



The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Dayton Middle School.

Deficiency 1: District and school leadership have not created an organizational structure that focuses on the unique learning needs of middle-level students.

School/District	Team	
X	X	This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Middle school master schedule
- Middle school Spin Rewards schedule
- Counselor assignment to middle school
- Teacher assignments
- Location within building
- E-mails
- Middle school meeting minutes
- Middle school mission statement

School comments:

At the time of our last audit, Dayton Middle and High Schools had combined hallways where our youngest and oldest students were interacting together during transition times. The two schools were merged together with little distinction. Since that audit, our school has addressed the deficiency in the following ways:

1. We completely restructured the school facility and separated the middle school students from the high school. The high school is in the upstairs and the middle school is completely separate downstairs in a consolidated area of the building.
2. We created a middle school committee to address the best interests of students in grades 7 and 8.
3. While the school calendar remains the same for the middle and high schools, the actual daily schedule is separate and unique to each school's needs. All students begin the day by entering the cafeteria together and having breakfast under staff supervision. The middle school students dismiss from the cafeteria at 7:51 am and go to their classrooms, while the high school students remain until 7:54 am. This gives the middle school students three

minutes to clear the main hallway before high school students make the move to their classes. While looking for ways to maximize instructional time, the middle school committee decided to begin instruction at 7:55a.m. In addition, the committee made the decision that since most disciplinary issues of the past seemed to happen during the transition times and in the hallways, there wasn't a need for students to go to their lockers between each period. The decision was also made that teachers would dismiss classes and that there was no need for bells. Reducing the hallway transition times increased instructional time for students and teachers.

4. The mission statement of the middle school was reviewed and rewritten to be more reflective of the staff/students/community and our vision for the middle school. It reads:

“Dayton Middle School strives to provide a safe, stable, academically challenging environment that transitions students from elementary to high school, while preparing them to take responsibility for themselves and their future success by uncovering each student’s potential.”

The middle school also added the motto “TRY” which stands for Take Responsibility for Yourself in an effort to encourage students to take ownership for their learning.

5. The middle school committee designed and implemented a process for identifying students who may be struggling academically. In addition, the committee created and implemented a plan for rewarding students whose performance is exemplary. On Fridays, students who are missing assignments (zeroes) are given the opportunity to complete those missing assignments with scheduled teachers. Students who aren't missing assignments are given the opportunity to participate in enrichment activities such as outdoor activities, games, crafts, and service learning projects. Field trips are also conducted once per quarter for any student that has achieved academic success by passing all their classes. This serves as an incentive to most students.
6. Each middle school student has a homeroom assignment where teachers spend time getting to know them, advocating for them, and having meaningful conversations to enrich students' lives. Middle school students start and end the day with their homeroom teachers.
7. At the time of our last audit, teachers had a mix of both high school and middle school classes. As part of our reorganization, all middle school teachers focus on middle school students only. This has created more collaboration among our educators and better alignment of curriculum. 7th and 8th grade students have the same language arts teacher, math teacher, science and social studies teacher. This allows our educators to get a better

<p>understanding of where each student has individual needs, and allows them to build upon their strengths while reducing deficits over a two year period.</p>
<p>Team evidence:</p> <ul style="list-style-type: none"> • Principal interview and presentation • Middle school master schedule • Teacher and student interviews • Review of documents (middle school mission statement)
<p>Team comments:</p> <p>The principal has restructured the middle and high schools to give them two separate identities. High school and middle school students have been separated as much as possible and operate on different class schedules to limit the possibilities of interactions. Staff has been designated as middle school only and the staff has developed their own mission statement.</p>

Deficiency 2: Principals have not ensured all teachers have delivered a fully aligned curriculum using effective assessment and instructional strategies to meet the unique needs of all middle-level students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

