



Comprehensive School Improvement Plan

James Madison Middle School

Hopkins County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		2016-2017 Equity Data

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The leadership team at JMMS has reviewed the equity tab for the district and schools, PGES data, TELL data, school, district, and state assessment data, as well as other sources of information. High teacher turnover is an issue within our school and district.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Teacher recruitment and retention is an issue facing Hopkins County Schools. Hopkins County is located in a rural area in Western Kentucky. The county has lost many industries within the last few years with more companies closing in the near future. Hopkins county is located approximately 1.5 hours from two four-year universities which make it difficult to establish a strong working relationship and connection to teacher education programs.

Hopkins County School district maintains high expectations and standards of excellence for teacher performance which is often a barrier when new teachers are not fully prepared to meet these expectations. As a result, new teachers are not fully prepared to meet these expectations. In turn, there is a high rate of teacher turnover because growth is not being demonstrated after receiving many resources and supports.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		2016-2017 JMMS Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES) and TPGES.

Measurable Objective 1:

collaborate to Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES) and TPGES. by 05/22/2017 as measured by PGES evaluations and TELL survey results.

Strategy1:

Educator preparation and retention - In an attempt to develop and retain highly qualified educators activities will be put into place to facilitate growth and retention.

Category: Continuous Improvement

Research Cited:

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Activity - Professional growth plan guidance and support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with support and guidance from administration in the writing an implementation of PGPs.	Professional Learning Policy and Process Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Administrative Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training on the TPGES standards and writing of PGPs.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration and Teachers

Activity - New Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers new to JMMS will attend a training designed to inform them of policies and procedures at James Madison. They will have time for professional dialogue and have the opportunity to ask any questions pertaining to beginning their careers at JMMS.	Recruitment and Retention Professional Learning Policy and Process	08/01/2016	05/22/2017	\$0 - No Funding Required	Teachers/Administration

Activity - New teacher Induction program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district provides a new teacher induction program to inform them of current policies and practices.	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	District Administration

Activity - Professional learning communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with vertical and horizontal PLCS to analyze data, share best practices, and offer guidance as well as support.	Recruitment and Retention Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration and teachers.

Activity - Teacher Mentors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New highly qualified teachers will be assigned an accomplished school mentor who will guide instruction, planning, and provide support.	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administrators

Goal 2:

Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 SY 2016-2017

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to 71.9% by 05/17/2019 as measured by state assessment results.

Strategy1:

Best Practice - Teachers will utilize best practice strategies including but not limited to, Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Research Cited:

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Strategy2:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Goal 3:

Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% by 05/22/2017 as measured by state assessment results..

Strategy1:

Best Practice - Teachers will utilize best practice strategies including but not limited to: Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Research Cited:

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Lori Pendley, Parent Representative

Kia Zieba, Parent Representative

David Taylor, Teacher Representative- Principal Advisory Committee

Erika Russell, Teacher Representative- Principal Advisory Committee

Kecia Blake, Teacher Representative- Principal Advisory Committee

Amy Belcher, Teacher Representative- Principal Advisory Committee

Kevin Miller, Teacher Representative- Principal Advisory Committee

Steven Bauer, Administration Representative- Principal Advisory Committee

Tim Roy Administration Representative- Principal Advisory Committee

Andy Belcher, Administration Representative- Principal Advisory Committee

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

James Madison works extremely hard to build relationships with all stakeholders in our community. The teams at James Madison have analyzed data from the survey.

Strengths include:

JMMS keeps parents informed concerning our academic goals

Parents feel they can contact school staff in various ways if needed (email, remind, phone, parent meeting)

Parents feel the staff at JMMS works to involve members of the community in assemblies and celebrations

Parents report feeling welcomed when they enter the school

Parents report being asked for feedback concerning school improvement

Parents feel the school communicates activities/events with stakeholders

Weaknesses identified are:

Parents report a lack of training/knowledge for parents related to their child's 504/IEPs

Parents feel they do not notice a lot of student work updated and posted throughout the school

Parents feel teachers only call/make personal contact when a negative issue arises

Parents feel they can reach teachers but have a difficulty getting calls/emails in return

Parents express a desire to discuss testing data and ways to improve academics and not just behavior

Parents are wanting a better system for parent teacher conferences

Opportunities Identified are:

Staff could communicate and explain KPREP scores to parents and students alike

JMMS has many community resources we could call upon in order to train/help parents

JMMS staff suggest involving parents more by offering incentives for grade levels returning the most parent surveys

JMMS efficiency committee has an opportunity to re-vamp our parent teach conference system

Threats JMMS will work to address are:

Parents not aware of the wealth of information on the parent portal (training?)

