas as a result of individual sessions with leadership team member.	Leadership Team Team Leaders Department Heads	Aug. 2009	Nov. 2010	SEEK (PPA) School Improvement Stimulus Money

6	Reading and Math scores from Measures of Academic Progress (MAP) and Think Link assessments will be analyzed. Student support will include matching student needs to Descartes curriculum for differentiated instruction, intervention assistance, and Compass Learning.	NCLB/IPR scores, MAP, Think Link, and Common Assessments will indicate increases in reading and math.	Leadership Team Team Leaders	Sept. 2009	Nov. 2010	\$3,000	School Improvement
7	Extended School Services (ESS) will be available to students with priority given to students in subpopulations where the school has not met academic achievement goals: reading, math, and writing. Monitoring of ESS programming will occur through learning walk observations by ESS coordinator and administration.	NCLB/IPR scores, MAP, Think Link, and Common Assessments will indicate increases subpopulations in reading, math, and writing.	Jama Bennett, Principal ESS Coordinator	Sept. 2009	Nov. 2010	\$8,000	ESS
8	Writing teachers will explore the pros and cons of a Criterion Writing Program and it's implementation in all grade levels.	NCLB/IPR and Common Assessments will indicate an increase in the number of proficient/distinguished writers.	Donna Miller	Sept 2009	August 2010	\$8,400	School Improvement Stimulus Money

Action Component: Learning Environment/Efficiency Component Manager(s): Principal Date: November 2009 School/District: James T. Alton School/Hardin County		
Priority Need:	Goal:	
In order for ALL students to reach proficiency by 2014: 1. There is a need for an inclusive culture of pride and learning for all stakeholders. 2. There is a need for differentiated Professional Development for all staff.	Based on the review of Alton's Culture Survey, all stakeholders will understand the value of Professional Learning Communities. Based on observation data, school staff will participate in trainings that directly impact Curriculum, Instruction, and Assessment.	

Action Component: Learning Environment
Component Manager: Principal

Activity Number	NCLB SB168	Strategy/Activity	Implementation/Impact CHECK	Person Responsible	Start Date	End Date	Amount Of Funding	Fund Source
1		Develop a survey for all stakeholders aligned to Alton's school's culture plan. a) Monitor, analyze, and adjust practices according to feedback on the survey and culture plan. b) Implement regular celebrations of staff and student achievement.	Through survey, students will indicate more pride, improved attendance, less discipline referrals, and increased student engagement in school.	Leadership Team Team Leaders FOR YOU Family Resource Youth Service Center Staff	Jan. 2010	Nov. 2010		SEEK (PPA)
2		Administration will critique individual PD plans and provide differentiated training opportunities for staff.	Strategies will be monitored by ongoing observations, dialogues with leadership, PD trainings, various grade level/team meetings and individual professional growth plans.	Jama Bennett, Principal PD Committee	Jan. 2010	Aug. 2010		PD School Improvement
3		School leadership initiated a book study based on DuFour's <u>Whatever it Takes</u> to help teachers understand the concept of Professional Learning Communities (PLC). a) Weekly Team Meeting Agendas will incorporate the 4 Guiding Questions for Success: 1) What do we want students to learn? 2) How will we know if they have learned? 3) What will we do if they don't learn? 4) What do we do if they already know it?	Teachers are beginning to understand the purpose of a PLC and demonstrate how the work PLC's contribute to student success. School staff will hold each other accountable for student learning.	Leadership Team Team Leaders All Staff	Sept. 2009	Nov. 2010		SEEK (PPA) School Improvement Stimulus Money

5	With high expectation of ALL students, students will be provided with positive supports and interventions that target identified needs. a) FOR YOU Family Resource Center will provide needed services to identified students and parents to promote a healthy learning environment.	Survey results will indicate more pride, improved attendance, less discipline referrals, and increased student engagement in school.	Leadership Team Team Leaders FOR YOU FRYSC staff	Nov. 2009	Nov. 2010		FOR YOU FRYSC
6	Students with ALL Proficient and/or Distinguished will be recognized with Distinguished Dinner, Proficient Popcorn Party, and Breakfast of Champions.	Survey results will indicate more pride, improved attendance, and increased student engagement in school.	Leadership Team	Nov. 2009	Nov. 2010	\$3,000	School Improvement DODEA Grant PTSP

COMPREHENSIVE PLANNING

Vocabulary/Acronyms
James T. Alton School

Academic Performance	Component that addresses curriculum, instruction and assessment issues.
ALM	Administrative leadership meetings involving principals and district administrators.
AMO	Annual Measurable Objective
CC	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
CDIP	Comprehensive District Improvement Plan
CSIP	Comprehensive School Improvement Plan
CHAMPS	A student behavior management process.
Component	A section of a school/district comprehensive plan that addresses specific priority needs.
CSIP	Comprehensive School Improvement Plan
DOK	Depth of Knowledge
Efficiency	Component that addresses leadership, use of resources, and comprehensive and effective planning.
ELL	English Language Learner
Goal	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
GT teachers	Gifted and Talented teachers.
IAT	Intervention and Assistance Teams that support students who need academic or behavioral support.
ISD	Instructional Services Department
Learning Environment	Component which addresses school culture; school, family and community support; and professional development.
NCLB	No Child Left Behind
NCLB Tier	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
Priority Need	Section of a component which utilizes data to identify areas that will be addressed in the component.

SB 168	Senate Bill 168; a Kentucky achievement gap law for schools.
SISI	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
Strategy/Activity	A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized.