



# **Comprehensive School Improvement Plan for Priority Schools**

**Thomas Jefferson Middle**  
**Jefferson 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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		16-17 TJMS School Equity Diagnostic

**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.**

Thomas Jefferson Middle School's student population exceeds the district and state averages in three of the four noted categories. They include: the percentage of minority students (71.1 - TJMS, 53.4 - JCPS, 21.7 - State); the percentage of students from poverty (92.2 - TJMS, 65.8 - JCPS, 60.3 - State); and the percentage of english language learners (15 - TJMS, 8.1 - JCPS, 3.8 - State); Of note, the percentage of students with disabilities (12 - TJMS, 12 - JCPS, 13.5 - State) equals the district average and is 1.5% below the state average. Additionally, we have a high student turnover rate with only 80% of the current student population being students who were enrolled since the first day of school (as of 12-14-16). With these student demographics, Thomas Jefferson Middle School's teachers are a young staff averaging 7.4 years (below district and state averages - 10.9 and 11.8). Additionally, 20.69% of the teachers either have no experience or in KTIP. Another 15.52% have within 1-3 years of experience, and 63.79% have more than 4 years of experience. Of note, 44.12% of the teachers in accountability areas have 3 years or less of experience indicating that the teacher experience at Thomas Jefferson Middle School lies in its non-accountability areas. Interestingly, school administration (principal and assistant principals) have more than 3 years of administrative experience (with the fewest being 5 years and the remainder at 10+).

**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.**

The barriers for the trends is that student population demographics indicate a great need from practically all of our students, and besides school administrators, the teachers teaching the students have less experience and less education than their colleagues within the district and state teaching students whose demographics indicate a fewer percentage of students possessing the great need.



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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>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.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		16-17 TJMS School 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:

Thomas Jefferson Middle School teachers will increase their instructional effectiveness.

### Measurable Objective 1:

increase student growth through staff's engagement in professional development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

### Strategy1:

TJ 101 - A full-time resource teacher will be allocated to support and induct first-year teachers at Thomas Jefferson Middle School. The dedicated mentor and first-year teachers will meet once per week to engage in a tailored curriculum to support first-year teacher growth and retain the teacher to the profession.

Category: Professional Learning & Support

Research Cited: Identified KDE Best Practice

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Activity - TJ 101 Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A tailored curriculum will be written, implemented, and revised for use with the TJ 101 cohort.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell / J. Bourgeois

Activity - TJ 101 Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TJ 101 mentor and first-year teachers will meet once per week for support and professional development.	Professional Learning	08/01/2016	06/01/2018	\$10000 - Title I Part A	K. Gregory / K. Ransdell

Activity - Dedicated Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A dedicated resource teacher's full-time job will be to serve as the TJ 101 mentor.	Professional Learning	08/01/2016	06/01/2018	\$60000 - General Fund	K. Gregory

### Strategy2:

Coaching from Resource Teachers - A team of content Resource Teachers will support teachers in planning lessons, establishing a positive learning environment, implementing instructional strategies, and analyzing assessments in order to improve teacher effectiveness and student learning.

Category: Professional Learning & Support

Research Cited: Jim Knight, NISL, Elena Aguilar

Activity - Tiered Coaching and Coaching Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will support teacher growth through the identification of need and support and implementing the coaching process through a tiered system.	Professional Learning	08/01/2016	06/01/2018	\$180000 - District Funding	K. Gregory / J. Bourgeois

Activity - Focused and Intensive Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When need arises based on qualitative and quantitative data, the usual tiered coaching will be suspended to engage in intensive and focused coaching with identified teachers regarding a particular identified need (e.g. "27 Day Plan" and Classroom Environment)	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois

### Strategy3:

Content PLCs - Staff in accountability areas will participate in weekly Content PLCs focused on the Instructional Process, sequencing curriculum, and the analysis of student work.

Category: Continuous Improvement

Research Cited: Richard DuFour, KDE-Advanc-Ed Leadership Diagnostic Team

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Activity - Content PLCs Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content PLC protocols will be created, implemented, and refined based on feedback from teachers, resource teachers, and school leadership throughout the year. Time will be allocated during the school day for teachers to engage in the work of the PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Strategy4:

6th Grade Focus PLC - 6th Grade Teachers will meet in a PLC after school to engage in professional development, planning, and student work analysis regarding their focus professional development area.

Category: Professional Learning & Support

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a means of Novice Reduction, one team will focus on engaging in professional development and planning using explicit instruction strategies.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBL team will focus on what is PBL, plan for PBL implementation in their lessons, and use student projects to discuss lesson successes and opportunities for growth.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

Activity - Planning for Engagement in the Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Planning for Engagement in the Block team will meet to ensure lessons have adequate time and structure for components of the CIF and discuss ways in which they engage students.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

### Strategy5:

Rigor PLCs - All teachers will participate in the after-school Rigor PLCs that will focus on how people learn and implementation of the improvement priorities.

Category: Continuous Improvement

Research Cited: NISL, KDE-Advanc-ED Leadership Diagnostic Team

Activity - Rigor PLCs Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigor PLCs will occur after school and will include professional development regarding how people learn, the instructional process, instructional strategies, and analyzing videos from our teacher's classrooms.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Measurable Objective 2:

SY 2016-2017

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increase student growth by addressing the improvement priorities by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP) and walkthrough data.

### Strategy1:

Instructional Strategies: Fundamental 5 and Marzano's High Yield Strategies - Through professional development, coaching, and monitoring, teachers will implement these strategies with consistency and fidelity as noted in the improvement priority.

Category: Continuous Improvement

Research Cited: Sean Cain, Mike Laird, Robert Marzano

Activity - Instructional Strategies Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure that strategies are implemented with consistency and fidelity, teachers will receive professional development, coaching, and monitoring regarding the instructional strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Strategy2:

Instructional Process within PLC and Lesson Plan Template - To ensure that the Instructional Process is being planned for, essential elements will be incorporated into the PLC protocol and Thomas Jefferson Middle School Weekly Lesson Plan Template.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Process Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See Strategy Description	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Measurable Objective 3:

increase student growth through School Leadership's engagement in Professional Development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

### Strategy1:

Adolescent Literacy Project (ALP) - Selected teachers will participate in the ALP cohort which includes professional development, site visits, and planning.

Category: Professional Learning & Support

Research Cited:

Activity - ALP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will attend the Summer Conference and receive feedback from site visits.	Professional Learning	08/01/2016	06/01/2018	\$5000 - General Fund	K. Gregory / W. Brown

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## Strategy2:

National Institute for School Leadership (NISL) - Members of School Leadership will participate in a NISL Professional Development Cohort and implement strategies learned.

Category: Professional Learning & Support

Research Cited: NISL

Activity - NISL Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the School Leadership Team will participate in professional development two days per month from NISL.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois / C. Vogt

## Strategy3:

KDE Novice Reduction Workshop - Members of school leadership will attend professional development and implement strategies for reducing novice students.

Category: Professional Learning & Support

Research Cited: KDE Novice Reduction Workshop

Activity - KDE Novice Reduction Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of school leadership will attend the KDE Novice Reduction Workshop and lead implementation of strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy4:

Literacy and Math Design Collaboratives (District) - Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.

Category: Professional Learning & Support

Research Cited: LDC / MDC

Activity - MDC / LDC District Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois / W. Brown / K. Ransdell

## Measurable Objective 4:

increase student growth through monitoring of teacher effectiveness by 06/01/2018 as measured by improved walkthrough data.

## Strategy1:

Walkthroughs - School leadership and teachers will create and conduct walkthroughs to monitor teacher effectiveness at implementing instructional initiatives. School leadership will analyze walkthrough data to determine professional development needs and next steps.

Category: Continuous Improvement

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Research Cited:

Activity - 6th Grade Focus Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will conduct walkthroughs on 6th grade instructional initiatives by using the 6th grade focus walkthrough and providing feedback to teachers on the instrument.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - REAL Walkthroughs with Fundamental 5 and Improvement Priorities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and staff will create and monitor instruction using the REAL walkthroughs aligned with PGES, Fundamental 5, and the Improvement Priorities.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy2:

Coaching Meetings and Action Plans - Resource Teachers will meet with teachers to review walkthrough data and create action plans for continuous professional growth.

Category: Continuous Improvement

Research Cited: Jim McKnight

Activity - Coaching Meetings and Action Plans Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will receive professional development at RT PLC regarding analyzing walkthrough data and developing action plans.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Goal 2:

School Leadership at Thomas Jefferson Middle School will build teacher leadership.

## Measurable Objective 1:

collaborate to engage teacher leaders in professional development by 06/01/2018 as measured by the development and retainment of teacher leaders.

## Strategy1:

Peer Observations - To develop teacher leaders, efforts will be made to conduct peer observations routinely using PGES, TJ 101, and PLCs as opportunities.

Category: Continuous Improvement

Research Cited:

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Activity - PGES Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Improvement Committee will be trained and conduct PGES Peer Observations.	Professional Learning	08/01/2016	06/01/2018	\$1500 - District Funding	J. Bourgeois / Instructional Improvement Committee

Activity - TJ 101 Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TJ 101 teachers will have the opportunity to observe effective teachers in an effort to improve practice through the use of model classrooms.	Professional Learning	08/01/2016	06/01/2018	\$1000 - General Fund	K. Ransdell

Activity - Rigor and Content PLC Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through video and classroom visits, teachers will have the opportunities to observe and provide feedback to teachers during Rigor and Content PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy2:

Smaller Teams - Based on teacher feedback, school leadership decided to increase the number of teams at each grade-level and eliminate the larger teams that consisted of at least five or six teachers. Smaller teams allows for more opportunities for leadership since there is a need for more Family Leaders who will begin this leadership opportunity leading a smaller number of teachers and students.

Category: Continuous Improvement

Research Cited:

Activity - Smaller Teams Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell

## Strategy3:

Family Leader PLC - Family Leaders will meet after school weekly to engage in reflection on their leadership styles and the effectiveness of their teams along with provide feedback to school leadership. A Resource Teacher who served as a family leader will facilitate these PLCs.

Category: Professional Learning & Support

Research Cited:

Activity - Family Leader PLC Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell

## Strategy4:

Resource Teacher PLC - The Resource Teacher team and Academic Assistant Principal will meet weekly to engage in professional development regarding the school improvement efforts and instructional initiatives.

Category: Professional Learning & Support

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Research Cited: Jim McKnight, Helena Aguilar, NISL, Identified KDE Best Practice

Activity - RT PLC Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Goal 3:

Thomas Jefferson Middle School will increase the positive learning environment.

## Measurable Objective 1:

demonstrate a proficiency of staff implementing effective school-wide and classroom management practices by 06/01/2018 as measured by Learning Environment Walkthroughs.

## Strategy1:

Foundations and CHAMPS - Staff will receive ongoing professional development in using Foundations and CHAMPS strategies in order to explicitly teach students school-wide and classroom expectations and hold students accountable to those expectations.

Category: Professional Learning & Support

Research Cited: Randy Sprick

Activity - ELEOT Classroom Environment Walkthrough	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will use the ELEOT Classroom Environment Walkthrough to measure the effectiveness of the CHAMPS / Foundations strategy and the impact it has on the positive learning environment. Feedback will be given to staff, and walkthrough data will be analyzed for next steps, professional development, and strategy selection.	Professional Learning	08/01/2016	06/01/2018	\$1000 - General Fund	K. Gregory / J. Bourgeois

Activity - Team Implementation Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will create CHAMPS Implementation Plans which will outline the plan for teaching, reteaching, and holding students accountable to school and team expectations.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell / Family Leaders

Activity - Monitoring CHAMPS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will develop a CHAMPS walkthrough monitoring tool and conduct walkthroughs in classrooms to monitor implementation. Feedback will be given to staff, and data will be analyzed to determine next steps and professional development.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / C. Vogt / J. Rock / M. Major / J. Bourgeois



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Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development from school leadership regarding implementation of Foundations and CHAMPS strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / C. Vogt / J. Rock / M. Major

### Measurable Objective 2:

collaborate to analyze stakeholder school survey data and create next steps by 06/01/2018 as measured by an increase in the percentage of positive feedback.

### Strategy1:

Comprehensive School Survey - School Leadership will survey staff, students, and parents using the District's Comprehensive School Survey. School Leadership will analyze the results of the survey to determine effectiveness of efforts in increasing the positive learning environment and next steps.

Category: Stakeholder Engagement

Research Cited: District Required

Activity - Implementation and Analysis of District's Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will administer and analyze the District's Comprehensive School Survey. Stakeholders will include staff, students, and parents. The survey will be analyzed to determine next steps, specifically with the positive learning climate.	Other - Stakeholder Engagement	01/01/2017	06/01/2018	\$0 - No Funding Required	M. Major / K. Denton

### Strategy2:

School-Based Student Surveys and Interviews - Using both the School Student Voice survey required by PGES and the Student Interview data from the Instructional Time Audits, School Leadership will analyze student responses to determine next steps, specifically regarding a positive learning climate.

Category: Teacher PGES

Research Cited: Student Voice Survey required for PGES

Activity - Student Voice Surveys (PGES)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT will review student responses to the Student Voice survey.	Other - Student Voice	08/01/2016	06/01/2018	\$0 - No Funding Required	M. Major / K. Denton

Activity - Student Interviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will interview students during the Instructional Time Audits (Fall and Spring). Student responses will be reviewed by ILT, communicated to teacher teams, and next steps determined.	Other - Student Voice	08/01/2016	06/01/2018	\$0 - No Funding Required	M. Major / C. Vogt / E. Chumbley

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## Strategy3:

TELL Survey - School leadership will use KDE's TELL survey as a means to identify and measure stakeholders' perceptions of the learning climate. School leadership will analyze results to determine next steps.

Category: Stakeholder Engagement

Research Cited: KDE Requirement

Activity - Implementation and Analysis of TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will implement the TELL survey and analyze the results to determine next steps.	Other - Stakeholder Survey	01/01/2017	06/01/2018	\$0 - No Funding Required	M. Major / K. Denton

## Measurable Objective 3:

collaborate to engage students in community building, mentoring, and a comprehensive student support program to address social-emotional needs by 06/01/2018 as measured by an increase in positive teacher-student and student-student relationships along with decreased loss of classroom instructional time.

## Strategy1:

Comprehensive Student Support Program - The Student Support Services Team will create, implement, monitor, and refine a comprehensive student support program to address the social-emotional needs of our students.

Category: Continuous Improvement

Research Cited:

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District will support a Mental Health Counselor to provide additional counseling services to students at Thomas Jefferson Middle School.	Behavioral Support Program	08/01/2016	06/01/2018	\$45000 - District Funding	R. Day

Activity - Student Support Services Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Support Services Team will meet weekly to discuss the social-emotional needs of students and status of programs/services provided to students.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	S. Gates / R. Owens / L. Torra

## Strategy2:

Community Building and Mentoring (6th Grade Focus) - All 6th grade students will engage in CARE / Morning Meeting activities to begin each day to support the transition between elementary and middle and strengthen teacher-student and student-student relationships.

Category: Continuous Improvement

Research Cited: Responsive Classroom

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Activity - CARE / Morning Meeting Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th grade teachers will receive professional development on implementing CARE / Morning Meeting.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois / S. Gates / L. Torra

Activity - CARE / Morning Meeting Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will monitor implementation of CARE / Morning Meeting through walkthrough and program fidelity checks.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois / S. Gates / L. Torra

## Strategy3:

Community Building and Mentoring (School) - All students at Thomas Jefferson Middle School will engage in Club Day and Data Notebook Conferences throughout the year.

Category: Continuous Improvement

Research Cited: Malcolm Baldrige and Dr. Robyn Jackson

Activity - Club Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a club during the last 40 minutes of school on Fridays. They will choose three different clubs to be part of throughout the school year. Teachers will facilitate and participate in the club to strengthen teacher-student and student-student relationships.	Behavioral Support Program	08/01/2016	06/01/2018	\$3000 - General Fund	K. Gregory / E. Chumbley / L. Hammond

Activity - Data Notebooks and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will self-monitor academic, behavioral, and attendance data throughout the year in their Data Notebook. Four times throughout the year, students will lead a conference with an adult staff member where goals will be established and reviewed.	Academic Support Program	08/01/2016	06/01/2018	\$3000 - General Fund	K. Gregory / J. Bourgeois / W. Brown

## Strategy4:

Analysis of Behavioral Data - Student Support Services Team and Grade-Level Assistant Principals will analyze behavioral data every six weeks to determine next steps in staff professional development, student guidance, and administrative support.

Category: Continuous Improvement

Research Cited:

Activity - Analysis of Behavioral Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See Strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	C. Vogt / J. Rock / M. Major / S. Gates

# **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?

The stakeholders engaged in completing the Missing Piece diagnostic were Parent Liaison (Nayasha Owens), Youth Services Center Coordinator (Ricky Owens), and Guidance Counselor (Schlonda Gates) of Thomas Jefferson Middle School.

## Relationship Building

Overall Rating: 3.29

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 2.57

	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 sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

Overall Rating: 2.71

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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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: 3.0

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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 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).	Proficient

	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 an educational advocate or how to access an educational advocate when needed.	Proficient

	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: 2.17

	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 exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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: 2.67

	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 leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.**

### **"AREAS OF STRENGTH:**

Based on the responses to each of the Missing Piece objectives, the areas of strength are Relationships and Advocacy. Feedback from our school's Parent Advisory Council shows that our efforts to build and maintain strong relationships are evident and effective. AdvancED surveys show that over 80% of parents agreed or strongly agreed that their child has an adult advocate for them here at school. Our school has implemented systematic efforts to build productive, personal relationships with our parents. We have created a Parent Liaison position to support parents, implemented a digital engagement campaign (Twitter, Facebook, Text Alerts, Parent Portal, and Website) to increase communication with parents and stakeholders, and provided more opportunities for two-way communication with parents and other stakeholders about student learning. This highlights that the work of our school's purpose, "'Keep it R.E.A.L.'" (Relationships, Engagement, Assessments, Learning Objectives) is demonstrated and is evident of the systematic efforts that have been implemented to build productive, personal relationships with parents of our students.

### **AREAS IN NEED OF IMPROVEMENT:**

The main area in need of improvement is Learning Opportunities. Although this area showed the lowest rating, we are working to ensure that families have multiple learning opportunities to understand how to support their children's learning. Parents have always been invited and welcomed into classrooms, however we are currently working on a formalized classroom observation policy. We are still collecting stakeholder feedback on how to increase learning opportunities for parents to help support their student's academic and social/emotional needs.

### **ACTIONS IMPLEMENTED TO SUSTAIN AREAS OF STRENGTH:**

Since the completion of the last Missing Piece diagnostic, we have improved in all areas. In order to maintain and continue to grow, we have implemented the following: Parent Liaison, Parent Advisory Council, digital engagement campaign, Club Day, R.E.A.L. Walkthroughs, extracurricular community programs, GAP program, Student Response Team, Corrective Action Plan, Behavior Intervention Plan, separate academic and social/emotional guidance counselors, and Student Support Services.

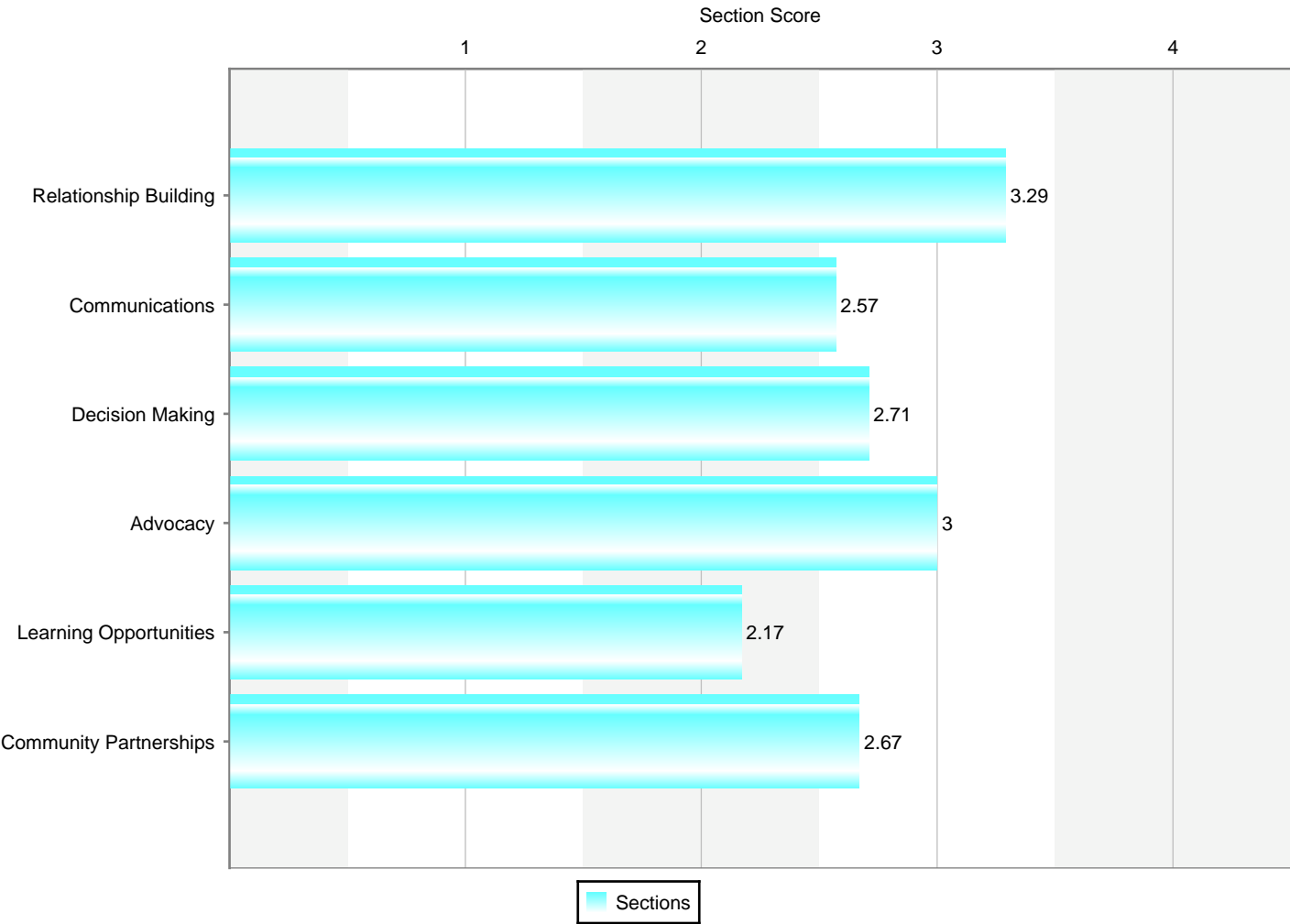
### **PLANS FOR AREAS OF IMPROVEMENT:**

To address the needs in the areas of improvement, we plan to: train parent leaders to be mentors to other parents, develop a classroom visitation policy, inform community partners about school achievement data to help educate parents, cultivate stronger relationships with various ESL sub-communities, and engage in more off-site community outreach, events, and activities.

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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.**

Administrators, teachers, staff, SBDM members, and parents were involved in the development of the improvement plan. During the drafting stage, teachers provided feedback on the school improvement plan via SBDM committees (Safety, Instructional Improvement, and Student Activities/Motivation). Teachers also were offered an opportunity for feedback during an after-school team meeting during the drafting process. Parents were offered the opportunity for feedback as they were invited to SBDM committee meetings and were offered the opportunity for feedback during the Parent Advisory Council meeting. ILT (consisting of administrators and resource teachers) reviewed the CSIP and used the rubric provided by JCPS to amend. SBDM members (administrators, teachers, and parents) reviewed the CSIP at the December SBDM meeting.

Meetings involving teachers were during contractual after-school meeting time, and SBDM meetings were held at 2:45 p.m. and the Parent Advisory Council meeting occurred at 5:00 p.m.

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

The following stakeholders were involved in the planning process: Instructional Leadership Team (Administrators, Resource Teachers, Department Chairs), teachers through the SBDM committees and team meetings, parents (SBDM and Parent Advisory Council), and SBDM members (administrative, teacher, parent, and classified).

Participants were responsible for the following: reviewing the audit findings and recommendations to determine next steps, analyzing the effectiveness of past improvement efforts to determine next steps, incorporate the strategies in each participant's 30-60-90 plan, identify best practices / high leverage strategies, and develop/modify the plan in order to effectively implement those practices.

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

The final improvement plan was communicated to all participants (administrators, teachers, SBDM members, and parents) at ILT, SBDM Committees (Instructional Improvement, Safety, Student Activities/Incentives), SBDM, and Parent Advisory Council. Progress notes will be added and reported to these stakeholders during meetings quarterly.

Additionally, the CSIP will be made available on the school's website and submitted to the District and State for approval.

# **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?**

The questions that we want the data and information provided to tell us are: 1) Are we increasing student achievement? 2) Are we increasing teacher effectiveness? 3) Are we creating a more positive learning environment?

Regarding increasing student achievement, recent KPREP data indicates an increase in the percentage of proficient students with an increase in novice students which led to a slight decrease in student achievement, while our overall trend data over several years shows an increase in Math and a flat line with Reading. MAP data has shown increases over typical growth over the past three years. Reading growth data has shown consistent increases.

At our school, teacher effectiveness is measured through the lens of student achievement. MAP data provides the opportunity for teachers to quantify their value-added performance with their students. MAP data indicated that we saw an increase in the percent of students making atypical growth in Reading, and Math continued to show a significant percentage of students making atypical growth. Professional conversations between teachers and administration provide an opportunity to discuss instructional strategies and practices that will increase a teacher's effectiveness with more of their students. Additionally, teacher effectiveness is measured through the work of the RT PLC and walkthroughs by school leadership. Alternatively, in the 2016-17 year, there has been an increase in teacher turnover as compared to other years in accountability areas and a consistency of vacant positions.

Regarding increasing a positive learning environment, the data and information indicate that students were positive about Club Day and positive about the learning environment. Another indicator is that student survey data was positive and showed steady increases from the previous student survey. Alternatively, behavioral data indicates an increase in referrals and suspensions as compared to the previous year at this point. This is attributed to by the increase in first year teachers, vacant positions with long-term sub positions, and the beginning of the year without a solidified District Behavioral Plan.

Presently, the data shows us that we need to work with our new teachers on cultivating a positive learning environment, engaging our students, and continuing to refine our instructional strategies and interventions to sustain the momentum seen in student achievement, teacher effectiveness, and positive learning environment.

## **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?**

One area of strength that is noted is the increase in student proficiency in all areas (Math, Reading, Writing, and Social Studies). Additionally, our MAP data shows consistent growth in both Reading and Math that exceeds typical growth. Our school's plan to sustain this momentum is to further refine our interventions and instructional strategies to positively impact student achievement.

Another area of strength that is noted is the increase in teacher effectiveness as measured by the increase in student achievement data. Both TJ 101 and Resource Teacher PLC have been noted as Best Practices by KDE. Our school's plan to sustain this momentum is to strengthen the support from the Resource Teacher PLC and to build teacher-capacity. Our new teachers continue to receive support and professional development through TJ 101. With the number of new teachers this year, the coaching and support have been flexible to ensure that support is going where it is most needed with staff.

Finally, another area of strength noted is the positive learning environment through the implementation of Club Day and the Student Response Team. Through the work of the School Safety Committee and Student Support Services Team, our school continues to work towards creating a more positive learning environment.

## **Opportunities for Improvement**

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

Areas in need of improvement consist of decreasing the percentage of novice students by focusing on Novice Reduction while maintaining the momentum of increasing proficiency. Plans are in place by restructuring 6th grade, providing intervention on each team along with additional math and reading instruction, and an increased emphasis on identifying the "look-fors" in our PLCs. Additionally, work still needs to continue in establishing a positive learning environment in all classrooms as work at implementing CHAMPs consistently in every classroom is needed.

School leadership engages in this process by engaging with stakeholders, using stakeholder feedback (TELL surveys, Advanc-Ed surveys, student interviews and surveys), and monitoring the school improvement plan in order to sustain and continue growing student achievement, teacher effectiveness, and positive learning environment. Additional focus has been placed on cultivating positive learning environments with our new teachers and retraining them on the instructional strategies focused on in previous year's such as the Fundamental Five and Marzano's High Yield strategies into the daily routine of the school.



## **Conclusion**

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

As mentioned in the previous section, our next steps are to continue refining our School Improvement Plan and to use trend data to measure its effectiveness in all three facets (student achievement, teacher effectiveness, and positive learning environment). As we monitor implementation of the plan to fidelity, we will use the trend data to reflect on the impact and seek out opportunities for continuous improvement.