Not acting upon the needs expressed by parents

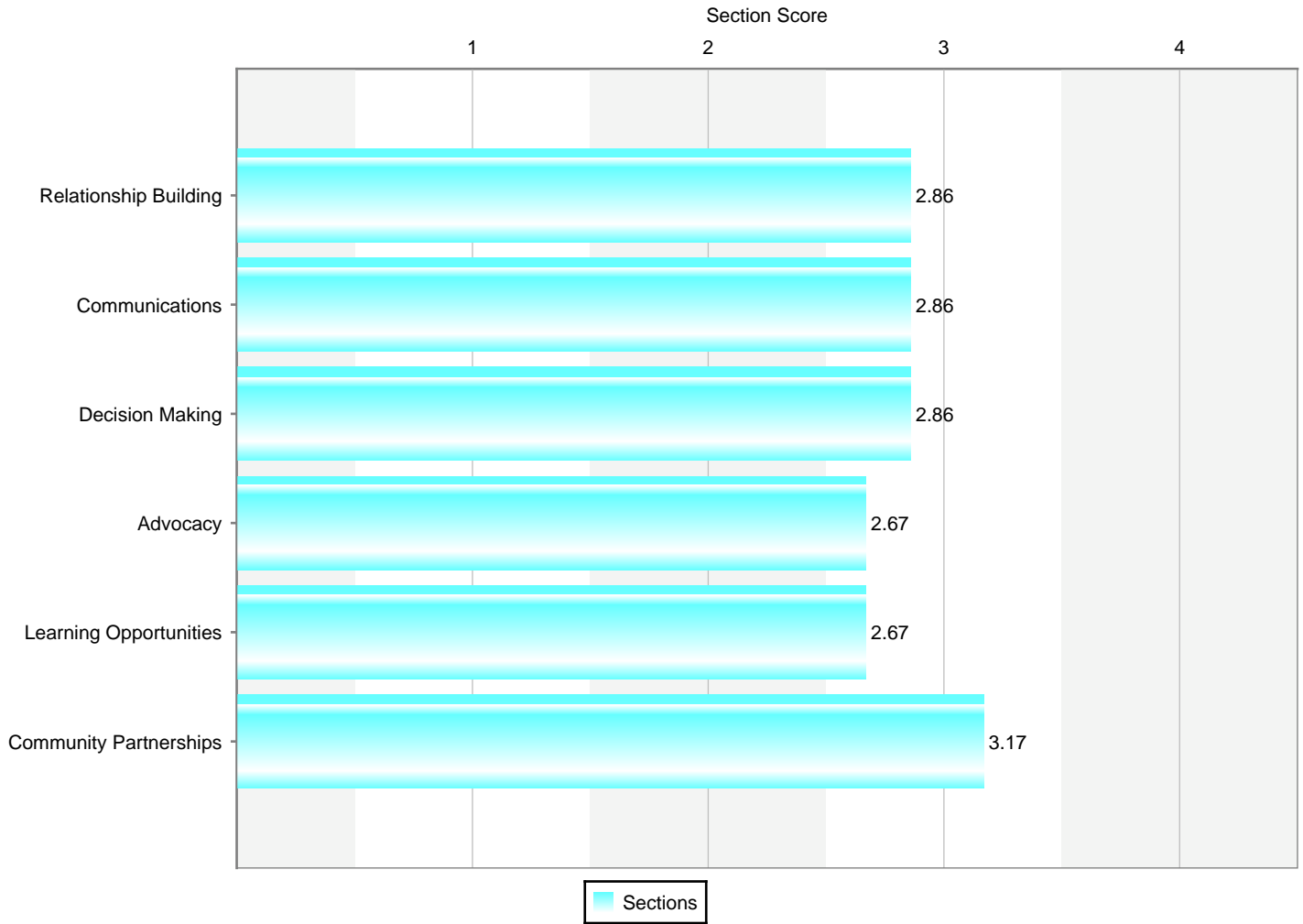
A lack of home/parental support

Staff not returning calls/emails in a timely manner

Parent/staff frustration

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

James Madison implemented a process of allowing parents and community members to volunteer to become part of a School Improvement focus group. Administrators and staff provided the group with the school improvement plan and explained the purpose, vision, and components. The areas needing improvement were highlighted and discussed in depth with members. Members of the focus group were selected on a volunteer basis and were surveyed on best times to meet and discuss the school improvement process. Feedback and input from members as well as other data collection procedures will help guide planning for school improvement for all stakeholders. The overall school improvement plan, noted areas of improvement, focus group feedback, and plans for change and improvement will be shared with all stakeholders through SBDM, PAC, and faculty meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Members of the focus group were gathered on a volunteer basis from each of the grade levels (6,7,8). Feedback and input from the focus group as well as other forms of data collected will continue to aid and guide the improvement process. All members of the focus group have the responsibility of improving school achievement and culture by working in the best interest of all stakeholders and students

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

As the Comprehensive School Improvement Plan is completed, it will be shared at a scheduled and announced SBDM meeting. The plan will also be shared at a regularly scheduled Principal Advisory Council meeting. In addition, a copy of the plan will be linked to the school website for community access.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Big Picture:

Overall School NAPD Calculation Last Three Years

2013-2014: 82.5

2014-2015: 79.2

2015-2016: 80.2

1. Subject showing the most improvement: Reading
2. Subject showing the least improvement: Language Mechanics

Achievement:

1. Subjects closest to 100: Math (83.1) Social Studies (93.1)
2. Subjects above state average: Reading, Math, Social Studies, Language Mechanics
3. Subjects above district average: Reading, Math, Social Studies, Language Mechanics
4. Subjects farthest from 100: Language Mechanics
5. Subjects below state average: Writing
6. Subjects below district average: Writing

Performance:

Subjects with highest percent proficient or higher: Reading, Math, Social Studies

Subjects with lowest percent proficient or higher: Writing, Language Mechanics

Subjects with highest novice percentage: Writing, language mechanics

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

James Madison Middle School is labeled as a Distinguished/Progressing and High-Performing School. Our overall accountability score for the 2015-2016 school year was 70.8 this was a 1.5 point increase from last year. Of the students tested, 67.5% met the target novice reduction goal. Social studies saw an increase from 91.6 in 2015 to 93.1 in 2016.

Reading, Math, Social Studies, and Language Mechanics scores at James Madison are higher than state and district averages.

In order to sustain these areas of strength, James Madison will be using building on successes through directed professional development for teachers in their specific content areas. In addition, data focused PLCs will allow teachers to target specific students for novice reduction.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

James Madison will focus on several areas for improvement:

1. Novice Reduction According to 2014-2015 test data JMMS Percentage of students scoring novice are as follows:

12.1% in Reading

7.3% in Math

5% in Social Studies

15.2% in Writing

23.6% in Language Mechanics

Writing and Language Mechanics continue to be our lowest performing areas.

Plans to improve these areas include:

Data Wall/ Analysis for novice reduction

PLC's with a focus on writing improvement

Interventions provided for struggling students.

Extended School services for extra help.

School-wide writing policy

Feedback specific to the standards listed in The Framework for Teaching

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

The next steps James Madison will take will be rooted in data disaggregation. PLC's will name and claim our novice students in a concerted effort to reduce the number of students scoring novice. We will also be providing job-embedded professional development in our PLC's directed toward improving writing instruction across content areas. Analyzing CERT, common assessments, benchmark assessments, and KPREP data will be a regular part of grade level meetings in order to guide future instruction. An intervention program will be revamped in order to better target our novice/struggling students. In addition, an apprentice to proficient team will be created in order to prevent students from dropping to novice.

2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

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	Decrease the total number of students scoring Novice in Reading from 12% in 2015-2016 to 10.35% in 2016-2017 as indicated by state assessment results.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$120000
2	Decrease the total number of students scoring Novice in Math from 7% in 2015-2016 to 4.8% in 2016-2017 as indicated by state assessment results.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$137000
3	Increase the percentage of students identified as ready for college and/or careers from 62.3% in 2015-2016 to 79.3% in 2018-2019.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
4	Decrease the number of major disciplinary referrals by 10% from 2015-2016 (887 referrals) by the end of 2016-2017 school year.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$10350
5	Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES) and TPGES.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
6	Increase the combined reading and math proficiency from 62.3% in 2015-2016 to 79.3% by 2018-2019 as indicated by state assessment results.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$92700
7	Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 2018-2019 as indicated by state assessment results.	Objectives: 1 Strategies: 4 Activities: 16	Organizational	\$36750
8	Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% in 2016-2017 as indicated by state assessment results.	Objectives: 1 Strategies: 4 Activities: 16	Organizational	\$122100
9	Decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% in 2016-2017 as indicated by state assessment results.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$29100

Goal 1: Decrease the total number of students scoring Novice in Reading from 12% in 2015-2016 to 10.35% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Decrease the total number of students scoring Novice in Reading from 12% in 2015-2016 to 10.35% by 05/22/2017 as measured by state assessment results.

Strategy 1:

CIITS - Teachers will use CIITS for continuous improvement in teaching strategies targeted to reduce novice scores.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for analyzing student level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS to individualize professional learning as it relates to novice reduction.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers Administration

Strategy 2:

Curriculum Assessment and Alignment - Teachers will effectively plan and implement instruction and will evaluate instructional practices under the guidance of administration.

Category: Continuous Improvement

Activity - Gap Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet in order review, analyze, and apply data	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers Administration

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments Will be given to students and the results analyzed and applied to future instruction	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

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Activity - CERT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT testing students will take the CERT test twice during the school year. Data will be analyzed to guide instruction.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data wall of students scoring novice the previous year will be created and analyzed in order to provide targeted instruction.	Policy and Process	08/10/2016	05/22/2017	\$43000	Title I SIG	Curriculum Coordinator Teachers Administration

Strategy 3:

Best Practices - Teachers will utilize best practice strategies: Data Disaggregation, differentiated instruction, peer observations, and Professional Learning Communities.

Category: Integrated Methods for Learning

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to meet the needs of all learners by making modifications in order to differentiate instruction and will document this on lessons.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
Activity - Peer observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe their peers in order to reflect and gain insight on other methods of pedagogy.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical and horizontal PLCs in order to share and discuss best practices	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Strategy 4:

Kentucky Systems of Intervention (KSI) - Students identified as "low performing" through a triangulation of data will receive additional support through KSI services

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored on a weekly basis for student qualifying for KSI services	Academic Support Program	08/10/2016	05/22/2017	\$33000	Title I SIG	Reading and Math Interventionists

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James Madison Middle School

Activity - SST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services	Policy and Process	08/10/2016	05/22/2017	\$43000	Title I SIG	School Psychologist, Curriculum Coordinator, District Psychologist
Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max tablets designed to differentiate instruction. Moby Max program to be used for targeted interventions.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Title I SIG	Curriculum Coordinator

Goal 2: Decrease the total number of students scoring Novice in Math from 7% in 2015-2016 to 4.8% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Decrease the total number of students scoring Novice in Math from 7% in 2015-2016 to 4.8% by 05/22/2017 as measured by state assessment results.

Strategy 1:

CIITS - Teachers will use CIITS for continuous improvement in teaching strategies targeted to reduce novice scores.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for analyzing student level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/ad ministration
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS to individualize professional learning as it relates to novice reduction.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/Ad ministration

Strategy 2:

Curriculum Assessment and Alignment - Teachers will effectively plan and implement instruction and will evaluate instructional practices under the guidance of administration.

