



ACIP

Jackson Middle School

Clarke County Board of Education

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Jackson, AL 36545-2711

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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?

Jackson Middle School is located in downtown Jackson, Alabama at 235 College Avenue. JMS is part of the Clarke County School System and Jackson is a rural town with approximately 5228 citizens. Jackson Middle School is happy to serve 330 students of this district. JMS has 17 teaching units including a fulltime principal, Adam Andrews, and half time assistant principal, Walter Rozier. JMS is fed by Jackson Intermediate school, grades 3-5, and feeds Jackson High School, grades 9-12.

The mission of JMS is to serve as a positive and safe environment for academic and personal development between the elementary and high school years. We believe this mission extends to the total school environment. It is our vision that our students, in a safe and healthy environment for personal as well as academic growth, will develop an understanding of and a respect for themselves and others, a life of learning, and a sound base of academic skills. It is our goal to provide each student with a school where they can feel safe, both physically and emotionally. We strive to be the absolute best in terms of safety and security. Several thousand dollars have been spent on upgrading our bell systems, emergency call system, security cameras, and overall safety plan.

Over the past years, JMS has experienced a slight decrease in population. This may be due to the economy and several industries in the immediate area being shut down. Of the students that we serve, 100% are receiving free lunch. One of the biggest challenges that JMS faces is communication with parents and/or parental involvement. JMS strives to include parents and stakeholders whenever possible or practical. It is our experience that the communication tapers off at this level partially due to the students not taking information home to the parents whether it is, report cards, flyers, information packets, etc. Due to the cost of mailing such items, it is not feasible from a financial standpoint for the school to mail these items. Therefore, we use the SchoolCast system that allows the administration to contact the parent or guardian of each child with a single phone call. As convenient as this may be, it has its problems as well. The contact information in the system is only as accurate as the latest information that the parents have given us. For example, if a parent's phone number changes, and they do quite often, this change is not noted in our system unless the parent notifies us of the change. Jackson Middle School has an up-to-date website with helpful parent and student information and an active Facebook page. In addition, parents and students can view grades through I Now parent portal.

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.

School's Purpose

Jackson Middle School Mission Statement

The mission of Jackson Middle School is to serve as a positive environment for academic and personal development between the elementary and high school years. We believe that this mission extends to the total school environment.

Jackson Middle School Vision Statement

The vision of Jackson Middle School is that our students, in a safe and healthy environment, will develop an understanding of and a respect for themselves and others, a love of learning now and in the future, and a sound base of academic skills. Moreover, we will help each student recognize that they have rights and responsibilities in a democratic society.

Jackson Middle School Beliefs

Belief is the knowledge that we can do something. It is the inner feeling that what we undertake, we can accomplish. For the most part, all of us have the ability to look at something and know whether or not we can do it. In belief there is power. Our eyes are open, our opportunities become plain, and our vision becomes reality.

1. Each student should have the right to learn in an atmosphere conducive to learning.
2. Students, teachers, and administrators should treat each other with respect.
3. Learning is enhanced by maintaining a physically safe and comfortable environment.
4. Collaboration is essential among parents, teachers, and students in the development of character.
5. Students should be held accountable for proper behavior within the school and community.
6. Students need strong discipline and an environment conducive for learning.
7. Students should be challenged to achieve their maximum potential.
8. Disciplined, responsible, and motivated students with positive self-concepts will more likely attain and achieve the high standards set for them. Jackson Middle School is dedicated to providing each student with a safe atmosphere that is conducive to learning. It is our belief that a child will have a better chance at learning in an environment where they feel safe and not threatened. The administration is committed to staffing Jackson Middle School with a highly qualified, caring faculty that has the students' best interest in mind. We believe that each child is unique with various learning styles. We try to tap into each child's learning style so that we may best serve that child and give them their best chance for success and to achieve their goals. We offer programs and activities such as Gifted Education, Scholars Bowl, Robotics, Peer Helpers, and SGA to engage students and prevent complacency in the educational process.