# **2016-17 Thomas Jefferson Middle School CSIP**

# Overview

**Plan Name**

2016-17 Thomas Jefferson Middle School CSIP

**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	Thomas Jefferson Middle School teachers will increase their instructional effectiveness.	Objectives: 4 Strategies: 13 Activities: 19	Organizational	\$265500
2	By 2019, all students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for all students.	Objectives: 5 Strategies: 7 Activities: 15	Academic	\$223000
3	By 2019, all non-duplicated GAP students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for non-duplicated GAP students.	Objectives: 5 Strategies: 1 Activities: 1	Academic	\$0
4	School Leadership at Thomas Jefferson Middle School will build teacher leadership.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$2500
5	Thomas Jefferson Middle School will use 100% of the Instructional Resources (textbook) funds within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9500
6	By May 2017, Thomas Jefferson Middle School students will meet their 2016-17 Novice Reduction targets.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$120000
7	Thomas Jefferson Middle School will increase the positive learning environment.	Objectives: 4 Strategies: 10 Activities: 20	Organizational	\$52800

Goal 1: Thomas Jefferson Middle School teachers will increase their instructional effectiveness.

Measurable Objective 1:

increase student growth through School Leadership's engagement in Professional Development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

Strategy 1:

National Institute for School Leadership (NISL) - Members of School Leadership will participate in a NISL Professional Development Cohort and implement strategies learned.

Category: Professional Learning & Support

Research Cited: NISL

Activity - NISL Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the School Leadership Team will participate in professional development two days per month from NISL.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois / C. Vogt

Strategy 2:

KDE Novice Reduction Workshop - Members of school leadership will attend professional development and implement strategies for reducing novice students.

Category: Professional Learning & Support

Research Cited: KDE Novice Reduction Workshop

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Activity - KDE Novice Reduction Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of school leadership will attend the KDE Novice Reduction Workshop and lead implementation of strategies.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Strategy 3:

Literacy and Math Design Collaboratives (District) - Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.

Category: Professional Learning & Support

Research Cited: LDC / MDC

Activity - MDC / LDC District Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois / W. Brown / K. Ransdell

### Strategy 4:

Adolescent Literacy Project (ALP) - Selected teachers will participate in the ALP cohort which includes professional development, site visits, and planning.

Category: Professional Learning & Support

Activity - ALP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will attend the Summer Conference and receive feedback from site visits.	Professional Learning	08/01/2016	06/01/2018	\$5000	General Fund	K. Gregory / W. Brown

### Measurable Objective 2:

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increase student growth through staff's engagement in professional development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

### Strategy 1:

Coaching from Resource Teachers - A team of content Resource Teachers will support teachers in planning lessons, establishing a positive learning environment, implementing instructional strategies, and analyzing assessments in order to improve teacher effectiveness and student learning.

Category: Professional Learning & Support

Research Cited: Jim Knight, NISL, Elena Aguilar

Activity - Tiered Coaching and Coaching Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource Teachers will support teacher growth through the identification of need and support and implementing the coaching process through a tiered system.	Professional Learning	08/01/2016	06/01/2018	\$180000	District Funding	K. Gregory / J. Bourgeois

Activity - Focused and Intensive Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When need arises based on qualitative and quantitative data, the usual tiered coaching will be suspended to engage in intensive and focused coaching with identified teachers regarding a particular identified need (e.g. "27 Day Plan" and Classroom Environment)	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	J. Bourgeois

### Strategy 2:

TJ 101 - A full-time resource teacher will be allocated to support and induct first-year teachers at Thomas Jefferson Middle School. The dedicated mentor and first-year teachers will meet once per week to engage in a tailored curriculum to support first-year teacher growth and retain the teacher to the profession.

Category: Professional Learning & Support

Research Cited: Identified KDE Best Practice

Activity - Dedicated Resource Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A dedicated resource teacher's full-time job will be to serve as the TJ 101 mentor.	Professional Learning	08/01/2016	06/01/2018	\$60000	General Fund	K. Gregory
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Activity - TJ 101 Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TJ 101 mentor and first-year teachers will meet once per week for support and professional development.	Professional Learning	08/01/2016	06/01/2018	\$10000	Title I Part A	K. Gregory / K. Ransdell

Activity - TJ 101 Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tailored curriculum will be written, implemented, and revised for use with the TJ 101 cohort.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / K. Ransdell / J. Bourgeois

### Strategy 3:

Content PLCs - Staff in accountability areas will participate in weekly Content PLCs focused on the Instructional Process, sequencing curriculum, and the analysis of student work.

Category: Continuous Improvement

Research Cited: Richard DuFour, KDE-Advanc-Ed Leadership Diagnostic Team

Activity - Content PLCs Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content PLC protocols will be created, implemented, and refined based on feedback from teachers, resource teachers, and school leadership throughout the year. Time will be allocated during the school day for teachers to engage in the work of the PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Strategy 4:



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Rigor PLCs - All teachers will participate in the after-school Rigor PLCs that will focus on how people learn and implementation of the improvement priorities.

Category: Continuous Improvement

Research Cited: NISL, KDE-Advanc-ED Leadership Diagnostic Team

Activity - Rigor PLCs Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigor PLCs will occur after school and will include professional development regarding how people learn, the instructional process, instructional strategies, and analyzing videos from our teacher's classrooms.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Strategy 5:

6th Grade Focus PLC - 6th Grade Teachers will meet in a PLC after school to engage in professional development, planning, and student work analysis regarding their focus professional development area.

Category: Professional Learning & Support

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBL team will focus on what is PBL, plan for PBL implementation in their lessons, and use student projects to discuss lesson successes and opportunities for growth.	Professional Learning	08/01/2016	06/01/2018	\$3500	Title I Part A	K. Gregory / J. Bourgeois

Activity - Planning for Engagement in the Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Planning for Engagement in the Block team will meet to ensure lessons have adequate time and structure for components of the CIF and discuss ways in which they engage students.	Professional Learning	08/01/2016	06/01/2018	\$3500	Title I Part A	K. Gregory / J. Bourgeois

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a means of Novice Reduction, one team will focus on engaging in professional development and planning using explicit instruction strategies.	Professional Learning	08/01/2016	06/01/2018	\$3500	Title I Part A	K. Gregory / J. Bourgeois

### Measurable Objective 3:

increase student growth by addressing the improvement priorities by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP) and walkthrough data.

### Strategy 1:

Instructional Process within PLC and Lesson Plan Template - To ensure that the Instructional Process is being planned for, essential elements will be incorporated into the PLC protocol and Thomas Jefferson Middle School Weekly Lesson Plan Template.

Category: Continuous Improvement

Activity - Instructional Process Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See Strategy Description	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Strategy 2:

Instructional Strategies: Fundamental 5 and Marzano's High Yield Strategies - Through professional development, coaching, and monitoring, teachers will implement these strategies with consistency and fidelity as noted in the improvement priority.

Category: Continuous Improvement

Research Cited: Sean Cain, Mike Laird, Robert Marzano

Activity - Instructional Strategies Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure that strategies are implemented with consistency and fidelity, teachers will receive professional development, coaching, and monitoring regarding the instructional strategies.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

**Measurable Objective 4:**

increase student growth through monitoring of teacher effectiveness by 06/01/2018 as measured by improved walkthrough data.

**Strategy 1:**

Walkthroughs - School leadership and teachers will create and conduct walkthroughs to monitor teacher effectiveness at implementing instructional initiatives. School leadership will analyze walkthrough data to determine professional development needs and next steps.

Category: Continuous Improvement

Activity - REAL Walkthroughs with Fundamental 5 and Improvement Priorities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and staff will create and monitor instruction using the REAL walkthroughs aligned with PGES, Fundamental 5, and the Improvement Priorities.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

Activity - 6th Grade Focus Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will conduct walkthroughs on 6th grade instructional initiatives by using the 6th grade focus walkthrough and providing feedback to teachers on the instrument.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

**Strategy 2:**

Coaching Meetings and Action Plans - Resource Teachers will meet with teachers to review walkthrough data and create action plans for continuous professional growth.

Category: Continuous Improvement

Research Cited: Jim McKnight

## Comprehensive School Improvement Plan for Priority Schools

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Activity - Coaching Meetings and Action Plans Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches will receive professional development at RT PLC regarding analyzing walkthrough data and developing action plans.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

**Goal 2: By 2019, all students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for all students.**

### Measurable Objective 1:

47% of All Students will demonstrate a proficiency in KCAS in Reading by 06/01/2017 as measured by KPREP.

### Strategy 1:

Reading Common Assessments (Proficiency) - Teachers will administer common assessments from third party (MAP), District (Proficiency Assessments), and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Activity - Measures of Academic Progress (MAP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000	General Fund	K. Gregory / J. Bourgeois / L. Torra

## Comprehensive School Improvement Plan for Priority Schools

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Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

Activity - Teacher-Created Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Strategy 2:

Additional Instructional Time (Reading) - Students in need of additional instructional time with the standards and/or intervention will have the opportunity during team intervention and/or Enrichment time.

Category: Continuous Improvement

Activity - Hybridge Learning (Compass Learning)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000	General Fund	J. Bourgeois / K. Denton

Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will gain additional individualized support through enrichment time consisting of use of the tiered Enrichment Notebooks (created by the Goal Clarity Coach) and/or homework support with learning tasks provided by the Core and Intervention teachers.	Academic Support Program	08/01/2016	06/01/2018	\$5000	General Fund	W. Brown / J. Bourgeois

**Measurable Objective 2:**

43% of All Students will demonstrate a proficiency in KCAS in Mathematics by 06/01/2017 as measured by KPREP.

**Strategy 1:**

Math Common Assessments (Proficiency) - Teachers will administer common assessments from third party (MAP), District (Proficiency Assessments), and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Activity - Measures of Academic Progress (MAP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000	General Fund	K. Gregory / J. Bourgeois / L. Torra

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

Activity - Teacher-Created Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

## Comprehensive School Improvement Plan for Priority Schools

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### Strategy 2:

Additional Instructional Time (Math) - Students in need of additional instructional time with the standards and/or intervention will have the opportunity during team intervention and/or Enrichment time.

Category: Learning Systems

Activity - Hybridge Learning (Compass Learning)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000	General Fund	J. Bourgeois / K. Denton

Activity - Math Intervention Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three Math Intervention teachers will be used to provide additional Math Instruction with KCAS and use student assessment data to determine which standards to intervene and reteach. Math Intervention teachers will also use Hybridge Learning to support personalized learning for students.	Academic Support Program	08/01/2016	06/01/2018	\$180000	General Fund	K. Gregory / J. Bourgeois

### Measurable Objective 3:

54% of All Students will demonstrate a proficiency in KCAS in Social Studies by 06/01/2017 as measured by KPREP.

### Strategy 1:

Social Studies Common Assessments - Teachers will administer common assessments from District (Proficiency Assessments) and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan for Priority Schools

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Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois
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Activity - Teacher-created Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Measurable Objective 4:

41% of Sixth and Eighth grade students will demonstrate a proficiency in KCAS in Writing by 06/01/2017 as measured by KPREP.

### Strategy 1:

On-Demand Writing Common Assessments - Teachers will administer common assessments from school and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Activity - On-Demand Writing Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thomas Jefferson Middle School will create and administer On-Demand Writing assessments three times throughout the year. Student work will be analyzed to determine next steps in writing instruction.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / W. Brown

### Measurable Objective 5:

35% of Seventh grade students will demonstrate a proficiency in KCAS in Science by 06/01/2017 as measured by KPREP.

### Strategy 1:



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Science Common Assessments - Teachers will administer common assessments from District (Proficiency Assessments) and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

Activity - Teacher-created Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

**Goal 3: By 2019, all non-duplicated GAP students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for non-duplicated GAP students.**

### Measurable Objective 1:

45% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Reading by 06/01/2017 as measured by KPREP.

## Comprehensive School Improvement Plan for Priority Schools

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### (shared) Strategy 1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	L. Hammond / J. Bourgeois

### Measurable Objective 2:

42% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Mathematics by 06/01/2017 as measured by KPREP.

### (shared) Strategy 1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	L. Hammond / J. Bourgeois

**Measurable Objective 3:**

52% of Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Social Studies by 06/01/2017 as measured by KPREP.

**(shared) Strategy 1:**

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	L. Hammond / J. Bourgeois

**Measurable Objective 4:**

41% of Sixth and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Writing by 06/01/2017 as measured by KPREP.

**(shared) Strategy 1:**

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

## Comprehensive School Improvement Plan for Priority Schools

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Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	L. Hammond / J. Bourgeois

### Measurable Objective 5:

33% of Seventh grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Science by 06/01/2017 as measured by KPREP.

### (shared) Strategy 1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	L. Hammond / J. Bourgeois

## Goal 4: School Leadership at Thomas Jefferson Middle School will build teacher leadership.

### Measurable Objective 1:

collaborate to engage teacher leaders in professional development by 06/01/2018 as measured by the development and retainment of teacher leaders.

**Strategy 1:**

Resource Teacher PLC - The Resource Teacher team and Academic Assistant Principal will meet weekly to engage in professional development regarding the school improvement efforts and instructional initiatives.

Category: Professional Learning & Support

Research Cited: Jim McKnight, Helena Aguilar, NISL, Identified KDE Best Practice

Activity - RT PLC Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

**Strategy 2:**

Family Leader PLC - Family Leaders will meet after school weekly to engage in reflection on their leadership styles and the effectiveness of their teams along with provide feedback to school leadership. A Resource Teacher who served as a family leader will facilitate these PLCs.

Category: Professional Learning & Support

Activity - Family Leader PLC Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / K. Ransdell

**Strategy 3:**

Peer Observations - To develop teacher leaders, efforts will be made to conduct peer observations routinely using PGES, TJ 101, and PLCs as opportunities.

Category: Continuous Improvement

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Activity - PGES Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Improvement Committee will be trained and conduct PGES Peer Observations.	Professional Learning	08/01/2016	06/01/2018	\$1500	District Funding	J. Bourgeois / Instructional Improvement Committee

Activity - TJ 101 Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TJ 101 teachers will have the opportunity to observe effective teachers in an effort to improve practice through the use of model classrooms.	Professional Learning	08/01/2016	06/01/2018	\$1000	General Fund	K. Ransdell

Activity - Rigor and Content PLC Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through video and classroom visits, teachers will have the opportunities to observe and provide feedback to teachers during Rigor and Content PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / J. Bourgeois

### Strategy 4:

Smaller Teams - Based on teacher feedback, school leadership decided to increase the number of teams at each grade-level and eliminate the larger teams that consisted of at least five or six teachers. Smaller teams allows for more opportunities for leadership since there is a need for more Family Leaders who will begin this leadership opportunity leading a smaller number of teachers and students.

Category: Continuous Improvement

Activity - Smaller Teams Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / K. Ransdell

## Goal 5: Thomas Jefferson Middle School will use 100% of the Instructional Resources (textbook) funds within two years to support student access to high quality resources.

### Measurable Objective 1:

increase student growth through the identification and acquisition of high quality instructional resources by 06/01/2018 as measured by and identified by committees of teachers and school leadership.

