



2023-2024 Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Schools

**James T Alton Middle School**  
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## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

James T. Alton Middle School serves students in grades 6-8. In the 2023-2024 school year we have approximately 613 students. We are located in the small town of Vine Grove, Kentucky. There have been no major changes within the community over the last 5 years; however, Vine Grove is located adjacent to Ft. Knox military base, which causes our school to have a very transient student population. About 49% of our students qualify to receive free and reduced lunches, 42% are minorities, and 16% of our students have IEPs.

### School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

JTA has a new parent teacher student association this year (PTSA) in which parents, teachers, and students meet together monthly to discuss issues important to them and to organize improvement efforts. Our Site-based decision making council (SBDM) is made up of 3 parents and 4 teachers. They, along with the principal meet monthly to review policies and procedures, budgeting, and scheduling decisions. Working under the SBDM are committees. The Climate and Culture committee works together to build supportive and safe environments and policies that support student and adult social, emotional, and behavioral capacity to create a safe, engaging, and supportive school community. The PBIS committee works to ensure our Positive Behavior Intervention and Supports system is functioning at high levels. This committee reviews behavior data and offers behavior interventions to students needing tier 2 and 3 support. This committee is also responsible for planning rewards for students who meet behavior expectations. The Curriculum and Instruction Committee reviews current curriculum and online licenses and offers suggestions for improvements. The assessment committee reviews IReady, KSA, and school assessment data in an effort to improve and target instruction to student needs. They also plan rewards for students who meet goals on assessments. Finally, the GT committee reviews student data and makes recommendations for GT placement and assists teachers in implementing Gifted Student Services Plans. JTA also has a student government organization (Student Council). These students meet with teachers and the principal regularly to discuss

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issues that are important to them. These students often present suggestions to the SBDM for their consideration.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

**Mission Statement:** At JTA, the child is at the center of our work and the guide to our purpose. School is more than just a place of learning subjects. JTA focuses on every aspect of our students, offering them support tailored to each of their unique needs. We are dedicated to providing an inclusive, enriching, nurturing and rigorous environment where each child is seen as capable and encouraged to grow to their fullest potential academically, emotionally, and socially. Our partnership of students, parents, and educators lay the foundation for a love of learning that lasts a lifetime.

**Vision Statement:** Everyone Succeeds. No Exceptions. No Excuses.

**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 accepted and valued as unique contributors and participants in the educational advancement and character development of our students. Students will have a 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. Faculty and staff will work together to preserve established traditions, focus on improvement, promote motivation and encouragement, provide professional leadership, and uphold our core values. Faculty and staff will remain committed to our vision and will reflectively review our Comprehensive School Improvement Plan (CSIP) to promote ongoing progress and continuous improvement. JTA provides a wide variety of offerings for our students including band, physical education/health, art, and careers. Academically, JTA provides classes in math, science, reading, social studies, and writing all on different levels so our students can be met at their ability level to ensure success. Students who have a difficult time in reading and math will receive research-based interventions during MTSS classes. Students are placed in classes through evaluation of testing assessments like IReady, KSA, PEG, and IXL and other research-based programs. Through consultation with parents and students, schedules are created for students with their best interest in mind. Other than the Kentucky state assessment, other assessments are monitored frequently for student growth and to determine gaps in skills that teachers can use to target instruction to individual needs. Teachers also use this data to goal set with students a minimum of twice a year. Finally, JTA emphasizes the 4 P's. These are the Trojan virtues of being Prompt, Prepared, Polite, and Productive. These virtues are promoted regularly, recognized, praised, and rewarded. Students can earn Trojan

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Bucks when these virtues are witnessed by others. In addition to athletics, JTA also offers a variety of opportunities for students to participate in sports and clubs. JTA offers football, basketball, volleyball, baseball, softball, and archery. In addition, we are currently in the process of starting an intramural soccer team. Students who are interested can also participate in track and swimming through the high school program. JTA offers BETA Club, Student Council, and Academic Team. In addition to these clubs that meet both during school and after school, JTA has a variety of clubs that meet monthly during the school day, which gives every student the opportunity to participate in a club. Some of these include: Pep Club, Art Club, Chess Club, and Community Service Club. These are just a few of the clubs that JTA offers its students.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

JTA has accomplished a lot in the last couple of years. We have increased our social media presence and worked hard to improve the overall image of the school. In the 22-23 school year our football team won its second consecutive district championship, our peer buddies group was recognized in the local newspaper, we have started counseling groups and monthly SEL lessons, and we have implemented a new PBIS system. JTA also hosted a transition day for our incoming 6th graders to meet teachers and go over expectations as well as a very successful Open House. We also hosted a block party in West Point. We absorbed these students when their school closed right before Covid hit, and we felt that this particular community needed us to reach out to them and make them feel welcome. There was a great turnout for this event, and the feedback we got from the community was tremendous. Academically, JTA is poised for great gains. Last year we had the highest writing scores in the district, and we are working diligently to improve in all areas.

Over the next three years JTA will continue to utilize IReady testing and progress monitoring tools to continue growth. JTA focuses on student engagement and ownership of their learning. JTA celebrates small and large successes of staff and students. Each month we celebrate students based on the 8 Work Ethic characteristics. Each trimester we celebrate students who have met PBIS requirements for behavior, grades, and attendance. We also celebrate honor roll, and we give Trojan Bucks for students who exhibit our Trojan Virtues and meet PBIS expectations. We have team competitions to inspire growth in the areas of academics, personal growth, community service, and overall student growth. JTA is welcoming parents and community members back into the building post Covid, and we are trying to get a little more "back to normal" by hosting regular dances and other special events such as Halloween in the Halls. JTA offers a grade recovery program each trimester once progress reports determine students who are in trouble academically. We are also working in PLCs to improve instruction around special education. We are currently a TSI school for students with IEPs, and we

believe with improved instruction along with higher expectations for these students, we will be able to remove that classification.

### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We will work with a committee to develop our CSIP. Teachers will focus on the co-teaching model for instruction. Our teachers have already been trained in co-teaching, and we will continue to give resources and time for planning and targeting instruction to student needs. We will also look at student data in PLCs to determine skill deficits that teachers can use to further target instruction.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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