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.

Jackson Middle School strives to make improvements on a daily basis whether in academics, athletics or even the physical appearance of the school itself. We also take great pride in our achievements, both in and out of the classroom. The foyer and office area were updated in summer of 2017. JMS received grant money and bought plant towers and planted a school garden. The students review their scores in order to see areas of strengths and weaknesses. The career inventory provides valuable information for career exploration. Our Scholars Bowl team has won the state title and continues to rank high on a yearly basis. We have a competitive Robotics team. JMS has interactive boards in 100% of the classrooms that are used full time. We have upgraded our bell system as well as installed a 2-way intercom system in each classroom to improve on safety and response time in the event of a problem. Programs and software that are available to the students are Scantron Performance Series, Kuder and Molby Max. Several of these software programs are also offered to the students through the library, three computer labs and tablet sets. Students enjoy three new computer labs located on their halls and a science AMSTI lab located on 7th grade hall. We continue to see that math is an area of weakness in all three grade levels and feel the students will benefit from further AMSTI activities. It is our vision to create JMS STEM Wing on the current 7th grade hall. We are working towards funding to expand our STEM hall so that students will have lab materials and hands-on projects to improve test scores and instill passion for Science, Technology, Engineering, and Math (STEM).

There are three prevention programs that students participate in at JMS. First, 6th and 7th graders participate in the Mendez Program through group guidance. Mendez is a research based program that teaches kids they are too good for drugs and violence. Second, seventh graders participate in DARE (Drug Abuse Resistant Education) which is delivered by our school police officer. Third, Aggie Advisors is a peer helper program that teaches selected students a set of core skills that empower them to assist fellow students with the emotional, societal, behavioral and educational challenges they face in day-to-day life. In addition to these programs, character education is presented each morning by students. JMS started Jackson Middle School Ambassadors program to involve more parents and stakeholders. Students continue to excel in all athletic areas including cheerleading, football, baseball, and basketball. Our sports program has been recognized for outstanding performance by the Jackson City Council and Mayor. There are many areas that can be improved upon and we make a daily effort to make these improvements. One of the biggest areas and one of our biggest challenges continues to be in attendance of students. The Clarke County School System puts emphasis on attendance and has assigned a truancy person to the schools. Though improvements to the campus have been made such as, we are still looking to improve the aesthetics of the campus. We are excited about our new outdoor physical educational/ classroom facility located in the back of our campus, our student garden located between the 6th and 7th grade school halls and our STEM hall plans.

Additional Information

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

Jackson Middle School boasts what could be described as an educational setting with a family atmosphere. Since Jackson Middle is located in rural Alabama, it is not uncommon to see teachers socialize both in and out of school.. We take care of each other just as a family does. These students are not only our students but they are our children. We take pride in our school and community and will defend both until the end! Because at the end of the day, there is only one Jackson Middle School in Jackson, Alabama and we are proud to call it "ours"

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.

-The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

-Jackson Middle School holds a school wide faculty meeting to review assessment data at the beginning of the new school year. These are followed with data meetings during Aggie Block and in-service days which are hosted by the team leaders in each grade with the assistance from the counselor, principal, or assistant principal. Specific weaknesses are noted and strategies to address these weaknesses are developed. The system's improvement specialist meets with Continuous Improvement Plan committee to identify each area of weaknesses and review the accountability reports.

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

-During the first quarter that school is in session, Jackson Middle School holds its annual meeting for all parents of participating children. Topics discussed include: JMS Continuous Improvement Plan, Parental Involvement Section of the CIP, parent surveys, and Title 1 program.

-Jackson Middle School believes in involving parents in all aspects of its Title I programs. We have one parent representative on our CIP committee who was an active participant in the development of the plan and was involved from the first meeting of the committee. Parents are given surveys during the school year seeking their input. This information is used in the development of the Parental Involvement Plan. The Continuous Improvement Plan, including the Parental Involvement Plan, is reviewed and evaluated annually. Results of the parent surveys are reviewed by the parent representatives and entire CIP committee to determine changes that are needed.