Category: Continuous Improvement

SY 2016-2017

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Activity - Gap Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs (vertical and horizontal) will meet in order review, analyze, and apply data.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments Will be given to students and the results analyzed and applied to future instruction.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
Activity - CERT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT testing students will take the CERT test twice during the school year. Data will be analyzed to guide instruction.	Policy and Process	10/17/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data wall of students scoring novice the previous year will be created and analyzed in order to provide targeted instruction.	Policy and Process	08/10/2016	05/22/2017	\$45000	Title I SIG	Curriculum Coordinator Teachers Administration

Strategy 3:

Best Practices - Teachers will utilize best practice strategies: Data Disaggregation, differentiated instruction, peer observations, and Professional Learning Communities

Category: Integrated Methods for Learning

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to meet the needs of all learners by making modifications in order to differentiate instruction and will document this on lessons.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/Ad ministration
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical and horizontal PLCs in order to share and discuss best practices.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
Activity - Peer observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe their peers in order to reflect and gain insight on other methods of pedagogy.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Comprehensive School Improvement Plan

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Strategy 4:

Kentucky Systems of Intervention (KSI) - Students identified as "low performing" through a triangulation of data will receive additional support through KSI services.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored on a weekly basis for student qualifying for KSI services	Academic Support Program	08/10/2016	05/22/2017	\$33000	Title I SIG	Math and Reading Interventionist
Activity - SST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services.	Policy and Process	08/10/2016	05/22/2017	\$58000	Title I SIG	School Psychologist Curriculum Coordinator District Psychologist Math Interventionist
Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max tablets designed to differentiate instruction. Moby Max program to be used for targeted interventions	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Title I SIG	Reading/Math Interventionist

Goal 3: Increase the percentage of students identified as ready for college and/or careers from 62.3% in 2015-2016 to 79.3% in 2018-2019.

Measurable Objective 1:

collaborate to increase the percentage of students identified as ready for college and/or careers from 62.3% in 2015-2016 to 79.3% by 05/20/2019 as measured by state assessment results.

Strategy 1:

College and Career Advising - Teachers and Administration will work to help students make more informed and better educational and career choices. Students will work to discover the type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities that are associated with their field of interest.

Category: Continuous Improvement

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Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th-grade students.	Career Preparation/Orientation	10/03/2016	05/22/2017	\$0	No Funding Required	Teachers/Administration

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Strategy 2:

ILP Completion - Students will complete their individual learning plans as assigned at each grade level; including college and career research completion. Students, parents, and teachers have the opportunity to view and discuss ILP components by viewing ILP reports.

Category: Continuous Improvement

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in completing ILP in order to guide students to a better understanding of their college and career interests.	Career Preparation/Orientation	08/10/2016	05/22/2017	\$0	No Funding Required	Curriculum Coordinator, Guidance Counselor, all teachers

Strategy 3:

Curriculum and Assessment Alignment - Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

Category: Continuous Improvement

Activity - CERT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the CERT test two times per year. This is designed to provide current ability on CCR benchmarks	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	All teachers and staff

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory teachers will set goals for future benchmark CERT testing	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLCs will meet in order to disaggregate CERT testing data in order to drive future instruction as it relates to CCR standards.	Academic Support Program, Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
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Goal 4: Decrease the number of major disciplinary referrals by 10% from 2015-2016 (887 referrals) by the end of 2016-2017 school year.

Measurable Objective 1:

collaborate to Decrease the number of major disciplinary referrals by 10% from 2015-2016 (887 referrals) by 05/22/2017 as measured by PBIS/SWIS Data.

Strategy 1:

PBIS interventions - Positive behavioral and supports is a research-based program designed to improve behavior by using positive behavior strategies.

Category: Continuous Improvement

Activity - Foul System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be allowed 5 fouls over the course of a month. Once the 5th foul is received then students lose the monthly reward. Students with less than 5 are able to participate.	Behavioral Support Program	08/10/2016	05/22/2017	\$4800	General Fund	PBIS Team and Team Leaders
Activity - Patriot Pride Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will distribute tickets to students demonstrating patriot pride. A weekly drawing will take place as well as a monthly drawing for a larger prize.	Behavioral Support Program	08/10/2016	05/22/2017	\$4800	General Fund	PBIS team All faculty and staff
Activity - Behavior intervention plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with three or more office referrals will be placed on a behavior plan in order to be proactive.	Behavioral Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	PBIS tier 2 team/Administration
Activity - Check/in Check/out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students on behavior plans will carry a point sheet to be filled out by each period. Students meeting behavior goals will earn PBIS rewards.	Behavioral Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	PBIS team All faculty and staff

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James Madison Middle School

Activity - School Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students on behavior plans will be matched with adults in the building in order to foster positive relationships.	Behavioral Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	PBIS Team/Administration

Strategy 2:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Activity - TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Survey Monkey administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750	Title I SIG	Administrative Team

Activity - Survey data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of surveys to inform implementation of customer service practices.	Professional Learning, Community Engagement	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/Administration

Activity - Customer service review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/Administration

Activity - Customer Service Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local professional will train staff on customer service procedures prior to the school year.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administrative Staff

Comprehensive School Improvement Plan

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Strategy 3:

Professional Development - Staff will be trained by PBIS team leaders on classroom management strategies and school-wide discipline expectations.

Category: Professional Learning & Support

Activity - Classroom Management Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will collaborate with PBIS team to re-train staff on current/new classroom management resources.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administration

Activity - School-wide Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will re-train staff on school-wide expectations related to discipline procedures at JMMS.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administrative Team

Goal 5: Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES) and TPGES.

Measurable Objective 1:

collaborate to Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES) and TPGES. by 05/22/2017 as measured by PGES evaluations and TELL survey results.

Strategy 1:

Educator preparation and retention - In an attempt to develop and retain highly qualified educators activities will be put into place to facilitate growth and retention.

Category: Continuous Improvement

Activity - Teacher Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New highly qualified teachers will be assigned an accomplished school mentor who will guide instruction, planning, and provide support.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administrators

Activity - New teacher Induction program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district provides a new teacher induction program to inform them of current policies and practices.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	No Funding Required	District Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given training on the TPGES standards and writing of PGPs.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administration and Teachers

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Activity - Professional learning communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with vertical and horizontal PLCS to analyze data, share best practices, and offer guidance as well as support.	Recruitment and Retention, Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administration and teachers.

Activity - Professional growth plan guidance and support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with support and guidance from administration in the writing an implementation of PGPs.	Recruitment and Retention, Professional Learning, Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administrative Staff

Activity - New Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers new to JMMS will attend a training designed to inform them of policies and procedures at James Madison. They will have time for professional dialogue and have the opportunity to ask any questions pertaining to beginning their careers at JMMS.	Recruitment and Retention, Professional Learning, Policy and Process	08/01/2016	05/22/2017	\$0	No Funding Required	Teachers/Administration

Goal 6: Increase the combined reading and math proficiency from 62.3% in 2015-2016 to 79.3% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Increase the combined reading and math proficiency from 62.3% in 2015-2016 to 79.3% by 05/17/2019 as measured by state assessment results.

Strategy 1:

Curriculum and Assessment Alignment - All teachers will effectively plan and implement instruction based on the evaluation of instructional practices and the collaborative alignment of assessment and instruction under the guidance of administration

Category: Continuous Improvement

Activity - Analysis of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

James Madison Middle School

Vertical PLCs will meet in order to identify any curriculum gaps that exist and make any changes necessary.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration
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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Created common assessments will be given to all students in reading and math. Grade level PLCs will meet in order to analyze data for gaps in instruction. Results will guide instruction in reading and math. moving forward	Policy and Process	11/11/2016	04/28/2017	\$0	No Funding Required	Teachers and administration

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct learning walks in order to ensure that teachers are implementing standards-based instruction using best practices for instruction and assessment.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Administration and Teachers

Activity - Disseminate updated/revised curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If any gaps are found in school-wide instructional resources, administration will inform all staff of any updated or revised curriculum. This will be used in order to gather feedback and input in order to make necessary changes.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Strategy 2:

Supplemental Math - Students are given the CERT test twice per year. This assessment provides an overall picture of the students' current performance based on district assigned benchmark scores. CERT scores are reviewed by teachers and administration. Students are placed in appropriate classes based on their individual skill set.