### Strategy 1:

Identification and Acquisition of Core Subject Instructional Resources - Teachers and school leadership will identify and work to acquire high-quality instructional resources in Core Subjects.

Category: Learning Systems

Activity - Math Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers and school leadership will identify high-quality instructional resources to support teaching of the standards.	Academic Support Program	08/01/2016	06/01/2018	\$1500	Text Books	J. Bourgeois

Activity - ELA Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers and school leadership will identify and work to acquire instructional resources to support teaching the standards.	Academic Support Program	08/01/2016	06/01/2018	\$8000	Text Books	J. Bourgeois / W. Brown

## Goal 6: By May 2017, Thomas Jefferson Middle School students will meet their 2016-17 Novice Reduction targets.

**Measurable Objective 1:**

increase student growth by reducing the percentage of students scoring novice in Reading to: 48.5% (African-American), 37% (Hispanic), 64.5% (English Learners), 44% (Free/Reduced Priced Meals), 64.8% (Disability-With IEP), and 43.8% (Non-Duplicated GAP) by 06/01/2017 as measured by KPREP.

**(shared) Strategy 1:**

Transition Center - Students in need of Course Recovery and Standard Remediation will be assigned to the Transition Center and a combination of teacher and computer-assisted learning (Edgenuity) will be used.

Category: Learning Systems

Activity - Transition Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of Course Recovery and Standard Remediation will be assigned to the Transition Center and a combination of teacher and computer-assisted learning (Edgenuity) will be used.	Academic Support Program	08/01/2016	06/01/2018	\$60000	District Funding	J. Bourgeois

**(shared) Strategy 2:**

Novice Reduction Teacher - A Novice Reduction teacher will be used to reduce the student-to-teacher ratio on a 6th grade team with a significant number of Novice students. This will allow for more individualized support and feedback in classrooms where students will need it the most.

Category: Learning Systems

Activity - Novice Reduction Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Novice Reduction teacher will be used to reduce the student-to-teacher ratio on a 6th grade team with a significant number of Novice students. This will allow for more individualized support and feedback in classrooms where students will need it the most.	Academic Support Program	08/01/2016	06/01/2018	\$60000	District Funding	K. Gregory



**(shared) Strategy 3:**

Explicit Instruction - Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.

Category: Learning Systems

Research Cited: KDE Novice Reduction Workshop

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.

**Measurable Objective 2:**

increase student growth by reducing the percentage of students scoring novice in Math to: 37.2% (African-American), 24.5% (Hispanic), 45.4% (English Learners), 32.6% (Free/Reduced Priced Meals), 57.1% (Disability-With IEP), and 32.7% (Non-Duplicated GAP) by 06/01/2017 as measured by KPREP.

**(shared) Strategy 1:**

Transition Center - Students in need of Course Recovery and Standard Remediation will be assigned to the Transition Center and a combination of teacher and computer-assisted learning (Edgenuity) will be used.

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Category: Learning Systems

Activity - Transition Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of Course Recovery and Standard Remediation will be assigned to the Transition Center and a combination of teacher and computer-assisted learning (Edgenuity) will be used.	Academic Support Program	08/01/2016	06/01/2018	\$60000	District Funding	J. Bourgeois

### (shared) Strategy 2:

Novice Reduction Teacher - A Novice Reduction teacher will be used to reduce the student-to-teacher ratio on a 6th grade team with a significant number of Novice students. This will allow for more individualized support and feedback in classrooms where students will need it the most.

Category: Learning Systems

Activity - Novice Reduction Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Novice Reduction teacher will be used to reduce the student-to-teacher ratio on a 6th grade team with a significant number of Novice students. This will allow for more individualized support and feedback in classrooms where students will need it the most.	Academic Support Program	08/01/2016	06/01/2018	\$60000	District Funding	K. Gregory

### (shared) Strategy 3:

Explicit Instruction - Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.

Category: Learning Systems

Research Cited: KDE Novice Reduction Workshop

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan for Priority Schools

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Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.	Academic Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.
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### Goal 7: Thomas Jefferson Middle School will increase the positive learning environment.

#### Measurable Objective 1:

collaborate to analyze stakeholder school survey data and create next steps by 06/01/2018 as measured by an increase in the percentage of positive feedback.

#### Strategy 1:

TELL Survey - School leadership will use KDE's TELL survey as a means to identify and measure stakeholders' perceptions of the learning climate. School leadership will analyze results to determine next steps.

Category: Stakeholder Engagement

Research Cited: KDE Requirement

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Activity - Implementation and Analysis of TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will implement the TELL survey and analyze the results to determine next steps.	Other - Stakeholder Survey	01/01/2017	06/01/2018	\$0	No Funding Required	M. Major / K. Denton

### Strategy 2:

Comprehensive School Survey - School Leadership will survey staff, students, and parents using the District's Comprehensive School Survey. School Leadership will analyze the results of the survey to determine effectiveness of efforts in increasing the positive learning environment and next steps.

Category: Stakeholder Engagement

Research Cited: District Required

Activity - Implementation and Analysis of District's Comprehensive School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will administer and analyze the District's Comprehensive School Survey. Stakeholders will include staff, students, and parents. The survey will be analyzed to determine next steps, specifically with the positive learning climate.	Other - Stakeholder Engagement	01/01/2017	06/01/2018	\$0	No Funding Required	M. Major / K. Denton

### Strategy 3:

School-Based Student Surveys and Interviews - Using both the School Student Voice survey required by PGES and the Student Interview data from the Instructional Time Audits, School Leadership will analyze student responses to determine next steps, specifically regarding a positive learning climate.

Category: Teacher PGES

Research Cited: Student Voice Survey required for PGES

Activity - Student Interviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will interview students during the Instructional Time Audits (Fall and Spring). Student responses will be reviewed by ILT, communicated to teacher teams, and next steps determined.	Other - Student Voice	08/01/2016	06/01/2018	\$0	No Funding Required	M. Major / C. Vogt / E. Chumbley

## Comprehensive School Improvement Plan for Priority Schools

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Activity - Student Voice Surveys (PGES)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT will review student responses to the Student Voice survey.	Other - Student Voice	08/01/2016	06/01/2018	\$0	No Funding Required	M. Major / K. Denton

### Measurable Objective 2:

demonstrate a proficiency of staff implementing effective school-wide and classroom management practices by 06/01/2018 as measured by Learning Environment Walkthroughs.

### Strategy 1:

Foundations and CHAMPS - Staff will receive ongoing professional development in using Foundations and CHAMPS strategies in order to explicitly teach students school-wide and classroom expectations and hold students accountable to those expectations.

Category: Professional Learning & Support

Research Cited: Randy Sprick

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development from school leadership regarding implementation of Foundations and CHAMPS strategies.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / C. Vogt / J. Rock / M. Major

Activity - Team Implementation Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will create CHAMPS Implementation Plans which will outline the plan for teaching, reteaching, and holding students accountable to school and team expectations.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / K. Ransdell / Family Leaders

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Monitoring CHAMPS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will develop a CHAMPS walkthrough monitoring tool and conduct walkthroughs in classrooms to monitor implementation. Feedback will be given to staff, and data will be analyzed to determine next steps and professional development.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	K. Gregory / C. Vogt / J. Rock / M. Major / J. Bourgeois

Activity - ELEOT Classroom Environment Walkthrough	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will use the ELEOT Classroom Environment Walkthrough to measure the effectiveness of the CHAMPS / Foundations strategy and the impact it has on the positive learning environment. Feedback will be given to staff, and walkthrough data will be analyzed for next steps, professional development, and strategy selection.	Professional Learning	08/01/2016	06/01/2018	\$1000	General Fund	K. Gregory / J. Bourgeois

### Measurable Objective 3:

collaborate to engage students in community building, mentoring, and a comprehensive student support program to address social-emotional needs by 06/01/2018 as measured by an increase in positive teacher-student and student-student relationships along with decreased loss of classroom instructional time.

### Strategy 1:

Community Building and Mentoring (School) - All students at Thomas Jefferson Middle School will engage in Club Day and Data Notebook Conferences throughout the year.

Category: Continuous Improvement

Research Cited: Malcolm Baldrige and Dr. Robyn Jackson

Activity - Club Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Students will participate in a club during the last 40 minutes of school on Fridays. They will choose three different clubs to be part of throughout the school year. Teachers will facilitate and participate in the club to strengthen teacher-student and student-student relationships.	Behavioral Support Program	08/01/2016	06/01/2018	\$3000	General Fund	K. Gregory / E. Chumbley / L. Hammond
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Activity - Data Notebooks and Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor academic, behavioral, and attendance data throughout the year in their Data Notebook. Four times throughout the year, students will lead a conference with an adult staff member where goals will be established and reviewed.	Academic Support Program	08/01/2016	06/01/2018	\$3000	General Fund	K. Gregory / J. Bourgeois / W. Brown

### Strategy 2:

Community Building and Mentoring (6th Grade Focus) - All 6th grade students will engage in CARE / Morning Meeting activities to begin each day to support the transition between elementary and middle and strengthen teacher-student and student-student relationships.

Category: Continuous Improvement

Research Cited: Responsive Classroom

Activity - CARE / Morning Meeting Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th grade teachers will receive professional development on implementing CARE / Morning Meeting.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	J. Bourgeois / S. Gates / L. Torra

Activity - CARE / Morning Meeting Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will monitor implementation of CARE / Morning Meeting through walkthrough and program fidelity checks.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	J. Bourgeois / S. Gates / L. Torra

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

### Strategy 3:

Comprehensive Student Support Program - The Student Support Services Team will create, implement, monitor, and refine a comprehensive student support program to address the social-emotional needs of our students.

Category: Continuous Improvement

Activity - Student Support Services Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Support Services Team will meet weekly to discuss the social-emotional needs of students and status of programs/services provided to students.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	No Funding Required	S. Gates / R. Owens / L. Torra

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support a Mental Health Counselor to provide additional counseling services to students at Thomas Jefferson Middle School.	Behavioral Support Program	08/01/2016	06/01/2018	\$45000	District Funding	R. Day

### Strategy 4:

Analysis of Behavioral Data - Student Support Services Team and Grade-Level Assistant Principals will analyze behavioral data every six weeks to determine next steps in staff professional development, student guidance, and administrative support.

Category: Continuous Improvement

Activity - Analysis of Behavioral Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See Strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	No Funding Required	C. Vogt / J. Rock / M. Major / S. Gates



**Measurable Objective 4:**

collaborate to increase parent and community engagement with school improvement efforts by 06/01/2018 as measured by School Survey data and parent interviews.

**Strategy 1:**

Social Media Engagement - To engage community and parents using today's media, school leadership will increase the school's presence on Facebook and Instagram through "Like Us" drives and increased school and student content.

Category: Stakeholder Engagement

Activity - Social Media Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members from the School's Magnet and School Leadership team will attend a Social Media Conference to gain knowledge in increasing the effectiveness of the Social Media Conference.	Professional Learning	11/01/2016	06/01/2018	\$800	General Fund	K. Denton and E. Chumbley

Activity - Like Us Membership Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will run in the months of February membership drives on Facebook and Instagram to increase followers.	Parent Involvement	12/15/2016	06/01/2018	\$0	No Funding Required	S. Gates, K. Denton, and E. Chumbley

Activity - Social Media Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers and members of school leadership will become part of a Social Media Committee charged with creating, implementing, monitoring, and reflecting on the impact of the school's Social Media efforts in increasing parent and community engagement with the school's community.	Professional Learning	12/01/2016	06/01/2018	\$0	No Funding Required	S. Gates, K. Denton, and E. Chumbley

**Strategy 2:**

Student Support Services Team - The Student Support Services Team consisting of the school's FRYSC, academic and behavioral counselors, and mental health counselor will meet to coordinate parent and community events.

Category: Stakeholder Engagement

Activity - Transition Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School counselors will host a Transition Night to educate parents about applying to High School.	Community Engagement	11/01/2016	06/01/2018	\$0	No Funding Required	S. Gates and L. Torra

Activity - Black History Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SST will plan and implement a Black History Family Night in February.	Community Engagement	01/03/2017	06/01/2018	\$0	No Funding Required	S. Gates, R. Owens, L. Torra

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Strategies Implementation	To ensure that strategies are implemented with consistency and fidelity, teachers will receive professional development, coaching, and monitoring regarding the instructional strategies.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Content PLCs Implementation	Content PLC protocols will be created, implemented, and refined based on feedback from teachers, resource teachers, and school leadership throughout the year. Time will be allocated during the school day for teachers to engage in the work of the PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Teacher-Created Common Assessments	Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Ongoing Professional Development	Staff will receive professional development from school leadership regarding implementation of Foundations and CHAMPS strategies.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / C. Vogt / J. Rock / M. Major
Like Us Membership Drive	School Leadership will run in the months of February membership drives on Facebook and Instagram to increase followers.	Parent Involvement	12/15/2016	06/01/2018	\$0	S. Gates, K. Denton, and E. Chumbley
REAL Walkthroughs with Fundamental 5 and Improvement Priorities	School leadership and staff will create and monitor instruction using the REAL walkthroughs aligned with PGES, Fundamental 5, and the Improvement Priorities.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
District Proficiency Assessments	Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Implementation and Analysis of District's Comprehensive School Survey	School Leadership will administer and analyze the District's Comprehensive School Survey. Stakeholders will include staff, students, and parents. The survey will be analyzed to determine next steps, specifically with the positive learning climate.	Other - Stakeholder Engagement	01/01/2017	06/01/2018	\$0	M. Major / K. Denton
Student Interviews	School Leadership will interview students during the Instructional Time Audits (Fall and Spring). Student responses will be reviewed by ILT, communicated to teacher teams, and next steps determined.	Other - Student Voice	08/01/2016	06/01/2018	\$0	M. Major / C. Vogt / E. Chumbley