Jackson Middle School's Technology Team members:

Adam Andrews - Principal

Susan Sullivan - Media Specialist

Terryl Todd - Teacher

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

A copy of the CIP is available in the library, counseling office, and online. Parents are notified about the achievement of CIP goals through a condensed brochure.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		JMS Student Proficiency Perm. Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The following findings are a result of Scantron Performance Testing:

Reading: Above and High Avg.

6th grade-went from 31% to 37%

7th grade- went from 32% to 38%

8th grade- went from 27% to 35%

Math: Above and High Avg.

6th grade-went from 24% to 44%

7th grade-went from 18% to 25%

8th grade-went from 32% to 35%

Describe the area(s) that show a positive trend in performance.

There is a positive performance trend across 6th, 7th, and 8th grades in both reading and math according to Scantron data.

Which area(s) indicate the overall highest performance?

Reading is still the overall highest performance but there was a substantial increase in math scores.

Which subgroup(s) show a trend toward increasing performance?

All groups increased

Between which subgroups is the achievement gap closing?

special education

Which of the above reported findings are consistent with findings from other data sources?

NA

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Although 7th grade made gains in math, it is still the lowest score.
Although 8th grade made gains in reading, it is still the lowest score.

Describe the area(s) that show a negative trend in performance.

There are positive trends in Above Average and High Average and less students in the Below Average Group.

Which area(s) indicate the overall lowest performance?

Lowest performance is still math when looking at Below Average scores.

Which subgroup(s) show a trend toward decreasing performance?

More males are scoring in the below avg. and avg. low group in 6th and 8th grade Math

Males

6th-60%

7th-74%

8th-76%

Females

6th-51%

7th-76%

8th-57%

More males scored in the below avg. and avg. low in Reading

Males

6th-65%

7th-67%

8th-72%

Females

6th-61%

7th-57%

8th-58%

Between which subgroups is the achievement gap becoming greater?