Category: Continuous Improvement

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are encouraged to attend ESS for math assistance to complete homework, study for tests, or to get supplemental instruction. In October teams meet in order to discuss struggling students in order to work with them to earn points toward future grades.	Academic Support Program	08/10/2016	05/22/2017	\$5000	District Funding	ESS Coordinator (Joshua Ipock)

Activity - Common Core Standards Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of Common Core Bell Ringers	Direct Instruction	08/10/2016	05/22/2017	\$3000	District Funding	All Math Teachers

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All math teachers will set goals and assign practice for students in IXL. PLCs will analyze data and program use will be monitored by administration.	Technology	08/10/2016	05/22/2017	\$4000	Title I SIG	Math Teachers and Administration
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Activity - CAMS (Comprehensive test of mathematical skills)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the CAMS pre-test, benchmark, and post-tests. Student data will be analyzed and instruction modified based on results.	Academic Support Program	08/10/2016	05/22/2017	\$1300	Title I SIG	Math Teachers and Administration

Strategy 3:

CIITS analysis - Administration will monitor the use of CIITS and work to plan goals for continuous involvement to enhance student learning outcomes.

Category: Continuous Improvement

Activity - CIITS Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will use CIITS to analyze student-level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Activity - Collaboration with CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Strategy 4:

Kentucky Systems of Intervention - Low-performing students in the area of reading, math, or writing will receive additional supports through KSI services provided by the school.

Category: Continuous Improvement

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Math interventionist will be working with KSI students in order to address and gaps in learning.	Academic Support Program	08/10/2016	05/22/2017	\$26500	Title I SIG	Janice Taylor (Math Interventionist)

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A Reading interventionist will be working with KSI students in order to address and gaps in learning	Academic Support Program	10/10/2016	05/22/2017	\$7900	Title I SIG	Peggy Stirman (Reading Interventionist)
Activity - SST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services	Academic Support Program	08/10/2016	05/22/2017	\$44000	Title I SIG	Teachers, Curriculum Coordinator, School Psychologist, Speech Therapist, District School Psychologist
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students qualifying for KSI will be monitored for progress in reading, math, and writing on a weekly basis.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Math and Reading interventionist
Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Technology	08/10/2016	05/22/2017	\$1000	Title I SIG	Curriculum coordinator, math interventionist

Goal 7: Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 05/17/2019 as measured by state assessment results.

Strategy 1:

Best Practice - Teachers will utilize best practice strategies including but not limited to, Professional learning communities, disaggregation of data, differentiated

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instruction, and peer observation.

Category: Continuous Improvement

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Data Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will identify non-cognitive data such as attendance, behavior and retention	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Responding to data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration, teachers, and SBDM

Strategy 2:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Stakeholder Engagement

Activity - TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/22/2017	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families students and the school community using Survey Monkey.	Community Engagement	08/10/2016	05/22/2017	\$750	Title I SIG	Administrative Team

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Activity - Survey data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of surveys to inform implementation of Parent Involvement practices	Community Engagement	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and Administrators
Activity - Customer service review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback	Policy and Process	08/22/2016	05/22/2017	\$0	No Funding Required	Teachers and Administration

Strategy 3:

Targeted Intervention Plans - Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.

Category: Continuous Improvement

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide targeted interventions to students through IX math and language arts.	Academic Support Program	08/10/2016	05/22/2017	\$2000	Title I SIG	Teachers/Administration
Activity - Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI Kentucky Systems of Intervention - Low performing students in the area of reading, math, or writing will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/22/2017	\$33000	Title I SIG	Math and Reading Interventionist
Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Title I SIG	Reading/Math Interventionist
Activity - Targeted Peer Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice in KPREP will be paired with a distinguished classmate for supplemental reading instruction.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Guidance Counselor/Media Specialist

Strategy 4:

Parental Involvement - Staff will work to develop a comprehensive school plan in order to increase parental involvement.

Category: Continuous Improvement

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Activity - At risk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administrative Team Grade Level PLCs
Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involvement strategies such as training parents on fluency and numeration	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administration, SBDM
Activity - Strategy Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration /SBDM
Activity - Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a comprehensive plan to effectively accelerate or increase parent involvement	Parent Involvement, Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/Administration

Goal 8: Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% by 05/22/2017 as measured by state assessment results..

Strategy 1:

Best Practice - Teachers will utilize best practice strategies including but not limited to: Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$150	District Funding	Teachers and administration

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Activity - Data Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Responding to data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration , teachers, and SBDM

Strategy 2:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Activity - TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/17/2017	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Survey Monkey, administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750	Title I SIG	Administrative Team
Activity - Survey data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of surveys to inform implementation of Parent Involvement practices	Professional Learning	08/10/2016	05/22/2017	\$43000	Title I SIG	Curriculum coordinator, guidance counselor, principal

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Activity - Customer service review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers, Administration

Strategy 3:

Targeted Intervention Plans - Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.

Category: Continuous Improvement

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide targeted interventions to students through IXL and language arts.	Academic Support Program	08/10/2016	05/22/2017	\$1200	School Council Funds	Teachers and administration

Activity - Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI Kentucky Systems of Intervention - Low performing students in the area of reading will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/17/2017	\$33000	Title I SIG	Reading/Math Interventionist

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max online and tablets/Chromebooks will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Title I SIG	Reading/Math Interventionist

Activity - Targeted Peer Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice in KPREP will be paired with a distinguished classmate for supplemental reading instruction.	Academic Support Program	08/10/2016	05/22/2017	\$0	No Funding Required	Guidance Counselor, Media Specialist

Strategy 4:

Parental Involvement - Staff will work to develop a comprehensive school plan in order to increase parental involvement.

Category: Continuous Improvement

Activity - At risk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$43000	SIG Grant	Curriculum Coordinator, Teachers
Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involvement strategies such as training parents on fluency.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administration SBDM
Activity - Strategy Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration /SBDM
Activity - Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a comprehensive plan to effectively accelerate or increase parent involvement.	Parent Involvement, Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration /SBDM/Teachers

Goal 9: Decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% by 05/22/2017 as measured by state assessment results..

Strategy 1:

Best Practice - Teachers will utilize best practice strategies including but not limited to: Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will analyze student achievement by gap groups, relative to state, district and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$150	District Funding	Teachers/Administration

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Activity - Data Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers and administration
Activity - Responding to data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration , teachers, and SBDM

Strategy 2:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Activity - TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Survey Monkey administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750	Title I SIG	Administrative Team
Activity - Survey data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Analyze results of surveys to inform implementation of Parent Involvement practices related to math.	Professional Learning, Community Engagement, Parent Involvement	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers/Administrative Team
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Activity - Customer service review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Teachers Administration

Strategy 3:

Targeted Math Intervention Plans - Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.

Category: Continuous Improvement

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide targeted interventions to students through IXL math.	Academic Support Program	08/10/2016	05/22/2017	\$1200	School Council Funds	Teachers and administration

Activity - Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI Kentucky Systems of Intervention - Low performing Gap students in math will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/22/2017	\$26000	Title I SIG	Math Interventionist

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Title I SIG	Math Interventionist

Strategy 4:

Parental Involvement - Staff will work to develop a comprehensive school plan in order to increase parental involvement.