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Monitoring CHAMPS Implementation	School Leadership will develop a CHAMPS walkthrough monitoring tool and conduct walkthroughs in classrooms to monitor implementation. Feedback will be given to staff, and data will be analyzed to determine next steps and professional development.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / C. Vogt / J. Rock / M. Major / J. Bourgeois
Focused and Intensive Coaching	When need arises based on qualitative and quantitative data, the usual tiered coaching will be suspended to engage in intensive and focused coaching with identified teachers regarding a particular identified need (e.g. "27 Day Plan" and Classroom Environment)	Professional Learning	08/01/2016	06/01/2018	\$0	J. Bourgeois
Smaller Teams Implementation	See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / K. Ransdell
Transition Night	School counselors will host a Transition Night to educate parents about applying to High School.	Community Engagement	11/01/2016	06/01/2018	\$0	S. Gates and L. Torra
Teacher-created Common Assessments	Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Implementation and Analysis of TELL Survey	School Leadership will implement the TELL survey and analyze the results to determine next steps.	Other - Stakeholder Survey	01/01/2017	06/01/2018	\$0	M. Major / K. Denton
RT PLC Implementation	See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Teacher-Created Common Assessments	Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Black History Family Night	SST will plan and implement a Black History Family Night in February.	Community Engagement	01/03/2017	06/01/2018	\$0	S. Gates, R. Owens, L. Torra
Rigor PLCs Implementation	Rigor PLCs will occur after school and will include professional development regarding how people learn, the instructional process, instructional strategies, and analyzing videos from our teacher's classrooms.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
District Proficiency Assessments	Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Instructional Process Implementation	See Strategy Description	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Explicit Instruction	Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.	Academic Support Program	08/01/2016	06/01/2018	\$0	Teachers with a significant number of Novice students will use Explicit Instruction as a teaching method to support learning. Teachers will receive professional development, planning time, and feedback via walkthroughs.
Progress Monitoring (Data Wall)	The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0	L. Hammond / J. Bourgeois
Family Leader PLC Implementation	See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / K. Ransdell
Social Media Committee	Selected teachers and members of school leadership will become part of a Social Media Committee charged with creating, implementing, monitoring, and reflecting on the impact of the school's Social Media efforts in increasing parent and community engagement with the school's community.	Professional Learning	12/01/2016	06/01/2018	\$0	S. Gates, K. Denton, and E. Chumbley
On-Demand Writing Assessments	Thomas Jefferson Middle School will create and administer On-Demand Writing assessments three times throughout the year. Student work will be analyzed to determine next steps in writing instruction.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / W. Brown
Analysis of Behavioral Data	See Strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0	C. Vogt / J. Rock / M. Major / S. Gates
Team Implementation Plans	Teams will create CHAMPS Implementation Plans which will outline the plan for teaching, reteaching, and holding students accountable to school and team expectations.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / K. Ransdell / Family Leaders
Rigor and Content PLC Observations	Through video and classroom visits, teachers will have the opportunities to observe and provide feedback to teachers during Rigor and Content PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Student Support Services Team	The Student Support Services Team will meet weekly to discuss the social-emotional needs of students and status of programs/services provided to students.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	S. Gates / R. Owens / L. Torra
CARE / Morning Meeting Monitoring	School Leadership will monitor implementation of CARE / Morning Meeting through walkthrough and program fidelity checks.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	J. Bourgeois / S. Gates / L. Torra
District Proficiency Assessments	Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
6th Grade Focus Walkthroughs	School leadership will conduct walkthroughs on 6th grade instructional initiatives by using the 6th grade focus walkthrough and providing feedback to teachers on the instrument.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
CARE / Morning Meeting Professional Development	All 6th grade teachers will receive professional development on implementing CARE / Morning Meeting.	Behavioral Support Program	08/01/2016	06/01/2018	\$0	J. Bourgeois / S. Gates / L. Torra
Teacher-created Common Assessments	Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
TJ 101 Curriculum	A tailored curriculum will be written, implemented, and revised for use with the TJ 101 cohort.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / K. Ransdell / J. Bourgeois
NISL Cohort	Members of the School Leadership Team will participate in professional development two days per month from NISL.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois / C. Vogt
MDC / LDC District Initiative	Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois / W. Brown / K. Ransdell
KDE Novice Reduction Workshop	Members of school leadership will attend the KDE Novice Reduction Workshop and lead implementation of strategies.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
District Proficiency Assessments	Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Coaching Meetings and Action Plans Implementation	Coaches will receive professional development at RT PLC regarding analyzing walkthrough data and developing action plans.	Professional Learning	08/01/2016	06/01/2018	\$0	K. Gregory / J. Bourgeois
Student Voice Surveys (PGES)	ILT will review student responses to the Student Voice survey.	Other - Student Voice	08/01/2016	06/01/2018	\$0	M. Major / K. Denton
<b>Total</b>					<b>\$0</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

PGES Peer Observations	The Instructional Improvement Committee will be trained and conduct PGES Peer Observations.	Professional Learning	08/01/2016	06/01/2018	\$1500	J. Bourgeois / Instructional Improvement Committee
Novice Reduction Teacher	A Novice Reduction teacher will be used to reduce the student-to-teacher ratio on a 6th grade team with a significant number of Novice students. This will allow for more individualized support and feedback in classrooms where students will need it the most.	Academic Support Program	08/01/2016	06/01/2018	\$60000	K. Gregory
Tiered Coaching and Coaching Process	Resource Teachers will support teacher growth through the identification of need and support and implementing the coaching process through a tiered system.	Professional Learning	08/01/2016	06/01/2018	\$180000	K. Gregory / J. Bourgeois
Transition Center	Students in need of Course Recovery and Standard Remediation will be assigned to the Transition Center and a combination of teacher and computer-assisted learning (Edgenuity) will be used.	Academic Support Program	08/01/2016	06/01/2018	\$60000	J. Bourgeois
Mental Health Counselor	The District will support a Mental Health Counselor to provide additional counseling services to students at Thomas Jefferson Middle School.	Behavioral Support Program	08/01/2016	06/01/2018	\$45000	R. Day
<b>Total</b>					<b>\$346500</b>	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TJ 101 Sessions	The TJ 101 mentor and first-year teachers will meet once per week for support and professional development.	Professional Learning	08/01/2016	06/01/2018	\$10000	K. Gregory / K. Ransdell
Project Based Learning	The PBL team will focus on what is PBL, plan for PBL implementation in their lessons, and use student projects to discuss lesson successes and opportunities for growth.	Professional Learning	08/01/2016	06/01/2018	\$3500	K. Gregory / J. Bourgeois
Explicit Instruction	As a means of Novice Reduction, one team will focus on engaging in professional development and planning using explicit instruction strategies.	Professional Learning	08/01/2016	06/01/2018	\$3500	K. Gregory / J. Bourgeois
Planning for Engagement in the Block	The Planning for Engagement in the Block team will meet to ensure lessons have adequate time and structure for components of the CIF and discuss ways in which they engage students.	Professional Learning	08/01/2016	06/01/2018	\$3500	K. Gregory / J. Bourgeois
<b>Total</b>					<b>\$20500</b>	

## Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Instructional Resources	Math teachers and school leadership will identify high-quality instructional resources to support teaching of the standards.	Academic Support Program	08/01/2016	06/01/2018	\$1500	J. Bourgeois

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

ELA Instructional Resources	ELA teachers and school leadership will identify and work to acquire instructional resources to support teaching the standards.	Academic Support Program	08/01/2016	06/01/2018	\$8000	J. Bourgeois / W. Brown
<b>Total</b>					\$9500	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Notebooks and Conferences	Students will self-monitor academic, behavioral, and attendance data throughout the year in their Data Notebook. Four times throughout the year, students will lead a conference with an adult staff member where goals will be established and reviewed.	Academic Support Program	08/01/2016	06/01/2018	\$3000	K. Gregory / J. Bourgeois / W. Brown
Dedicated Resource Teacher	A dedicated resource teacher's full-time job will be to serve as the TJ 101 mentor.	Professional Learning	08/01/2016	06/01/2018	\$60000	K. Gregory
Measures of Academic Progress (MAP)	Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000	K. Gregory / J. Bourgeois / L. Torra
Social Media Conference	Members from the School's Magnet and School Leadership team will attend a Social Media Conference to gain knowledge in increasing the effectiveness of the Social Media Conference.	Professional Learning	11/01/2016	06/01/2018	\$800	K. Denton and E. Chumbley
Measures of Academic Progress (MAP)	Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000	K. Gregory / J. Bourgeois / L. Torra
Club Day	Students will participate in a club during the last 40 minutes of school on Fridays. They will choose three different clubs to be part of throughout the school year. Teachers will facilitate and participate in the club to strengthen teacher-student and student-student relationships.	Behavioral Support Program	08/01/2016	06/01/2018	\$3000	K. Gregory / E. Chumbley / L. Hammond
ELEOT Classroom Environment Walkthrough	School Leadership will use the ELEOT Classroom Environment Walkthrough to measure the effectiveness of the CHAMPS / Foundations strategy and the impact it has on the positive learning environment. Feedback will be given to staff, and walkthrough data will be analyzed for next steps, professional development, and strategy selection.	Professional Learning	08/01/2016	06/01/2018	\$1000	K. Gregory / J. Bourgeois
Hybridge Learning (Compass Learning)	Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000	J. Bourgeois / K. Denton



# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Enrichment	Students will gain additional individualized support through enrichment time consisting of use of the tiered Enrichment Notebooks (created by the Goal Clarity Coach) and/or homework support with learning tasks provided by the Core and Intervention teachers.	Academic Support Program	08/01/2016	06/01/2018	\$5000	W. Brown / J. Bourgeois
Hybridge Learning (Compass Learning)	Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000	J. Bourgeois / K. Denton
TJ 101 Peer Observations	TJ 101 teachers will have the opportunity to observe effective teachers in an effort to improve practice through the use of model classrooms.	Professional Learning	08/01/2016	06/01/2018	\$1000	K. Ransdell
ALP	Selected teachers will attend the Summer Conference and receive feedback from site visits.	Professional Learning	08/01/2016	06/01/2018	\$5000	K. Gregory / W. Brown
Math Intervention Teachers	Three Math Intervention teachers will be used to provide additional Math Instruction with KCAS and use student assessment data to determine which standards to intervene and reteach. Math Intervention teachers will also use Hybridge Learning to support personalized learning for students.	Academic Support Program	08/01/2016	06/01/2018	\$180000	K. Gregory / J. Bourgeois
<b>Total</b>					<b>\$296800</b>	

## **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.	N/A	The school did plan strategies for the coaching, support, and mentoring of teachers for the purpose of retaining them to the profession of teaching. Recruitment strategies fall under district human resources guidelines.	

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 for Priority Schools

Thomas Jefferson Middle

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 for Priority Schools

Thomas Jefferson Middle

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	Paraprofessionals were not assigned to work with targeted assistance programs and activities.	

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 for Priority Schools

Thomas Jefferson Middle

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	<a href="http://thomas-jefferson-middle-school.echalksites.com/">http://thomas-jefferson-middle-school.echalksites.com/</a>	

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 for Priority Schools

Thomas Jefferson Middle

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:**

Thomas Jefferson Middle School will increase the positive learning environment.

**Measurable Objective 1:**

collaborate to analyze stakeholder school survey data and create next steps by 06/01/2018 as measured by an increase in the percentage of positive feedback.

**Strategy1:**

School-Based Student Surveys and Interviews - Using both the School Student Voice survey required by PGES and the Student Interview data from the Instructional Time Audits, School Leadership will analyze student responses to determine next steps, specifically regarding a positive learning climate.

Category: Teacher PGES

Research Cited: Student Voice Survey required for PGES

Activity - Student Voice Surveys (PGES)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT will review student responses to the Student Voice survey.	Other - Student Voice	08/01/2016	06/01/2018	\$0 - No Funding Required	M. Major / K. Denton

Activity - Student Interviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will interview students during the Instructional Time Audits (Fall and Spring). Student responses will be reviewed by ILT, communicated to teacher teams, and next steps determined.	Other - Student Voice	08/01/2016	06/01/2018	\$0 - No Funding Required	M. Major / C. Vogt / E. Chumbley

**Strategy2:**

TELL Survey - School leadership will use KDE's TELL survey as a means to identify and measure stakeholders' perceptions of the learning climate. School leadership will analyze results to determine next steps.

Category: Stakeholder Engagement

Research Cited: KDE Requirement

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Implementation and Analysis of TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will implement the TELL survey and analyze the results to determine next steps.	Other - Stakeholder Survey	01/01/2017	06/01/2018	\$0 - No Funding Required	M. Major / K. Denton

### Strategy3:

Comprehensive School Survey - School Leadership will survey staff, students, and parents using the District's Comprehensive School Survey. School Leadership will analyze the results of the survey to determine effectiveness of efforts in increasing the positive learning environment and next steps.

Category: Stakeholder Engagement

Research Cited: District Required

Activity - Implementation and Analysis of District's Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will administer and analyze the District's Comprehensive School Survey. Stakeholders will include staff, students, and parents. The survey will be analyzed to determine next steps, specifically with the positive learning climate.	Other - Stakeholder Engagement	01/01/2017	06/01/2018	\$0 - No Funding Required	M. Major / K. Denton

### Measurable Objective 2:

demonstrate a proficiency of staff implementing effective school-wide and classroom management practices by 06/01/2018 as measured by Learning Environment Walkthroughs.

### Strategy1:

Foundations and CHAMPS - Staff will receive ongoing professional development in using Foundations and CHAMPS strategies in order to explicitly teach students school-wide and classroom expectations and hold students accountable to those expectations.

Category: Professional Learning & Support

Research Cited: Randy Sprick

Activity - Team Implementation Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will create CHAMPS Implementation Plans which will outline the plan for teaching, reteaching, and holding students accountable to school and team expectations.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell / Family Leaders

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development from school leadership regarding implementation of Foundations and CHAMPS strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / C. Vogt / J. Rock / M. Major

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Monitoring CHAMPS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will develop a CHAMPS walkthrough monitoring tool and conduct walkthroughs in classrooms to monitor implementation. Feedback will be given to staff, and data will be analyzed to determine next steps and professional development.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / C. Vogt / J. Rock / M. Major / J. Bourgeois

Activity - ELEOT Classroom Environment Walkthrough	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will use the ELEOT Classroom Environment Walkthrough to measure the effectiveness of the CHAMPS / Foundations strategy and the impact it has on the positive learning environment. Feedback will be given to staff, and walkthrough data will be analyzed for next steps, professional development, and strategy selection.	Professional Learning	08/01/2016	06/01/2018	\$1000 - General Fund	K. Gregory / J. Bourgeois

## Measurable Objective 3:

collaborate to engage students in community building, mentoring, and a comprehensive student support program to address social-emotional needs by 06/01/2018 as measured by an increase in positive teacher-student and student-student relationships along with decreased loss of classroom instructional time.

## Strategy1:

Community Building and Mentoring (School) - All students at Thomas Jefferson Middle School will engage in Club Day and Data Notebook Conferences throughout the year.

Category: Continuous Improvement

Research Cited: Malcolm Baldrige and Dr. Robyn Jackson

Activity - Club Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a club during the last 40 minutes of school on Fridays. They will choose three different clubs to be part of throughout the school year. Teachers will facilitate and participate in the club to strengthen teacher-student and student-student relationships.	Behavioral Support Program	08/01/2016	06/01/2018	\$3000 - General Fund	K. Gregory / E. Chumbley / L. Hammond

Activity - Data Notebooks and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will self-monitor academic, behavioral, and attendance data throughout the year in their Data Notebook. Four times throughout the year, students will lead a conference with an adult staff member where goals will be established and reviewed.	Academic Support Program	08/01/2016	06/01/2018	\$3000 - General Fund	K. Gregory / J. Bourgeois / W. Brown

## Strategy2:

Comprehensive Student Support Program - The Student Support Services Team will create, implement, monitor, and refine a comprehensive

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

student support program to address the social-emotional needs of our students.