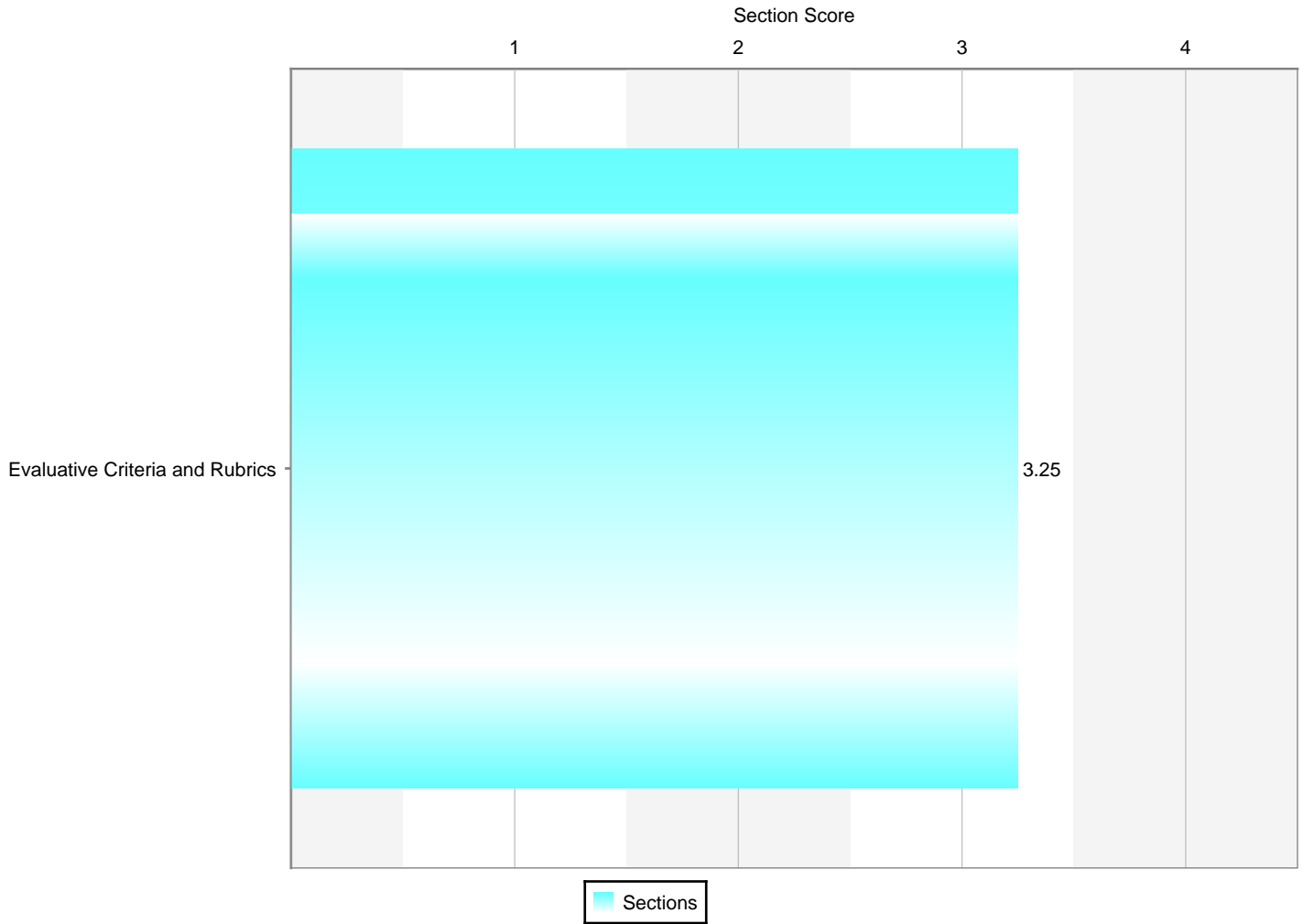
Special education

Which of the above reported findings are consistent with findings from other data sources?

NA

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Signed Signature Page 2018-2019

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Gwen Powell, Angie Jordan, and Julia A. Deas Clarke County P.O.Box 936 Grove Hill, Alabama 36451 (251) 250-2155	Non-discrimination 2018-2019

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Julia A. Deas and Angie Jordan Federal Programs Director Clarke County P.O. Box 936 Grove Hill, Alabama 36451 (251) 250-2155	Non-discrimination 2018-2019

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		LEA Parent Involvement Plan 2018-2019

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Compact 2018-2019

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

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	All students at Jackson Middle School will become proficient in reading.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$1000
2	All students at Jackson Middle School will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
3	Attendance	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Safety	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Teacher and Student Mentoring	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
6	Decrease the gap between the all student subgroup and special education subgroup in reading and math scores by implementing Turnaround Principles 4 and 6.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
7	All students at Jackson Middle School will become proficient in science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$220

Goal 1: All students at Jackson Middle School will become proficient in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

Increase vocabulary development - All reading teachers will provide instruction in synonyms, antonyms, context clues, and multiple meaning words.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - CCRS Training Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategic teaching strategies (before, during and after) and CCRS training to teach standards for reading and content areas.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	Teachers and principal use lesson plans and walk throughs

Strategy 2:

Focus on Reading Comprehension - Comprehension skills will be targeted by all teachers to improve comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - Graphic and Sematic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All types of graphic and semantic organizers will be used by all teachers to sort and summarize textual material weekly.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	All teachers are responsible.

Activity - I do, We do, You do procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the model teaching as noted in lesson plans.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	All teachers are responsible.