Category: Continuous Improvement

Activity - At risk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a rubric to determine who is most at risk in math (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration /PLCs

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Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involvement strategies such as training parents on math content.	Professional Learning	08/10/2016	05/22/2017	\$0	No Funding Required	Administration \SBDM\Teachers
Activity - Strategy Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration /SBDM
Activity - Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a comprehensive plan to effectively accelerate or increase parent involvement.	Community Engagement, Parent Involvement, Policy and Process	08/10/2016	05/22/2017	\$0	No Funding Required	Administration /SBDM/Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SST Meetings	A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services	Policy and Process	08/10/2016	05/22/2017	\$43000	School Psychologist, Curriculum Coordinator, District Psychologist
SST Meetings	A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services	Academic Support Program	08/10/2016	05/22/2017	\$44000	Teachers, Curriculum Coordinator, School Psychologist, Speech Therapist, District School Psychologist
Surveying Stakeholders	Develop, disseminate and collect surveys from families students and the school community using Survey Monkey.	Community Engagement	08/10/2016	05/22/2017	\$750	Administrative Team
Moby Max	Moby Max tablets designed to differentiate instruction. Mobly Max program to be used for targeted interventions	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Reading/Math Interventionist
Survey data analysis	Analyze results of surveys to inform implementation of Parent Involvement practices	Professional Learning	08/10/2016	05/22/2017	\$43000	Curriculum coordinator, guidance counselor, principal
IXL	Teachers will provide targeted interventions to students through IX math and language arts.	Academic Support Program	08/10/2016	05/22/2017	\$2000	Teachers/Ad ministration
Surveying Stakeholders	Using Survey Monkey, administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750	Administrative Team
Moby Max	Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Technology	08/10/2016	05/22/2017	\$1000	Curriculum coordinator, math interventionist

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Math Interventionist	A Math interventionist will be working with KSI students in order to address and gaps in learning.	Academic Support Program	08/10/2016	05/22/2017	\$26500	Janice Taylor (Math Interventionist)
CAMS (Comprehensive test of mathematical skills)	Students will take the CAMS pre-test, benchmark, and post-tests. Student data will be analyzed and instruction modified based on results.	Academic Support Program	08/10/2016	05/22/2017	\$1300	Math Teachers and Administration
Surveying Stakeholders	Using Survey Monkey administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750	Administrative Team
Kentucky Systems of Intervention	KSI Kentucky Systems of Intervention - Low performing students in the area of reading will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/17/2017	\$33000	Reading/Math Interventionist
Surveying Stakeholders	Using Survey Monkey administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750	Administrative Team
Moby Max	Moby Max tablets designed to differentiate instruction. Mobo Max program to be used for targeted interventions.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Curriculum Coordinator
Kentucky Systems of Intervention	KSI Kentucky Systems of Intervention - Low performing students in the area of reading, math, or writing will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/22/2017	\$33000	Math and Reading Interventionist
Moby Max	Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Math Interventionist
IXL Math	All math teachers will set goals and assign practice for students in IXL. PLCs will analyze data and program use will be monitored by administration.	Technology	08/10/2016	05/22/2017	\$4000	Math Teachers and Administration
Data Wall	A data wall of students scoring novice the previous year will be created and analyzed in order to provide targeted instruction.	Policy and Process	08/10/2016	05/22/2017	\$43000	Curriculum Coordinator Teachers Administration
Moby Max	Moby Max online and tablets/Chromebooks will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Reading/Math Interventionist
Data Wall	A data wall of students scoring novice the previous year will be created and analyzed in order to provide targeted instruction.	Policy and Process	08/10/2016	05/22/2017	\$45000	Curriculum Coordinator Teachers Administration

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SST Meetings	A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services.	Policy and Process	08/10/2016	05/22/2017	\$58000	School Psychologist Curriculum Coordinator District Psychologist Math Interventionist
Progress Monitoring	Student progress will be monitored on a weekly basis for student qualifying for KSI services	Academic Support Program	08/10/2016	05/22/2017	\$33000	Reading and Math Interventionists
Moby Max	Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program, Technology	08/10/2016	05/22/2017	\$1000	Reading/Math Interventionist
Reading Interventionist	A Reading interventionist will be working with KSI students in order to address and gaps in learning	Academic Support Program	10/10/2016	05/22/2017	\$7900	Peggy Stirman (Reading Interventionist)
Kentucky Systems of Intervention	KSI Kentucky Systems of Intervention - Low performing Gap students in math will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/22/2017	\$26000	Math Interventionist
Progress Monitoring	Student progress will be monitored on a weekly basis for student qualifying for KSI services	Academic Support Program	08/10/2016	05/22/2017	\$33000	Math and Reading Interventionist
Total					\$484700	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gap Analysis	Teachers and administration will analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$150	Teachers and administration
Gap Analysis	Teachers and administration will analyze student achievement by gap groups, relative to state, district and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$150	Teachers/Administration
Extended School Services (ESS)	All students are encouraged to attend ESS for math assistance to complete homework, study for tests, or to get supplemental instruction. In October teams meet in order to discuss struggling students in order to work with them to earn points toward future grades.	Academic Support Program	08/10/2016	05/22/2017	\$5000	ESS Coordinator (Joshua Ipock)
Common Core Standards Bell Ringers	Teachers will implement the use of Common Core Bell Ringers	Direct Instruction	08/10/2016	05/22/2017	\$3000	All Math Teachers

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Total \$8300

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At risk	Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$43000	Curriculum Coordinator, Teachers
Total					\$43000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Completion	Teachers will guide students in completing ILP in order to guide students to a better understanding of their college and career interests.	Career Preparation/Orientation	08/10/2016	05/22/2017	\$0	Curriculum Coordinator, Guidance Counselor, all teachers
Professional Learning Communities	Teachers will meet in vertical and horizontal PLCs in order to share and discuss best practices.	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers and Administration
Research	Research parental involvement strategies such as training parents on math content.	Professional Learning	08/10/2016	05/22/2017	\$0	Administration \SBDM\Teachers
Common Assessments	District Created common assessments will be given to all students in reading and math. Grade level PLCs will meet in order to analyze data for gaps in instruction. Results will guide instruction in reading and math. moving forward	Policy and Process	11/11/2016	04/28/2017	\$0	Teachers and administration
Data Identification	Teachers and administration will identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and administration
Data Identification	Teachers and administration will identify non-cognitive data such as attendance, behavior and retention	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and administration
Professional Development	Teachers will be given training on the TPGES standards and writing of PGPs.	Professional Learning	08/10/2016	05/22/2017	\$0	Administration and Teachers
At risk	Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$0	Administrative Team Grade Level PLCs
Disseminate updated/revised curriculum	If any gaps are found in school-wide instructional resources, administration will inform all staff of any updated or revised curriculum. This will be used in order to gather feedback and input in order to make necessary changes.	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers and Administration
Customer service review	Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers Administration

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New teacher Induction program	The district provides a new teacher induction program to inform them of current policies and practices.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	District Administration
Targeted Peer Reading	Students who scored novice in KPREP will be paired with a distinguished classmate for supplemental reading instruction.	Academic Support Program	08/10/2016	05/22/2017	\$0	Guidance Counselor, Media Specialist
School-wide Expectations	Administration will re-train staff on school-wide expectations related to discipline procedures at JMMS.	Professional Learning	08/10/2016	05/22/2017	\$0	Administrative Team
Customer service review	Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers, Administration
Differentiated Instruction	Teachers will work to meet the needs of all learners by making modifications in order to differentiate instruction and will document this on lessons.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
TELL survey	Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/17/2017	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
CERT Testing	CERT testing students will take the CERT test twice during the school year. Data will be analyzed to guide instruction.	Policy and Process	10/17/2016	05/22/2017	\$0	Teachers and administration
Gap Analysis	Teachers and administration will analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and administration
Data Analysis	Teachers will use CIITS for analyzing student level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers/ad ministration
Strategy Selection	Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0	Administration /SBDM
Customer service review	Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers/Ad ministration
TELL survey	Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Analysis of Curriculum	Vertical PLCs will meet in order to identify any curriculum gaps that exist and make any changes necessary.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers and Administration