Category: Continuous Improvement

Research Cited:

Activity - Mental Health Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District will support a Mental Health Counselor to provide additional counseling services to students at Thomas Jefferson Middle School.	Behavioral Support Program	08/01/2016	06/01/2018	\$45000 - District Funding	R. Day

Activity - Student Support Services Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Student Support Services Team will meet weekly to discuss the social-emotional needs of students and status of programs/services provided to students.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	S. Gates / R. Owens / L. Torra

### Strategy3:

Analysis of Behavioral Data - Student Support Services Team and Grade-Level Assistant Principals will analyze behavioral data every six weeks to determine next steps in staff professional development, student guidance, and administrative support.

Category: Continuous Improvement

Research Cited:

Activity - Analysis of Behavioral Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See Strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	C. Vogt / J. Rock / M. Major / S. Gates

### Strategy4:

Community Building and Mentoring (6th Grade Focus) - All 6th grade students will engage in CARE / Morning Meeting activities to begin each day to support the transition between elementary and middle and strengthen teacher-student and student-student relationships.

Category: Continuous Improvement

Research Cited: Responsive Classroom

Activity - CARE / Morning Meeting Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will monitor implementation of CARE / Morning Meeting through walkthrough and program fidelity checks.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois / S. Gates / L. Torra

Activity - CARE / Morning Meeting Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th grade teachers will receive professional development on implementing CARE / Morning Meeting.	Behavioral Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois / S. Gates / L. Torra

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

## Goal 2:

School Leadership at Thomas Jefferson Middle School will build teacher leadership.

### Measurable Objective 1:

collaborate to engage teacher leaders in professional development by 06/01/2018 as measured by the development and retainment of teacher leaders.

### Strategy1:

Family Leader PLC - Family Leaders will meet after school weekly to engage in reflection on their leadership styles and the effectiveness of their teams along with provide feedback to school leadership. A Resource Teacher who served as a family leader will facilitate these PLCs.

Category: Professional Learning & Support

Research Cited:

Activity - Family Leader PLC Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell

### Strategy2:

Peer Observations - To develop teacher leaders, efforts will be made to conduct peer observations routinely using PGES, TJ 101, and PLCs as opportunities.

Category: Continuous Improvement

Research Cited:

Activity - TJ 101 Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TJ 101 teachers will have the opportunity to observe effective teachers in an effort to improve practice through the use of model classrooms.	Professional Learning	08/01/2016	06/01/2018	\$1000 - General Fund	K. Ransdell

Activity - PGES Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Improvement Committee will be trained and conduct PGES Peer Observations.	Professional Learning	08/01/2016	06/01/2018	\$1500 - District Funding	J. Bourgeois / Instructional Improvement Committee

Activity - Rigor and Content PLC Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through video and classroom visits, teachers will have the opportunities to observe and provide feedback to teachers during Rigor and Content PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

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### Strategy3:

Smaller Teams - Based on teacher feedback, school leadership decided to increase the number of teams at each grade-level and eliminate the larger teams that consisted of at least five or six teachers. Smaller teams allows for more opportunities for leadership since there is a need for more Family Leaders who will begin this leadership opportunity leading a smaller number of teachers and students.

Category: Continuous Improvement

Research Cited:

Activity - Smaller Teams Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell

### Strategy4:

Resource Teacher PLC - The Resource Teacher team and Academic Assistant Principal will meet weekly to engage in professional development regarding the school improvement efforts and instructional initiatives.

Category: Professional Learning & Support

Research Cited: Jim McKnight, Helena Aguilar, NISL, Identified KDE Best Practice

Activity - RT PLC Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See strategy description.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

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

### Goal 1:

By 2019, all students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for all students.

### Measurable Objective 1:

35% of Seventh grade students will demonstrate a proficiency in KCAS in Science by 06/01/2017 as measured by KPREP.

### Strategy1:

Science Common Assessments - Teachers will administer common assessments from District (Proficiency Assessments) and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:



# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - Teacher-created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Measurable Objective 2:

47% of All Students will demonstrate a proficiency in KCAS in Reading by 06/01/2017 as measured by KPREP.

## Strategy1:

Reading Common Assessments (Proficiency) - Teachers will administer common assessments from third party (MAP), District (Proficiency Assessments), and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - Teacher-Created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - Measures of Academic Progress (MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000 - General Fund	K. Gregory / J. Bourgeois / L. Torra

## Strategy2:

Additional Instructional Time (Reading) - Students in need of additional instructional time with the standards and/or intervention will have the opportunity during team intervention and/or Enrichment time.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Hybridge Learning (Compass Learning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000 - General Fund	J. Bourgeois / K. Denton

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will gain additional individualized support through enrichment time consisting of use of the tiered Enrichment Notebooks (created by the Goal Clarity Coach) and/or homework support with learning tasks provided by the Core and Intervention teachers.	Academic Support Program	08/01/2016	06/01/2018	\$5000 - General Fund	W. Brown / J. Bourgeois

## Measurable Objective 3:

43% of All Students will demonstrate a proficiency in KCAS in Mathematics by 06/01/2017 as measured by KPREP.

## Strategy1:

Math Common Assessments (Proficiency) - Teachers will administer common assessments from third party (MAP), District (Proficiency Assessments), and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - Teacher-Created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - Measures of Academic Progress (MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000 - General Fund	K. Gregory / J. Bourgeois / L. Torra

## Strategy2:

SY 2016-2017

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## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Additional Instructional Time (Math) - Students in need of additional instructional time with the standards and/or intervention will have the opportunity during team intervention and/or Enrichment time.

Category: Learning Systems

Research Cited:

Activity - Math Intervention Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three Math Intervention teachers will be used to provide additional Math Instruction with KCAS and use student assessment data to determine which standards to intervene and reteach. Math Intervention teachers will also use Hybridge Learning to support personalized learning for students.	Academic Support Program	08/01/2016	06/01/2018	\$180000 - General Fund	K. Gregory / J. Bourgeois

Activity - Hybridge Learning (Compass Learning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000 - General Fund	J. Bourgeois / K. Denton

### Measurable Objective 4:

54% of All Students will demonstrate a proficiency in KCAS in Social Studies by 06/01/2017 as measured by KPREP.

### Strategy1:

Social Studies Common Assessments - Teachers will administer common assessments from District (Proficiency Assessments) and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - Teacher-created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Measurable Objective 5:

41% of Sixth and Eighth grade students will demonstrate a proficiency in KCAS in Writing by 06/01/2017 as measured by KPREP.

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

## Strategy1:

On-Demand Writing Common Assessments - Teachers will administer common assessments from school and teacher-created (PLCs).

Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - On-Demand Writing Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thomas Jefferson Middle School will create and administer On-Demand Writing assessments three times throughout the year. Student work will be analyzed to determine next steps in writing instruction.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / W. Brown

## Goal 2:

Thomas Jefferson Middle School teachers will increase their instructional effectiveness.

## Measurable Objective 1:

increase student growth by addressing the improvement priorities by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP) and walkthrough data.

## Strategy1:

Instructional Strategies: Fundamental 5 and Marzano's High Yield Strategies - Through professional development, coaching, and monitoring, teachers will implement these strategies with consistency and fidelity as noted in the improvement priority.

Category: Continuous Improvement

Research Cited: Sean Cain, Mike Laird, Robert Marzano

Activity - Instructional Strategies Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure that strategies are implemented with consistency and fidelity, teachers will receive professional development, coaching, and monitoring regarding the instructional strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy2:

Instructional Process within PLC and Lesson Plan Template - To ensure that the Instructional Process is being planned for, essential elements will be incorporated into the PLC protocol and Thomas Jefferson Middle School Weekly Lesson Plan Template.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Instructional Process Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See Strategy Description	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Measurable Objective 2:

increase student growth through staff's engagement in professional development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

### Strategy1:

Coaching from Resource Teachers - A team of content Resource Teachers will support teachers in planning lessons, establishing a positive learning environment, implementing instructional strategies, and analyzing assessments in order to improve teacher effectiveness and student learning.

Category: Professional Learning & Support

Research Cited: Jim Knight, NISL, Elena Aguilar

Activity - Focused and Intensive Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When need arises based on qualitative and quantitative data, the usual tiered coaching will be suspended to engage in intensive and focused coaching with identified teachers regarding a particular identified need (e.g. "27 Day Plan" and Classroom Environment)	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois

Activity - Tiered Coaching and Coaching Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will support teacher growth through the identification of need and support and implementing the coaching process through a tiered system.	Professional Learning	08/01/2016	06/01/2018	\$180000 - District Funding	K. Gregory / J. Bourgeois

### Strategy2:

TJ 101 - A full-time resource teacher will be allocated to support and induct first-year teachers at Thomas Jefferson Middle School. The dedicated mentor and first-year teachers will meet once per week to engage in a tailored curriculum to support first-year teacher growth and retain the teacher to the profession.

Category: Professional Learning & Support

Research Cited: Identified KDE Best Practice

Activity - Dedicated Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A dedicated resource teacher's full-time job will be to serve as the TJ 101 mentor.	Professional Learning	08/01/2016	06/01/2018	\$60000 - General Fund	K. Gregory

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - TJ 101 Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TJ 101 mentor and first-year teachers will meet once per week for support and professional development.	Professional Learning	08/01/2016	06/01/2018	\$10000 - Title I Part A	K. Gregory / K. Ransdell

Activity - TJ 101 Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A tailored curriculum will be written, implemented, and revised for use with the TJ 101 cohort.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell / J. Bourgeois

## Strategy3:

6th Grade Focus PLC - 6th Grade Teachers will meet in a PLC after school to engage in professional development, planning, and student work analysis regarding their focus professional development area.

Category: Professional Learning & Support

Research Cited:

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBL team will focus on what is PBL, plan for PBL implementation in their lessons, and use student projects to discuss lesson successes and opportunities for growth.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a means of Novice Reduction, one team will focus on engaging in professional development and planning using explicit instruction strategies.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

Activity - Planning for Engagement in the Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Planning for Engagement in the Block team will meet to ensure lessons have adequate time and structure for components of the CIF and discuss ways in which they engage students.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

## Strategy4:

Content PLCs - Staff in accountability areas will participate in weekly Content PLCs focused on the Instructional Process, sequencing curriculum, and the analysis of student work.

Category: Continuous Improvement

Research Cited: Richard DuFour, KDE-Advanc-Ed Leadership Diagnostic Team

## Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - Content PLCs Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content PLC protocols will be created, implemented, and refined based on feedback from teachers, resource teachers, and school leadership throughout the year. Time will be allocated during the school day for teachers to engage in the work of the PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Strategy5:

Rigor PLCs - All teachers will participate in the after-school Rigor PLCs that will focus on how people learn and implementation of the improvement priorities.

Category: Continuous Improvement

Research Cited: NISL, KDE-Advanc-ED Leadership Diagnostic Team

Activity - Rigor PLCs Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigor PLCs will occur after school and will include professional development regarding how people learn, the instructional process, instructional strategies, and analyzing videos from our teacher's classrooms.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Measurable Objective 3:

increase student growth through monitoring of teacher effectiveness by 06/01/2018 as measured by improved walkthrough data.

### Strategy1:

Coaching Meetings and Action Plans - Resource Teachers will meet with teachers to review walkthrough data and create action plans for continuous professional growth.

Category: Continuous Improvement

Research Cited: Jim McKnight

Activity - Coaching Meetings and Action Plans Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will receive professional development at RT PLC regarding analyzing walkthrough data and developing action plans.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Strategy2:

Walkthroughs - School leadership and teachers will create and conduct walkthroughs to monitor teacher effectiveness at implementing instructional initiatives. School leadership will analyze walkthrough data to determine professional development needs and next steps.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan for Priority Schools

Thomas Jefferson Middle

Activity - 6th Grade Focus Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will conduct walkthroughs on 6th grade instructional initiatives by using the 6th grade focus walkthrough and providing feedback to teachers on the instrument.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - REAL Walkthroughs with Fundamental 5 and Improvement Priorities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and staff will create and monitor instruction using the REAL walkthroughs aligned with PGES, Fundamental 5, and the Improvement Priorities.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Measurable Objective 4:

increase student growth through School Leadership's engagement in Professional Development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

## Strategy1:

KDE Novice Reduction Workshop - Members of school leadership will attend professional development and implement strategies for reducing novice students.

Category: Professional Learning & Support

Research Cited: KDE Novice Reduction Workshop

Activity - KDE Novice Reduction Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of school leadership will attend the KDE Novice Reduction Workshop and lead implementation of strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy2:

National Institute for School Leadership (NISL) - Members of School Leadership will participate in a NISL Professional Development Cohort and implement strategies learned.

Category: Professional Learning & Support

Research Cited: NISL

Activity - NISL Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the School Leadership Team will participate in professional development two days per month from NISL.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois / C. Vogt

## Strategy3:

Literacy and Math Design Collaboratives (District) - Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.

Category: Professional Learning & Support

Research Cited: LDC / MDC



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Activity - MDC / LDC District Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois / W. Brown / K. Ransdell

## Strategy4:

Adolescent Literacy Project (ALP) - Selected teachers will participate in the ALP cohort which includes professional development, site visits, and planning.

Category: Professional Learning & Support

Research Cited:

Activity - ALP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will attend the Summer Conference and receive feedback from site visits.	Professional Learning	08/01/2016	06/01/2018	\$5000 - General Fund	K. Gregory / W. Brown

## Goal 3:

By 2019, all non-duplicated GAP students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for non-duplicated GAP students.

## Measurable Objective 1:

33% of Seventh grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Science by 06/01/2017 as measured by KPREP.

## Strategy1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	L. Hammond / J. Bourgeois

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### Measurable Objective 2:

41% of Sixth and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Writing by 06/01/2017 as measured by KPREP.

### Strategy1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	L. Hammond / J. Bourgeois

### Measurable Objective 3:

45% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Reading by 06/01/2017 as measured by KPREP.

### Strategy1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	L. Hammond / J. Bourgeois

### Measurable Objective 4:

52% of Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English

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Learners students will demonstrate a proficiency in KCAS in Social Studies by 06/01/2017 as measured by KPREP.

### Strategy1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	L. Hammond / J. Bourgeois

### Measurable Objective 5:

42% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in KCAS in Mathematics by 06/01/2017 as measured by KPREP.