<p>School evidence:</p> <ul style="list-style-type: none"> • Timelines • Pacing guides • E-mails • Meeting minutes • Meeting agendas • District training agendas • Walkthrough data • NKCES (Northern Kentucky Cooperative for Educational Services) evaluation summary
<p>School comments:</p> <p>Since our last audit, teachers have worked diligently to fully align curriculum by using research based assessment and instructional strategies.</p> <ol style="list-style-type: none"> 1. All instructional assessments are aligned to the Common Core Standards. 2. Prior to the students' first day, teachers create a timeline which outlines the

planned curriculum for the entire academic year. More specifically, teachers also develop monthly pacing guides which are adjusted based upon formative assessment data and circumstances. The guides include the standard being taught, learning targets, high level activities, and critical vocabulary. At the end of each month, teachers submit a revised pacing guide to the principal based upon actual progress. These pacing guides are also monitored by administration on a weekly basis. Professional development has been offered to all staff regarding effective development of the pacing guides, how to use them to better prepare and implement instruction, and making adjustments as necessary based upon student assessments. On many of our early release meetings, teachers have shared their pacing guides with their peers for further development.

3. Middle school teachers also meet on their own to align their units for relevance. For instance, when the language arts teacher is instructing on persuasive writing, the reading teacher focuses on persuasive essays. When students are reading about Greek mythology, the social studies teacher instructs on Greek mythology.

- Team evidence:
- Principal interview and presentation
 - Teacher and student interviews
 - Examination of pacing guides

Team comments:
Classrooms are being monitored by walkthroughs and the use of pacing guides; however, several teachers indicated that they have not received specific feedback to help them improve instruction.

Deficiency 3: Principals have not ensured that monitoring and documentation of student data and staff efforts toward school improvement have occurred.

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	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

- School evidence:
- Early release agendas
 - Early release schedule
 - PowerPoint from principal's presentation
 - MAP testing data collected and disseminated

- ACT, KPREP and EOC practice scores with goal setting

School comments:

Since our last audit, middle school teachers have grown leaps and bounds in the area of monitoring student data and using that data for school improvement.

1. Each middle school student participates in a series of practice assessments in preparation for K-PREP and EXPLORE exams. The practice exams are graded immediately upon completion and each student participates in a one-on-one review session with a teacher. During that session, the student's score and progress are discussed. In addition, students set goals for themselves in preparation for their next practice session. All scores are tabulated into an Excel spreadsheet for record keeping and data analysis purposes.
2. Each middle school student also participates in a mathematics intervention class using Ten Marks. Along with Ten Marks, Star Math is used for progress monitoring. The programs work at individual student levels and are facilitated by a certified math teacher. The classroom teacher monitors student progress and makes adjustments as necessary while reviewing data.
3. As previously mentioned, all middle school teachers work as a large PLC (professional learning community). They work together to make sure that the middle school environment is full of enrichment for students while working together toward school improvement.
4. All middle school teachers participate in monthly department level PLC meetings. During these meetings teachers discuss individual student progress, failures, and interventions that seem to be working. All PLC groups share meetings with the entire staff for transparency.

Team evidence:

- Principal interview and presentation
- PLC agendas
- Teacher and student interviews
- ELEOT classroom observations

Team comments:

While the school is moving in the right direction with the examination of data, little evidence was seen that classroom instruction is changing as a result of data analysis.

Deficiency 4: School leadership has not developed and implemented a systematic process for collecting, analyzing, and managing multiple sources of data for the purpose of tracking academic progress throughout the year.

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School evidence:

- MAP test data analysis
- Student goal-setting after examinations
- Ten Marks program for mathematics progress monitoring
- Reading Mate program for reading progress monitoring
- MemBean program for vocabulary building and progress monitoring
- Four rounds of school-wide practice testing
- Formative assessment training through KDE
- Quarterly Report analysis
- E-mails
- Agendas from formative assessment trainings by district and school staff

School comments:

The school collects and analyzes data from multiple sources as referenced below:

1. MAP testing three times per year. The results of MAP testing are analyzed with students and academic performance is recorded for each student and for the group of students based upon grade level and subject area. Students that are below benchmark receive reading and math intervention in programs called Ten Marks, Reading Mate and MemBean.
2. Students are monitored throughout the year using Star Math and reading assessments.
3. The middle school staff participates in the development of Quarterly Reports. These reports require disseminating data and setting goals on information ranging from student attendance to academic progress.
4. School leadership has implemented a Student Assistance Team (SAT). This team meets monthly to discuss specific students, whose needs and barriers to success appear greater than average. We consider these students to be at risk of failure, which could eventually lead to them dropping out. The team discusses each student's progress, potential problems and successes, and works together to develop a plan of intervention.