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TELL survey	Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
TELL survey	Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/22/2017	\$0	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff
Progress Monitoring	Students qualifying for KSI will be monitored for progress in reading, math, and writing on a weekly basis.	Academic Support Program	08/10/2016	05/22/2017	\$0	Math and Reading interventionist
Data Analysis	Teachers will use CIITS for analyzing student level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers and Administration
Observations	Define the use of instructional best practices by all staff through formal and informal observations.	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers and administration
Classroom Management Training	Administration will collaborate with PBIS team to re-train staff on current/new classroom management resources.	Professional Learning	08/10/2016	05/22/2017	\$0	Administration
Data Identification	Teachers and administration will identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and administration
Targeted Peer Reading	Students who scored novice in KPREP will be paired with a distinguished classmate for supplemental reading instruction.	Academic Support Program	08/10/2016	05/22/2017	\$0	Guidance Counselor/Media Specialist
Behavior intervention plans	Students with three or more office referrals will be placed on a behavior plan in order to be proactive.	Behavioral Support Program	08/10/2016	05/22/2017	\$0	PBIS tier 2 team/Administration
Responding to data	Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0	Administration, teachers, and SBDM
Observations	Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and administration
Check/in Check/out	Students on behavior plans will carry a point sheet to be filled out by each period. Students meeting behavior goals will earn PBIS rewards.	Behavioral Support Program	08/10/2016	05/22/2017	\$0	PBIS team All faculty and staff
School Mentors	Students on behavior plans will be matched with adults in the building in order to foster positive relationships.	Behavioral Support Program	08/10/2016	05/22/2017	\$0	PBIS Team/Administration

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Collaboration with CIITS	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers and Administration
Learning Walks	Administration will conduct learning walks in order to ensure that teachers are implementing standards-based instruction using best practices for instruction and assessment.	Academic Support Program	08/10/2016	05/22/2017	\$0	Administration and Teachers
Data Analysis	PLCs will meet in order to disaggregate CERT testing data in order to drive future instruction as it relates to CCR standards.	Academic Support Program, Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
Common Assessments	Common Assessments Will be given to students and the results analyzed and applied to future instruction	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
Professional learning communities	Teachers will meet with vertical and horizontal PLCS to analyze data, share best practices, and offer guidance as well as support.	Recruitment and Retention, Professional Learning	08/10/2016	05/22/2017	\$0	Administration and teachers.
Survey data analysis	Analyze results of surveys to inform implementation of Parent Involvement practices	Community Engagement	08/10/2016	05/22/2017	\$0	Teachers and Administrators
Plan Development	Develop a comprehensive plan to effectively accelerate or increase parent involvement.	Parent Involvement, Policy and Process	08/10/2016	05/22/2017	\$0	Administration /SBDM/Teachers
Gap Data Analysis	PLCs will meet in order review, analyze, and apply data	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers Administration
Differentiated Instruction	Teachers will work to meet the needs of all learners by making modifications in order to differentiate instruction and will document this on lessons.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers/Administration
Plan Development	Develop a comprehensive plan to effectively accelerate or increase parent involvement	Parent Involvement, Policy and Process	08/10/2016	05/22/2017	\$0	Teachers/Administration
Plan Development	Develop a comprehensive plan to effectively accelerate or increase parent involvement.	Community Engagement, Parent Involvement, Policy and Process	08/10/2016	05/22/2017	\$0	Administration /SBDM/Staff
Strategy Selection	Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0	Administration /SBDM
Common Assessments	Common Assessments Will be given to students and the results analyzed and applied to future instruction.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration

Comprehensive School Improvement Plan

James Madison Middle School

Operation Preparation	Develop, promote, and implement Operation Preparation for 8th-grade students.	Career Preparation/Orientation	10/03/2016	05/22/2017	\$0	Teachers/Administration
Research	Research parental involvement strategies such as training parents on fluency and numeration	Professional Learning	08/10/2016	05/22/2017	\$0	Administration, SBDM
Teacher Mentors	New highly qualified teachers will be assigned an accomplished school mentor who will guide instruction, planning, and provide support.	Recruitment and Retention	08/10/2016	05/22/2017	\$0	Teachers and Administrators
Strategy Selection	Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0	Administration/SBDM
CERT	Students will take the CERT test two times per year. This is designed to provide current ability on CCR benchmarks	Policy and Process	08/10/2016	05/22/2017	\$0	All teachers and staff
Observations	Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and administration
Peer observations	Teachers will observe their peers in order to reflect and gain insight on other methods of pedagogy.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
Survey data analysis	Analyze results of surveys to inform implementation of customer service practices.	Professional Learning, Community Engagement	08/10/2016	05/22/2017	\$0	Teachers/Administration
CERT Testing	CERT testing students will take the CERT test twice during the school year. Data will be analyzed to guide instruction.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
Professional Learning	Teachers will use CIITS to individualize professional learning as it relates to novice reduction.	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers/Administration
Goal Setting	Advisory teachers will set goals for future benchmark CERT testing	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers and Administration
Professional Learning	Teachers will use CIITS to individualize professional learning as it relates to novice reduction.	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers Administration
Professional growth plan guidance and support	Teachers will be provided with support and guidance from administration in the writing an implementation of PGPs.	Recruitment and Retention, Professional Learning, Policy and Process	08/10/2016	05/22/2017	\$0	Administrative Staff
Customer service review	Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback	Policy and Process	08/22/2016	05/22/2017	\$0	Teachers and Administration
CIITS Analysis	Teachers and leaders will use CIITS to analyze student-level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers and Administration
Professional Learning Communities	Teachers will meet in vertical and horizontal PLCs in order to share and discuss best practices	Professional Learning	08/10/2016	05/22/2017	\$0	Teachers and Administration
Customer Service Training	Local professional will train staff on customer service procedures prior to the school year.	Professional Learning	08/10/2016	05/22/2017	\$0	Administrative Staff

Comprehensive School Improvement Plan

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Responding to data	Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0	Administration, teachers, and SBDM
Gap Data Analysis	PLCs (vertical and horizontal) will meet in order review, analyze, and apply data.	Academic Support Program	08/10/2016	05/22/2017	\$0	Teachers and Administration
New Teacher Training	Teachers new to JMMS will attend a training designed to inform them of policies and procedures at James Madison. They will have time for professional dialogue and have the opportunity to ask any questions pertaining to beginning their careers at JMMS.	Recruitment and Retention, Professional Learning, Policy and Process	08/01/2016	05/22/2017	\$0	Teachers/Administration
Survey data analysis	Analyze results of surveys to inform implementation of Parent Involvement practices related to math.	Professional Learning, Community Engagement, Parent Involvement	08/10/2016	05/22/2017	\$0	Teachers/Administrative Team
College Day	Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
At risk	Develop a rubric to determine who is most at risk in math (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$0	Administration/PLCs
Responding to data	Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0	Administration, teachers, and SBDM
Research	Research parental involvement strategies such as training parents on fluency.	Professional Learning	08/10/2016	05/22/2017	\$0	Administration SBDM
Peer observations	Teachers will observe their peers in order to reflect and gain insight on other methods of pedagogy.	Policy and Process	08/10/2016	05/22/2017	\$0	Teachers and Administration
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL	Teachers will provide targeted interventions to students through IXL math.	Academic Support Program	08/10/2016	05/22/2017	\$1200	Teachers and administration
IXL	Teachers will provide targeted interventions to students through IXL and language arts.	Academic Support Program	08/10/2016	05/22/2017	\$1200	Teachers and administration
Total					\$2400	

Comprehensive School Improvement Plan

James Madison Middle School

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Patriot Pride Tickets	Faculty and staff will distribute tickets to students demonstrating patriot pride. A weekly drawing will take place as well as a monthly drawing for a larger prize.	Behavioral Support Program	08/10/2016	05/22/2017	\$4800	PBIS team All faculty and staff
Foul System	Students will be allowed 5 fouls over the course of a month. Once the 5th foul is received then students lose the monthly reward. Students with less than 5 are able to participate.	Behavioral Support Program	08/10/2016	05/22/2017	\$4800	PBIS Team and Team Leaders
Total					\$9600	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

James Madison Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

James Madison Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

James Madison Middle School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

James Madison Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Decrease the number of major disciplinary referrals by 10% from 2015-2016 (887 referrals) by the end of 2016-2017 school year.

Measurable Objective 1:

collaborate to Decrease the number of major disciplinary referrals by 10% from 2015-2016 (887 referrals) by 05/22/2017 as measured by PBIS/SWIS Data.

Strategy1:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Goal 2:

Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 05/17/2019 as measured by state assessment results.

Strategy1:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

James Madison Middle School

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Goal 3:

Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% by 05/22/2017 as measured by state assessment results..

Strategy1:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Goal 4:

Decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% by 05/22/2017 as measured by state assessment results..