### Strategy1:

Progress Monitoring (Core and Intervention) - The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring (Data Wall)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Building Assessment Coordinator, Academic Assistant Principal, and PLCs will maintain the student data base and monitor student achievement throughout the year using the Data Wall, identifying next steps in instruction based on the data, and reflecting on the effectiveness of instruction using the student achievement data.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	L. Hammond / J. Bourgeois

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

N/A (this question does not apply)

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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:

Thomas Jefferson Middle School teachers will increase their instructional effectiveness.

## Measurable Objective 1:

increase student growth through staff's engagement in professional development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

## Strategy1:

Coaching from Resource Teachers - A team of content Resource Teachers will support teachers in planning lessons, establishing a positive learning environment, implementing instructional strategies, and analyzing assessments in order to improve teacher effectiveness and student learning.

Category: Professional Learning & Support

Research Cited: Jim Knight, NISL, Elena Aguilar

Activity - Tiered Coaching and Coaching Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will support teacher growth through the identification of need and support and implementing the coaching process through a tiered system.	Professional Learning	08/01/2016	06/01/2018	\$180000 - District Funding	K. Gregory / J. Bourgeois

Activity - Focused and Intensive Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When need arises based on qualitative and quantitative data, the usual tiered coaching will be suspended to engage in intensive and focused coaching with identified teachers regarding a particular identified need (e.g. "27 Day Plan" and Classroom Environment)	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	J. Bourgeois

## Strategy2:

Rigor PLCs - All teachers will participate in the after-school Rigor PLCs that will focus on how people learn and implementation of the improvement priorities.

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Category: Continuous Improvement

Research Cited: NISL, KDE-Advanc-ED Leadership Diagnostic Team

Activity - Rigor PLCs Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigor PLCs will occur after school and will include professional development regarding how people learn, the instructional process, instructional strategies, and analyzing videos from our teacher's classrooms.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy3:

6th Grade Focus PLC - 6th Grade Teachers will meet in a PLC after school to engage in professional development, planning, and student work analysis regarding their focus professional development area.

Category: Professional Learning & Support

Research Cited:

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBL team will focus on what is PBL, plan for PBL implementation in their lessons, and use student projects to discuss lesson successes and opportunities for growth.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a means of Novice Reduction, one team will focus on engaging in professional development and planning using explicit instruction strategies.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

Activity - Planning for Engagement in the Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Planning for Engagement in the Block team will meet to ensure lessons have adequate time and structure for components of the ClF and discuss ways in which they engage students.	Professional Learning	08/01/2016	06/01/2018	\$3500 - Title I Part A	K. Gregory / J. Bourgeois

## Strategy4:

Content PLCs - Staff in accountability areas will participate in weekly Content PLCs focused on the Instructional Process, sequencing curriculum, and the analysis of student work.

Category: Continuous Improvement

Research Cited: Richard DuFour, KDE-Advanc-Ed Leadership Diagnostic Team

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Activity - Content PLCs Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content PLC protocols will be created, implemented, and refined based on feedback from teachers, resource teachers, and school leadership throughout the year. Time will be allocated during the school day for teachers to engage in the work of the PLCs.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Strategy5:

TJ 101 - A full-time resource teacher will be allocated to support and induct first-year teachers at Thomas Jefferson Middle School. The dedicated mentor and first-year teachers will meet once per week to engage in a tailored curriculum to support first-year teacher growth and retain the teacher to the profession.

Category: Professional Learning & Support

Research Cited: Identified KDE Best Practice

Activity - TJ 101 Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A tailored curriculum will be written, implemented, and revised for use with the TJ 101 cohort.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / K. Ransdell / J. Bourgeois

Activity - Dedicated Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A dedicated resource teacher's full-time job will be to serve as the TJ 101 mentor.	Professional Learning	08/01/2016	06/01/2018	\$60000 - General Fund	K. Gregory

Activity - TJ 101 Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TJ 101 mentor and first-year teachers will meet once per week for support and professional development.	Professional Learning	08/01/2016	06/01/2018	\$10000 - Title I Part A	K. Gregory / K. Ransdell

### Measurable Objective 2:

increase student growth by addressing the improvement priorities by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP) and walkthrough data.

### Strategy1:

Instructional Process within PLC and Lesson Plan Template - To ensure that the Instructional Process is being planned for, essential elements will be incorporated into the PLC protocol and Thomas Jefferson Middle School Weekly Lesson Plan Template.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Process Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
See Strategy Description	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

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## Strategy2:

Instructional Strategies: Fundamental 5 and Marzano's High Yield Strategies - Through professional development, coaching, and monitoring, teachers will implement these strategies with consistency and fidelity as noted in the improvement priority.

Category: Continuous Improvement

Research Cited: Sean Cain, Mike Laird, Robert Marzano

Activity - Instructional Strategies Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure that strategies are implemented with consistency and fidelity, teachers will receive professional development, coaching, and monitoring regarding the instructional strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Measurable Objective 3:

increase student growth through School Leadership's engagement in Professional Development by 06/01/2018 as measured by student achievement data (MAP, CASCADE, KPREP).

## Strategy1:

KDE Novice Reduction Workshop - Members of school leadership will attend professional development and implement strategies for reducing novice students.

Category: Professional Learning & Support

Research Cited: KDE Novice Reduction Workshop

Activity - KDE Novice Reduction Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of school leadership will attend the KDE Novice Reduction Workshop and lead implementation of strategies.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Strategy2:

National Institute for School Leadership (NISL) - Members of School Leadership will participate in a NISL Professional Development Cohort and implement strategies learned.

Category: Professional Learning & Support

Research Cited: NISL

Activity - NISL Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the School Leadership Team will participate in professional development two days per month from NISL.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois / C. Vogt

## Strategy3:

Adolescent Literacy Project (ALP) - Selected teachers will participate in the ALP cohort which includes professional development, site visits,

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and planning.

Category: Professional Learning & Support

Research Cited:

Activity - ALP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will attend the Summer Conference and receive feedback from site visits.	Professional Learning	08/01/2016	06/01/2018	\$5000 - General Fund	K. Gregory / W. Brown

### Strategy4:

Literacy and Math Design Collaboratives (District) - Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.

Category: Professional Learning & Support

Research Cited: LDC / MDC

Activity - MDC / LDC District Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will participate in the LDC and MDC professional development cohorts which will include professional development trainings, site visits, and planning sessions.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois / W. Brown / K. Ransdell

### Measurable Objective 4:

increase student growth through monitoring of teacher effectiveness by 06/01/2018 as measured by improved walkthrough data.

### Strategy1:

Coaching Meetings and Action Plans - Resource Teachers will meet with teachers to review walkthrough data and create action plans for continuous professional growth.

Category: Continuous Improvement

Research Cited: Jim McKnight

Activity - Coaching Meetings and Action Plans Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will receive professional development at RT PLC regarding analyzing walkthrough data and developing action plans.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Strategy2:

Walkthroughs - School leadership and teachers will create and conduct walkthroughs to monitor teacher effectiveness at implementing instructional initiatives. School leadership will analyze walkthrough data to determine professional development needs and next steps.

Category: Continuous Improvement

Research Cited:



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Activity - REAL Walkthroughs with Fundamental 5 and Improvement Priorities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and staff will create and monitor instruction using the REAL walkthroughs aligned with PGES, Fundamental 5, and the Improvement Priorities.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - 6th Grade Focus Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will conduct walkthroughs on 6th grade instructional initiatives by using the 6th grade focus walkthrough and providing feedback to teachers on the instrument.	Professional Learning	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

### Goal 2:

By 2019, all students at Thomas Jefferson Middle School will meet the 2018-19 proficiency delivery targets established for all students.

### Measurable Objective 1:

43% of All Students will demonstrate a proficiency in KCAS in Mathematics by 06/01/2017 as measured by KPREP.

### Strategy1:

Additional Instructional Time (Math) - Students in need of additional instructional time with the standards and/or intervention will have the opportunity during team intervention and/or Enrichment time.

Category: Learning Systems

Research Cited:

Activity - Hybride Learning (Compass Learning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students during team intervention and additional Core time will have the opportunity to use Hybride Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000 - General Fund	J. Bourgeois / K. Denton

Activity - Math Intervention Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three Math Intervention teachers will be used to provide additional Math Instruction with KCAS and use student assessment data to determine which standards to intervene and reteach. Math Intervention teachers will also use Hybride Learning to support personalized learning for students.	Academic Support Program	08/01/2016	06/01/2018	\$180000 - General Fund	K. Gregory / J. Bourgeois

### Strategy2:

Math Common Assessments (Proficiency) - Teachers will administer common assessments from third party (MAP), District (Proficiency Assessments), and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

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Research Cited:

Activity - Measures of Academic Progress (MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000 - General Fund	K. Gregory / J. Bourgeois / L. Torra

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - Teacher-Created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Measurable Objective 2:

35% of Seventh grade students will demonstrate a proficiency in KCAS in Science by 06/01/2017 as measured by KPREP.

## Strategy1:

Science Common Assessments - Teachers will administer common assessments from District (Proficiency Assessments) and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - Teacher-created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

## Measurable Objective 3:

47% of All Students will demonstrate a proficiency in KCAS in Reading by 06/01/2017 as measured by KPREP.

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## Strategy1:

Additional Instructional Time (Reading) - Students in need of additional instructional time with the standards and/or intervention will have the opportunity during team intervention and/or Enrichment time.

Category: Continuous Improvement

Research Cited:

Activity - Hybridge Learning (Compass Learning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students during team intervention and additional Core time will have the opportunity to use Hybridge Learning as a personalized education tool that assigns learning tasks based on MAP scores or teacher-created assignments focused on the standards.	Academic Support Program	08/01/2016	06/01/2018	\$4000 - General Fund	J. Bourgeois / K. Denton

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will gain additional individualized support through enrichment time consisting of use of the tiered Enrichment Notebooks (created by the Goal Clarity Coach) and/or homework support with learning tasks provided by the Core and Intervention teachers.	Academic Support Program	08/01/2016	06/01/2018	\$5000 - General Fund	W. Brown / J. Bourgeois

## Strategy2:

Reading Common Assessments (Proficiency) - Teachers will administer common assessments from third party (MAP), District (Proficiency Assessments), and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - Teacher-Created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

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Activity - Measures of Academic Progress (MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the universal screener three times per year (Fall, Winter, Spring) to serve as a diagnostic of instructional needs and measure academic growth throughout the year.	Academic Support Program	08/01/2016	06/01/2018	\$15000 - General Fund	K. Gregory / J. Bourgeois / L. Torra

## Measurable Objective 4:

41% of Sixth and Eighth grade students will demonstrate a proficiency in KCAS in Writing by 06/01/2017 as measured by KPREP.

### Strategy1:

On-Demand Writing Common Assessments - Teachers will administer common assessments from school and teacher-created (PLCs).

Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - On-Demand Writing Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thomas Jefferson Middle School will create and administer On-Demand Writing assessments three times throughout the year. Student work will be analyzed to determine next steps in writing instruction.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / W. Brown

## Measurable Objective 5:

54% of All Students will demonstrate a proficiency in KCAS in Social Studies by 06/01/2017 as measured by KPREP.

### Strategy1:

Social Studies Common Assessments - Teachers will administer common assessments from District (Proficiency Assessments) and teacher-created (PLCs). Student assessment data will be analyzed and next steps for instruction will be determined.

Category: Continuous Improvement

Research Cited:

Activity - Teacher-created Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common assessments to administer to students and analyze for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the District Proficiency Assessments at the end of each cycle. Student data will be analyzed for next steps in instruction and intervention.	Academic Support Program	08/01/2016	06/01/2018	\$0 - No Funding Required	K. Gregory / J. Bourgeois

**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.**

N/A (this question does not apply)

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

N/A (this question does not apply)**Narrative:**

School Leadership were advised that this was not a required goal during District Training. School Leadership determined not to create a Program Review goal.

# **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?**

Thomas Jefferson Middle School is a large, urban school, with a highly diverse school community that serves approximately 915 students, representing more than 39 countries, up to 43 different languages, and every zip code throughout Jefferson County/Metro Louisville. Under No Child Left Behind, Thomas Jefferson met the federal requirements for all gap groups except Native American on the accountability cycle, making us one of, if not the, most diverse school in the entire Commonwealth of Kentucky. Approximately 90% of our students receive free or reduced lunch benefits, an increase of approximately 15% in the past 8 years. Within the resides area and community of Newburg, there is also a 20% increase in Section 8 housing and a crime rate that is higher than other neighboring communities such as Fern Creek and the Highview area. District assigned English as Second Language students comprise almost 17% of the total population at Thomas Jefferson, with the district average being 7% and a state average of 3%. Additionally, approximately 5% more English Language Learners waive services in order to attend Thomas Jefferson as their resides school. 15.2% of the students receive Special Education services. Our ECE population includes 2 FMD/MD Units, 2 SCBD units, and 6 other special education classes that provide services to students through a combination resource/collaboration model determined by individual student needs. Our student homelessness rate is approximately 13%, which is the highest in Jefferson County Public Schools, and our student transiency rate is 82.9, which represents those students who were present in our building on the first day of school. In the district needs analysis, which weighs multiple factors including free/reduced lunch percentages/increases, ECE student population, ESL/LEP student population, and mobility, TJMS' need index ranks as 3rd in the middle schools within the district.

Located in what once was a high school facility, students throughout JCPS can select to participate in the district's only and the newly repurposed middle school Digital and Global Leadership Magnet Program (DGL). At the end of the 2013-14 academic year, a Magnet Steering Committee was formed to include 2 former magnet teachers, the Academic Counselor and Academic Assistant Principal, a former magnet Parent, and the principal, to begin researching and exploring for more innovative, engaging magnet opportunities for our students, as the Communications Magnet in its then current inception was no longer attractive for students. The Steering Committee's application for Magnet Repurposing was approved by the district. As a result, the transition from Communications to Digital and Global Leadership began during the 2015-16 academic year. All students (whether resides or application) were granted access to the magnet. In the fall of 2016, an additional 125 students that were not projected by the district to the school showed up on the first day of school, with 89 of those students having been accepted in the DGL Magnet. Obviously, the school was not budgeted nor allocated for such an excessive number of additional students. As a result, 6 additional teachers had to be hired and an addition EBD self-contained unit; schedules were readjusted to accommodate the changes, as well as rooms, students, and teaching assignments being reassigned. With this influx of magnet students, the 6th grade underwent a dramatic shift in population, with many more incoming students having proficient scores from the 5th grade than was typical to our previous incoming student population. This required a response from leadership in terms of the structure of the school, which had been set up for the majority of students needing remediation in math and reading. Consequently, the 6th grade was redesigned to create a personalized learning environment for these students, with distinctively targeted areas of focus for each team: Novice Reduction through explicit instruction, planning for engagement within an extended block, and Project Based Learning. Specific and intentional supports have been put in place to meet these focused needs such as CARE, Homework Help, 6th grade Accountability Cohort PLC, and increased walkthroughs and visibility from the Instructional Leadership Team.