Team evidence:

- Principal interview

- Teacher interviews
- MAP data

Team comments:

Interviews indicate that the staff is beginning to examine data that has been provided to them, but that little change has occurred in instruction as a result.

Deficiency 5: School leadership has not created a collaborative leadership team to address the unique needs of the middle school program.

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School evidence:

- Middle school master schedule
- Middle school Spin Rewards schedule
- Counselor assignment to middle school
- Teacher assignments
- Location within building
- E-mails
- Middle school meeting minutes
- Middle school mission statement
- Student assistance team meeting minutes

School comments:

1. We created a middle school committee to address the best interests of students in grades 7 and 8.
2. The mission statement of the middle school was reviewed and rewritten to be more reflective of the staff/students/community and our vision for the middle school. It reads:

“Dayton Middle School strives to provide a safe, stable, academically challenging environment that transitions students from elementary to high school, while preparing them to take responsibility for themselves and their future success by uncovering each student’s potential.”

3. The middle school team collaborated to become more independent from the high school in regards to the scheduling structure, alignment of curriculum, and behavioral expectations of the 6th grade students from the elementary school.

<p>Team evidence:</p> <ul style="list-style-type: none"> • Principal interview and presentation • Staff interviews • Middle school master schedule • Agendas for middle school staff meetings • Counselor assignments
<p>Team comments:</p> <p>The school has been proactive in designing a program for the middle school.</p>

Deficiency 6: The principals have not developed communication plans to ensure documentation and dissemination of information to all stakeholder groups.

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<p>School evidence:</p> <ul style="list-style-type: none"> • Communication plan • E-mails • PowerPoint from audit • Counselor communication plan • Early release meeting agendas • Plus/Delta forms • School web site • School Facebook web site • Infinite Campus All Calls and e-mails
<p>School comments:</p> <ol style="list-style-type: none"> 1. A school communication plan has been developed and written. 2. Several times monthly, staff members complete Plus/Delta forms on events and happenings around the school. These Plus/Delta forms are reviewed by administrators for better focus and to ensure that the needs of teachers and students are being met. 3. Each Wednesday middle school staff members attend early release meetings with the principal. During these meetings, the principal is deliberate in communicating with staff members and being transparent

in all functions and decisions within the school. Plus/Delta forms are often discussed during these meetings, as well as how deficiencies are being met.

4. The principal provides a written article for the Dayton Community News each month describing activities of the middle and high schools. Each article has an invitation to the community to get involved in our schools.
5. The school now has a Facebook page where school information and invitations are sent out to the community.
6. The school web site is used as a tool to reach stakeholders.
7. Middle School Parent Nights are held for various events such as the Washington D.C. field trip, the middle school reading fair, a chili cook-off competition, etc. Parental input and participation is encouraged during these events.
8. All PLC minutes are posted in the copy room of the school and e-mailed to all staff members at both the middle and high schools.
9. School administration sends an e-mail each Monday morning communicating the events of the week.
10. SBDM minutes are sent to all staff members.
11. Mailings, the Infinite Campus Parent Portal, All Calls, and student delivered fliers are all used as a way to be transparent and inviting by our school.

Team evidence:

- Principal interview and presentation
- Review of artifacts
- Parent interviews

Team comments:

The school is doing many things to communicate with all stakeholders. Some parents indicated that the school could still do a better job of communicating with them about upcoming events at the school.