Strategy1:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

James Madison Middle School

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the combined reading and math proficiency from 62.3% in 2015-2016 to 79.3% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Increase the combined reading and math proficiency from 62.3% in 2015-2016 to 79.3% by 05/17/2019 as measured by state assessment results.

Strategy1:

Curriculum and Assessment Alignment - All teachers will effectively plan and implement instruction based on the evaluation of instructional practices and the

collaborative alignment of assessment and instruction under the guidance of administration

Category: Continuous Improvement

Research Cited:

Activity - Disseminate updated/revised curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
If any gaps are found in school-wide instructional resources, administration will inform all staff of any updated or revised curriculum. This will be used in order to gather feedback and input in order to make necessary changes.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Analysis of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs will meet in order to identify any curriculum gaps that exist and make any changes necessary.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Created common assessments will be given to all students in reading and math. Grade level PLCs will meet in order to analyze data for gaps in instruction. Results will guide instruction in reading and math. moving forward	Policy and Process	11/11/2016	04/28/2017	\$0 - No Funding Required	Teachers and administration

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct learning walks in order to ensure that teachers are implementing standards-based instruction using best practices for instruction and assessment.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration and Teachers

Strategy2:

CIITS analysis - Administration will monitor the use of CIITS and work to plan goals for continuous involvement to enhance student learning outcomes.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration with CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Activity - CIITS Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will use CIITS to analyze student-level data for teacher and school-wide instructional improvements.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Strategy3:

Kentucky Systems of Intervention - Low-performing students in the area of reading, math, or writing will receive additional supports through KSI services provided by the school.

Category: Continuous Improvement

Research Cited:

Activity - SST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A student support team will meet on a monthly basis in order to evaluate student progress in KSI in order to determine students to refer for special education services	Academic Support Program	08/10/2016	05/22/2017	\$44000 - Title I SIG	Teachers, Curriculum Coordinator, School Psychologist, Speech Therapist, District School Psychologist

Comprehensive School Improvement Plan

James Madison Middle School

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Math interventionist will be working with KSI students in order to address and gaps in learning.	Academic Support Program	08/10/2016	05/22/2017	\$26500 - Title I SIG	Janice Taylor (Math Interventionist)

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading interventionist will be working with KSI students in order to address and gaps in learning	Academic Support Program	10/10/2016	05/22/2017	\$7900 - Title I SIG	Peggy Stirsman (Reading Interventionist)

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Technology	08/10/2016	05/22/2017	\$1000 - Title I SIG	Curriculum coordinator, math interventionist

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students qualifying for KSI will be monitored for progress in reading, math, and writing on a weekly basis.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Math and Reading interventionist

Strategy4:

Supplemental Math - Students are given the CERT test twice per year. This assessment provides an overall picture of the students' current performance based on district assigned benchmark scores. CERT scores are reviewed by teachers and administration. Students are placed in appropriate classes based on their individual skill set.

Category: Continuous Improvement

Research Cited:

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will set goals and assign practice for students in IXL. PLCs will analyze data and program use will be monitored by administration.	Technology	08/10/2016	05/22/2017	\$4000 - Title I SIG	Math Teachers and Administration

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are encouraged to attend ESS for math assistance to complete homework, study for tests, or to get supplemental instruction. In October teams meet in order to discuss struggling students in order to work with them to earn points toward future grades.	Academic Support Program	08/10/2016	05/22/2017	\$5000 - District Funding	ESS Coordinator (Joshua Ippock)

Comprehensive School Improvement Plan

James Madison Middle School

Activity - Common Core Standards Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of Common Core Bell Ringers	Direct Instruction	08/10/2016	05/22/2017	\$3000 - District Funding	All Math Teachers

Activity - CAMS (Comprehensive test of mathematical skills)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the CAMS pre-test, benchmark, and post-tests. Student data will be analyzed and instruction modified based on results.	Academic Support Program	08/10/2016	05/22/2017	\$1300 - Title I SIG	Math Teachers and Administration

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 47.2% in 2015-2016 to 71.9% by 05/17/2019 as measured by state assessment results.

Strategy1:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

James Madison Middle School

Activity - Customer service review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback	Policy and Process	08/22/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, disseminate and collect surveys from families students and the school community using Survey Monkey.	Community Engagement	08/10/2016	05/22/2017	\$750 - Title I SIG	Administrative Team

Activity - Survey data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys to inform implementation of Parent Involvement practices	Community Engagement	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administrators

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Strategy2:

Parental Involvement - Staff will work to develop a comprehensive school plan in order to increase parental involvement.

Category: Continuous Improvement

Research Cited:

Activity - Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a comprehensive plan to effectively accelerate or increase parent involvement	Policy and Process Parent Involvement	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers/Administration

Activity - At risk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administrative Team Grade Level PLCs

Activity - Strategy Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/SBDM

Comprehensive School Improvement Plan

James Madison Middle School

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies such as training parents on fluency and numeration	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration, SBDM

Strategy3:

Targeted Intervention Plans - Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.

Category: Continuous Improvement

Research Cited:

Activity - Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI Kentucky Systems of Intervention - Low performing students in the area of reading, math, or writing will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/22/2017	\$33000 - Title I SIG	Math and Reading Interventionist

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Academic Support Program Technology	08/10/2016	05/22/2017	\$1000 - Title I SIG	Reading/Math Interventionist

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide targeted interventions to students through IX math and language arts.	Academic Support Program	08/10/2016	05/22/2017	\$2000 - Title I SIG	Teachers/Administration

Activity - Targeted Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice in KPREP will be paired with a distinguished classmate for supplemental reading instruction.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Guidance Counselor/Media Specialist

Strategy4:

Best Practice - Teachers will utilize best practice strategies including but not limited to, Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

James Madison Middle School

Activity - Data Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will identify non-cognitive data such as attendance, behavior and retention	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Activity - Responding to data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration, teachers, and SBDM

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Goal 2:

Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to Decrease the total number of students scoring Novice in Reading in the overall non-duplicated gap group from 19.7% in 2015-2016 to 16.2% by 05/22/2017 as measured by state assessment results..

Strategy1:

Targeted Intervention Plans - Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.

Category: Continuous Improvement

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide targeted interventions to students through IXL and language arts.	Academic Support Program	08/10/2016	05/22/2017	\$1200 - School Council Funds	Teachers and administration

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James Madison Middle School

Activity - Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI Kentucky Systems of Intervention - Low performing students in the area of reading will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/17/2017	\$33000 - Title I SIG	Reading/Math Interventionist

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max online and tablets/Chromebooks will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Technology Academic Support Program	08/10/2016	05/22/2017	\$1000 - Title I SIG	Reading/Math Interventionist

Activity - Targeted Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice in KPREP will be paired with a distinguished classmate for supplemental reading instruction.	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Guidance Counselor, Media Specialist

Strategy2:

Best Practice - Teachers will utilize best practice strategies including but not limited to: Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Research Cited:

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze student achievement by gap groups, relative to state, district, and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$150 - District Funding	Teachers and administration

Activity - Data Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Activity - Responding to data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration, teachers, and SBDM

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

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Strategy3:

Parental Involvement - Staff will work to develop a comprehensive school plan in order to increase parental involvement.

Category: Continuous Improvement

Research Cited:

Activity - At risk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$43000 - SIG Grant	Curriculum Coordinator, Teachers

Activity - Strategy Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/SBDM

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies such as training parents on fluency.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration SBDM

Activity - Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a comprehensive plan to effectively accelerate or increase parent involvement.	Parent Involvement Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/SBDM/Teachers

Strategy4:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Activity - Customer service review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers, Administration

Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Survey Monkey, administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750 - Title I SIG	Administrative Team

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Activity - Survey data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys to inform implementation of Parent Involvement practices	Professional Learning	08/10/2016	05/22/2017	\$43000 - Title I SIG	Curriculum coordinator, guidance counselor, principal

Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Recruitment and Retention	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Goal 3:

Decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% in 2016-2017 as indicated by state assessment results.