2012, 2014, and 2015. During all assessments, both the principal and the SBDM governing body were determined to have the capacity to lead the school turnaround efforts and remained intact. Like other priority schools, Thomas Jefferson continues to have a high teacher turnover rate, and the need for an intentional mechanism through which to induct, mentor, and support these new hires is critical. Consequently, TJ 101, currently in its 5th year, was developed to address not only general issues, but also to focus on topics pertinent to new teachers such as writing clear, focused objectives, delivery of instruction, classroom management, and navigation through the complexity of school systems and streamline understanding of those systems. Due in large part to TJ 101 support, the school has been able to retain many of these new teachers to the profession, if not necessarily to the school, as many of our teachers experience high rate of burnout with the rigors of working at a school with such high need and the challenges those needs present and consequently relocate to other schools. As a result, 44% of teachers in accountability areas currently at Thomas Jefferson have 3 years or fewer experience.

Thomas Jefferson Middle School's student population exceeds the district and state averages in three of the four noted categories. They include: the percentage of minority students (71.1 - TJMS, 53.4 - JCPS, 21.7 - State); the percentage of students from poverty (92.2 - TJMS, 65.8 - JCPS, 60.3 - State); and the percentage of English Language learners (15 - TJMS, 8.1 - JCPS, 3.8 - State); Of note, the percentage of students with disabilities (12 - TJMS, 12 - JCPS, 13.5 - State) equals the district average and is 1.5% below the state average. Additionally, we have a high student turnover rate with only 80% of the current student population being students who were enrolled since the first day of school (as of 12-14-16). With these student demographics, Thomas Jefferson Middle School's teachers are a young staff averaging 7.4 years (below district and state averages - 10.9 and 11.8). Additionally, 20.69% of the teachers either have no experience or are in KTIP. Another 15.52% have within 1-3 years of experience, and 63.79% have more than 4 years of experience. Of note, 44.12% of the teachers in accountability areas have 3 years or less of experience indicating that the teacher experience at Thomas Jefferson Middle School lies in its non-accountability areas. Interestingly, school administration (principal and assistant principals) have more than 3 years of administrative experience (with the fewest being 5 years and the remainder at 10+). The barriers for the trends is that student population demographics indicate a great need from practically all of our students, and besides school administrators, the teachers teaching the students have less experience and less education than their colleagues within the district and state teaching students whose demographics indicate a fewer percentage of students possessing the great need.

As a response to the improvement priorities identified in the Leadership Diagnostic of 2015, the principal and council recognized the need for focused improvement efforts within the instructional process itself, as well as identified instructional strategies and their effective implementation within the classroom and set about the task of creating plans that responded to these needs accordingly. Professional development for the Resource teacher team in the spring and summer of 2016 centered on building a centralized resource that highlighted the components of the improvement priorities to include high yield instructional strategies, differentiation, cooperative learning, and rigor. A Thinking Skills curriculum for intervention classes was also developed by the Resource teachers based on the work of Robyn Jackson to be taught for the first six weeks in Enrichment classes and teachers underwent the training over the summer. However, within the first few weeks of school, with the combined effect of the loss of teachers and the addition of the new teachers with the enrollment increase, it became apparent that the faculty had undergone such a turnover that much of the concentration of the instructional leadership team and administration would need to focus much more heavily on work centered around Domain 2 of the Danielson framework. Supporting teachers with routines, procedures, classroom learning climate, and engagement are currently more critical given the current faculty, which includes at the time of this CSIP, 7 substitute teachers, 6 within ELA and/or Math classrooms. As a result, the CSIP Goal of increasing the positive learning climate has emerged for this year as more urgent in meeting the needs of the staff of 2016-17 rather than those Improvement Priorities noted for the staff during the last Leadership Diagnostic.

## 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.**

With a mission of promoting student-centered excellence and high expectations for all in a safe environment, the focus of our work at TJMS largely revolves around the acronym of Keeping it R.E.A.L. Keeping it R.E.A.L encompasses our school wide focus on four areas: Relationships, Engagement, Assessment, and Learning Objectives. At the request of SBDM and school leadership to continually keep our school purpose at the forefront, the Instructional Improvement Committee created a policy that would ensure that the purpose of the school be communicated and revisited regularly. Our purpose is continually reviewed with multiple stakeholders through meetings, agendas, stakeholder surveys, and through parent feedback groups that are facilitated by our Parent Liaison and/or YSC Coordinator. Our purpose is continually presented and reviewed at Leadership Retreat and Faculty Retreat both during the summer trainings, as well as on Opening Day with all staff. Additionally, it is continuously reviewed with parents who attend the 6th grade Summer Camp, who also provided feedback on the purpose for the committee. Our school's Student Services Team present the purpose to parents at our New Student Orientation and Open House, utilizing technology via texting to receive feedback on, and confidence in, our purpose statement from our parents and families. Keeping it R.E.A.L. is continually referenced as the instructional culture continues to grow increasingly more towards student-centeredness, which is a key element to the school's overall mission. The purpose of Keeping it R.E.A.L. is lived out daily within the classrooms and is monitored through a system of walkthroughs, one walkthrough for each component of the purpose, which were developed by teachers. These walkthroughs, known as R.E.A.L walkthroughs, are used for the purpose of providing specific, targeted feedback to teachers on each component of our school purpose, which creates growth opportunities upon which teachers and their coaches can focus. Increased focus on our purpose of Keeping it R.E.A.L. through intentionally reviewing it with stakeholders, including teachers, staff, teams, committees, TJ 101, and parents/families supports our improvement efforts. Additionally, students continue to be a part of our R.E.A.L. purpose through our intentional PRIDE initiative, which includes teacher created lessons that develop common language and understandings of the student purpose and expectations at TJMS. Our Club Day initiative promotes positive relationships between teachers and students and contributes to engagement levels of students into our purpose. Club Day connects students and teachers through common interests, with students selecting from a menu of club options in which to participate that are generated from offerings provided by teachers. Students also participate in academic conversations with staff during Data Notebook Conferences, with the conversation focused on student's growth on their individualized data, including MAP data, district proficiency data, and behavioral data.

The inverted pyramid that exists within the student data has far reaching ramifications on the entire school and its structures. The notion of differentiation not only applies to teachers within our classrooms for students, but also to systems established within the school itself. Providing interventions that meets the needs of all learners within the core classes on a daily basis has become an expectation as the concept of core interventions continues to be refined as it permeates throughout the school. Providing tiered coaching for teachers has also become a necessity to provide a differentiated level of support for teachers with varying abilities and levels of experience. The growth mindset has also become a central focus for both teachers and students, as atypical growth for all students increasingly becomes our strongest area of concentration. TJMS places tremendous focus on assessing where each individual student is academically, based on multiple data points, and moving them forward from that point, and targeting efforts on growth, with interventions being provided in a multitude of ways. Additional math and reading classes are provided and our Enrichment class is also a daily intervention for math or reading dependent upon the MAP data analysis of each student. The curriculum for Literacy Enrichment/ Intervention is personalized for each student based on their Reading MAP RIT score. The curriculum focuses on the concepts and skills that Descartes notes the student needs and utilizes the strategies of the Fundamental Five for pedagogy. Professional development is also provided for teachers to ensure that they are provided with the strategies, expectations, and support necessary. Intervention support is also provided through our district

supported Transition Center, ESS, and Course Recovery. This past summer we were also able to provide intentional targeted support for novice reduction through SIG funded extended learning.

The instructional coaching of teachers also embodies our school purpose as school leadership developed an effective model of professional development based on the goals represented in Keeping it R.E.A.L. As we continue to work towards improving student learning by ensuring student-centered instruction in each class, the Resource Teacher Team has become integral in this work. The Resource Teacher PLC continues to evolve into deeply rooted professional development and differentiated instructional coaching plans for classroom teachers using the school's purpose, school improvement initiatives, walkthrough/observation data, and growth-minded action plans as guides. The intention of the RT Team is to unify resource and classroom teachers understanding of what a student-centered classroom looks like and implement strategies to achieve it. Much of the Resource Teacher team's work continues to be on developing the common language and professional training on improving instructional effectiveness initiatives, to include on our Rigor PLC initiative. The Resource Teacher Initiative has developed systemic, capacity-building professional learning at the school and classroom levels. Stakeholders include the schools instructional leadership team, resource teachers, classroom teachers, and students. Professional learning experiences aim to improve the efficacy of instructional coaches in their coaching practices and classroom teachers in their daily instruction by providing embedded, ongoing, and contextually relevant professional learning experiences. This planning coach process, to include the Resource Teacher Team PLC, was presented as a best practice at the Kentucky Department of Education Continuous Improvement Summit for its effectiveness with developing "One Mission, One Voice" and continues to be sustained by the administration and SBDM as an effective practice.

## **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.**

The most notable achievement for our school is the continual and ongoing transformation and shift that we are making from the fixed mindset to that of growth mindset. The growth mindset has, to a large degree, helped focus our school on the cycle that is continuous improvement. The teacher buy-in on what is a relatively innovative conceptual framework has motivated teachers to increase their level of implementing individualizing instruction. Most staff believe in our continuous improvement efforts and actively seek strategies and systems on how to more effectively personalize their instruction. Teacher participation in data analysis and the resulting regrouping of students which is done based upon what the data identifies as areas of student learning needs continues to be an essential component of our efforts towards school improvement as we continue to engage our newest teachers in this practice, teaching them how to work with data for more instructional purpose. Using the findings of the Leadership Diagnostic as a guide towards establishing instructional priorities, the staff has embraced the initiatives that emerged from the identification, analysis, and initiatives that have occurred as a result of the identified inverted pyramid structure of our student population. Our staff have also concentrated their efforts on giving all students what they need in order to reach our student achievement goals, with growth being the number one priority. Such concentrated focus upon growth has been beneficial in multiple ways. With the MAP results, school leadership is able to provide teachers with a value added component that supports and quantifies their efforts in increasing student achievement, as well as the new PGES evaluation system. Teachers are also able to provide opportunities with their students to celebrate progress towards the proficiency bar instead of only celebrating proficiency.

Over the last five years, Thomas Jefferson Middle School has shown a consistency in improving proficiency with our students. Unlike other priority schools with JCPS, Thomas Jefferson has never had a significant drop in any one year despite the challenges faced with staffing and has in fact showed steady gain. This year the decrease in the overall accountability score was as a result of the decrease in the inaugural year of the novice reduction goal. The collaborative effort of all staff and students to make these necessary gains and adjustments is also a notable achievement. There is widespread accountability for continuous improvement and increased student achievement and growth that is pervasive within the TJMS learning community. As a reflection of this widespread accountability and growth mindset, Data conferences, PLCs, Professional Development, collaborative learning communities such as Rigor PLCs/committees/teams, and strategic instructional coaching are all incorporated into the contribution of such collaboration becoming embedded within the schoolwide instructional culture.

Our commitment to the school improvement plan that originated during the school's original restructuring in 2012 is still relatively new both in theory and in practice and is worthy of note in an age of constant change and quests for the "quick fix." By remaining committed to the three pillars of our improvement plan (increase teacher effectiveness, increase student learning, and increase positive learning environment), we have been the benefactors of wisdom and refinement. Our plan remains to sustain, analyze, and strengthen these systems and structures. School leadership remains committed to engaging in this process with stakeholders Using stakeholder feedback, TELL surveys, SACS surveys, and student interviews and surveys, and through the consistent monitoring of our improvement plan, bolstering and strengthening the goals as more data trends emerge and provide areas in which to improve is a continuous process. It is imperative that the improvement cycle be analyzed over time to truly hone in on what trends the data speaks to specifically regarding which plans and systems are the most effective in increasing student achievement and growth. The growth students have exhibited, as well as all of our AdvancEd surveys and other data, are positive indicators that sustainability of our current plans and systems should be a priority for school leadership.

## **Additional Information**

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

Thomas Jefferson Middle School submitted two Best Practices for inclusion on the Kentucky Department of Education's Best Practices website in 2014, submitting one for the Professional Development Initiative called Living the Vision, as well as job embedded initiative for intentional mentoring of new teachers, called TJ 101. Both practices were accepted and spotlighted on the website, with TJ 101 earning a Developed Best Practice and Living the Vision earning an Emerging Best Practice. Both practices were also selected by the Kentucky Department of Education for inclusion in the Kentucky Continuous Improvement Summit, jointly sponsored by AdvancEd and the Kentucky Department of Education, which highlighted schools for their efforts to create innovative new frameworks for improving student performance and learning conditions. The principal was also selected to present on Lessons Learned along with three other principals from across the state. Thomas Jefferson Middle was recognized by Dr. Terry Holliday, Commissioner, Kentucky Department of Education, for the Best Practice submissions, and given special recognition as the only school in the Commonwealth of Kentucky to have been recognized with two Best Practices. Additionally, in September of 2015, Thomas Jefferson was again recognized with another Best Practice for our work with the continuation of the Living the Vision initiative, which after refinement, become the Resource Teacher Team submission of "One Vision, One Voice", highlighting the instructional coaching towards improving the effectiveness of teachers by aligning school improvement efforts and purpose of improving classroom instruction. The focus of the submission, as well as the initiative in practice, is on growing teachers in the purpose of the school of the R.E.A.L., to include relationships, level of student engagement, use of assessment to drive instruction, and using action plans to focus on learning for both teachers and students. School leadership presented this initiative as a Best Practice at the Kentucky Continuous Improvement Summit sponsored by KDE and AdvancEd. Thomas Jefferson Middle School is proud that it remains the only school with three Best Practices that have been both recognized and presented at the Summit, which highlights the school's continued commitment to continuous improvement.

Additionally, 3 of the administrators at Thomas Jefferson Middle, to include the principal, are participating in the National Institute for School Leadership (NISL) cohort within the district, designed specifically for Priority school administrators. Through the participation in NISL, administration has developed more concentrated plans around metacognition, providing training for the Resource Teachers at the school through the RT PLC, led by the Academic Assistant Principal, who is one of the NISL participants. This work is only just beginning as the school's instructional leadership team in general, the RT's specifically, begin to integrate assessment more intentionally with instruction and focus more strategically on the experience of the learner. Through the connections made at NISL, Thomas Jefferson Middle is planning on sending a team of administrators and teacher leaders to the Harvard Graduate School for additional training on school leadership within urban settings during the summer of 2017.