Measurable Objective 1:

collaborate to decrease the total number of students scoring Novice in Math in the overall non-duplicated gap group from 11.5% in 2015-2016 to 7.8% by 05/22/2017 as measured by state assessment results..

Strategy1:

Customer Service initiative - According to the missing piece survey and TELL data James Madison should work to approve community and parent relationships. A customer service initiative will serve to increase parental involvement and invite stakeholder feedback.

Category: Continuous Improvement

Research Cited:

Activity - Survey data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys to inform implementation of Parent Involvement practices related to math.	Parent Involvement Professional Learning Community Engagement	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers/Administrative Team

Activity - Customer service review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers Administration

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Activity - TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level.	Recruitment and Retention	08/10/2016	05/22/2017	\$0 - No Funding Required	Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff

Activity - Surveying Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Survey Monkey administration will develop, disseminate and collect surveys from families students and the school community.	Community Engagement	08/10/2016	05/22/2017	\$750 - Title I SIG	Administrative Team

Strategy2:

Best Practice - Teachers will utilize best practice strategies including but not limited to: Professional learning communities, disaggregation of data, differentiated instruction, and peer observation.

Category: Continuous Improvement

Research Cited:

Activity - Data Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze student achievement by gap groups, relative to state, district and school assessment systems.	Policy and Process	08/10/2016	05/22/2017	\$150 - District Funding	Teachers/Administration

Activity - Responding to data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration, teachers, and SBDM

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Define the use of instructional best practices by all staff through formal and informal observations.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration

Strategy3:

Parental Involvement - Staff will work to develop a comprehensive school plan in order to increase parental involvement.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

James Madison Middle School

Activity - At risk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a rubric to determine who is most at risk in math (assign points for cognitive and non-cognitive data).	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/PLCs

Activity - Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a comprehensive plan to effectively accelerate or increase parent involvement.	Community Engagement Parent Involvement Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/SBDM/Staff

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies such as training parents on math content.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/SBDM/Teachers

Activity - Strategy Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will collaborate with SBDM to select a parent involvement strategy to implement.	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration/SBDM

Strategy4:

Targeted Math Intervention Plans - Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.

Category: Continuous Improvement

Research Cited:

Activity - Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI Kentucky Systems of Intervention - Low performing Gap students in math will receive additional supports through KSI services provided by the school.	Academic Support Program	08/10/2016	05/22/2017	\$26000 - Title I SIG	Math Interventionist

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide targeted interventions to students through IXL math.	Academic Support Program	08/10/2016	05/22/2017	\$1200 - School Council Funds	Teachers and administration

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Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max online and tablets will be used in order to provide students with targeted instruction in areas of weakness. The program will provide feedback and positive reinforcement to students and staff.	Technology Academic Support Program	08/10/2016	05/22/2017	\$1000 - Title I SIG	Math Interventionist

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students identified as ready for college and/or careers from 62.3% in 2015-2016 to 79.3% in 2018-2019.

Measurable Objective 1:

collaborate to Increase the percentage of students identified as ready for college and/or careers from 62.3% in 2015-2016 to 79.3% by 05/20/2019 as measured by state assessment results.

Strategy1:

College and Career Advising - Teachers and Administration will work to help students make more informed and better educational and career choices. Students will work to discover the type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities that are associated with their field of interest.

Category: Continuous Improvement

Research Cited:

Activity - College Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th-grade students.	Career Preparation/Orientation	10/03/2016	05/22/2017	\$0 - No Funding Required	Teachers/Administration

Strategy2:

ILP Completion - Students will complete their individual learning plans as assigned at each grade level; including college and career research completion. Students, parents, and teachers have the opportunity to view and discuss ILP components by viewing ILP reports.

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Category: Continuous Improvement

Research Cited:

Activity - ILP Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide students in completing ILP in order to guide students to a better understanding of their college and career interests.	Career Preparation/Orientation	08/10/2016	05/22/2017	\$0 - No Funding Required	Curriculum Coordinator, Guidance Counselor, all teachers

Strategy3:

Curriculum and Assessment Alignment - Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet in order to disaggregate CERT testing data in order to drive future instruction as it relates to CCR standards.	Academic Support Program Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the CERT test two times per year. This is designed to provide current ability on CCR benchmarks	Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	All teachers and staff

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory teachers will set goals for future benchmark CERT testing	Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES), TPGES, and the areas of Program Review.

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Measurable Objective 1:

collaborate to Ensure that teachers and principals receive training and are provided support as well as guidance in the Professional Growth and Effectiveness System (PGES) and TPGES. by 05/22/2017 as measured by PGES evaluations and TELL survey results.

Strategy1:

Program Review Training/Committees - Teachers will be trained in the " Review of Programs" in order to ensure high-quality instruction related to the programs at JMMS

Category: Continuous Improvement

Research Cited:

Activity - Visual and Performing Arts Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned to the Visual and Performing Arts Program Review committee. During the professional learning time, teachers will review all components of Visual Performing Arts at JMMS and compare the findings to the Program Review Rubric in order to ensure the program is implemented with fidelity.	Professional Learning Academic Support Program Policy and Process	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration.

Activity - PLCS committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned to the PLCS committee. During the professional learning time, teachers will review all components of PLCS at JMMS and compare the findings to the Program Review Rubric in order to ensure the program is implemented with fidelity.	Professional Learning Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and Administration

Activity - GCWL Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned to the GCWL committee. During the professional learning time, teachers will review all components of GCWL at JMMS and compare the findings to the Program Review Rubric in order to ensure the program is implemented with fidelity.	Professional Learning	08/10/2016	05/22/2017	\$0 - No Funding Required	Administration and Staff

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned to the Writing Program Review committee. During the professional learning time, teachers will review all components of Writing at JMMS and compare the findings to the Program Review Rubric in order to ensure the program is implemented with fidelity.	Professional Learning Academic Support Program	08/10/2016	05/22/2017	\$0 - No Funding Required	Teachers and administration.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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 Madison Middle School is the home to approximately 588 students in grades 6, 7, and 8. James Madison draws students from the Hanson and Madisonville areas of Hopkins County. We offer a wide variety of exploratory classes and include separate areas in the school designated for each grade level. James Madison also has a centrally located library and gymnasium as well as a fully staffed school-based clinic. Over the course of the 9 period daily schedule, the students receive instruction in Reading, Math, Language Arts, Science, and Social Studies. In addition, the students are offered an extensive realm of exploratory classes. Whether it is athletics or academics, James Madison students garner recognition on both a local and state level. School sponsored events include: Beta Club, Yearbook, Academic Team, Chorus, Band, Junior Ambassador Program, Archery, Educational Talent Search, 4-H, REAL, LIFE, Basketball, Football, Swim, Cross Country, Volleyball, Soccer, Track, and Golf. James Madison's student population is comprised of approximately 81 percent white, 10 percent African-American, 3 percent Hispanic, 1 percent Asian, and less than 1 percent Native Hawaiian or other Pacific Islander. A unique challenge that faces James Madison in our community is the fact that only about 14% of the population in Hopkins County holds a Bachelor's degree or higher. James Madison works to place an emphasis on the importance of higher education to our students in the midst of such a low population of college graduates.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of James Madison Middle School is to develop respectful, responsible citizens and to inspire lifelong learners in an increasingly diverse environment. We work to prepare students to be effective, productive, contributing members of society. We also work to guide them with positive and encouraging interactions. We are putting forth efforts to intentionally build relationships with students and stakeholders, and among faculty and staff. James Madison participates in the PBIS program and strategies. Our school provides gifted and talented programs, mentoring services, as well as extra-curricular opportunities and a wide variety of community participation activities. JMMS class offerings include Art, Career Studies, Health and Physical Education, Music Appreciation, Chorus, Dance, and Drama to help meet student interests.

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.

James Madison is classified as a distinguished/progressing/high performing school. The reading scores at James Madison are at three-year highs. Our staff and students have worked extremely hard in order to achieve these scores. Our Social Studies scores are well above the state average as well. During the next three years, James Madison is committed to novice reduction school-wide across all content areas. We will also be working to improve in all areas of Program Review.

Additional Information

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

None at this time.