Activity - JMS Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Jackson Middle School students will use the Prentice Hall Literature series and supplemental resources selected by the teachers. Students will participate in Santron Performance Series. These programs will be used to improve reading skills. Teachers will meet and plan during Aggie Block across grade levels to increase student success.	Technology	08/06/2018	05/23/2019	\$0	No Funding Required	Reading teachers are responsible for Scantron Performance Series.
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Activity - Dyslexia Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be screened for dyslexic tendencies with Scantron Performance Series. Identified students will receive their 3 interventions. Strategic teaching is one strategy that will be used to address students with dyslexia tendencies as reflected by strategies on teacher's daily instructional agenda.	Academic Support Program	08/06/2018	05/23/2019	\$1000	Title I Schoolwide	Teachers and principal.

Strategy 3:

Understand Common Core - The reading teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core objectives

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	All teachers

Strategy 4:

Aggie Block Intervention Period - A time allotment from the master schedule will be incorporated to allow additional time on basic reading skills in order to increase student proficiency. Teachers will meet by subject area every nine weeks during Aggie Block.

Category: Develop/Implement Learning Supports

Research Cited: Scantron Performance Series

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide an additional 20-30 minutes effective instruction with an emphasis on drill and practice for students in need of intervention.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Teachers

Goal 2: All students at Jackson Middle School will become proficient in math.**Measurable Objective 1:**

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A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in math skills in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

Hands on math instruction and practice - All math teachers will provide students with hands on math materials, explicit instructions, and daily practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teacher observation and tests.

Activity - Utilize interactive boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will utilize interactive and Nu touch boards.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	All math teachers are responsible for instruction.

Activity - Hands on Materials and Student Interaction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use bell ringers, small groups, peer tutoring, and math manipulatives when appropriate.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	All math teachers are responsible for instruction. Math teachers will collaborate to determine effective learning activities.

Strategy 2:

CCRS Alignment and Professional Learning - All math teachers will participate in alignment and professional learning teams.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Increase in grades and Scantron Performance Series

Activity - Implementing and Monitoring the Math Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All math teachers will implement the math curriculum and will be monitored through peer coaching, walk-throughs, and alignment of lesson plans with CCRS. Every nine weeks subject area meeting for teachers during Aggie Block.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	100 percent of the math teachers will be implementing the math series and course of study. Math teachers will collaborate to determine effective learning activities.
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Activity - Professional Learning Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in AMSTI and CMP3 directed professional learning teams twice per semester.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	All math teachers

Strategy 3:

Understanding Common Core - Math teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core standards.

Activity - Justification and Explanation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use justification and explanation questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	All math teachers.

Goal 3: Attendance**Measurable Objective 1:**

demonstrate a behavior to decrease student absences by 05/23/2019 as measured by attendance reports.

Strategy 1:

Incentives for students to improve - Identify students with attendance problems.

Category: Develop/Implement Learning Supports

Research Cited: Increase in student attendance

Activity - Student absences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I Now data will monitor student absences. Faculty meetings to address attendance as needed. Students with excessive absences will have to follow the Clarke County plan for truancy. The faculty is currently working with ideas to reward students with excellent attendance. JMS implemented exam exemption for 7th and 8th graders. Dress out days and/or fun days each nine weeks are other considerations. Also, we have JMS Awards Day Recognition every nine weeks for grades and attendance.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	The assistant principal will check records to identify students with absences. I now records will show students with excellent attendance.

Goal 4: Safety

Measurable Objective 1:

collaborate to implement school wide lock down procedures due to transit of students between several buildings by 05/23/2019 as measured by teacher and administrator observations.

Strategy 1:

Intergrade upgrades to enhance lockdown procedures. - Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.

Category: Develop/Implement Learning Supports

Research Cited: Lock down procedures can provide greater safety to students.

Activity - Intergrade upgrades to enhance lockdown procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.	Policy and Process	08/06/2018	05/23/2019	\$0	No Funding Required	All Jackson Middle School Faculty and Staff

Activity - School Cast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use the all call system to inform parents in the event of a true emergency in a timely manner.	Policy and Process	08/06/2018	05/23/2019	\$0	No Funding Required	The students and staff will adhere to lock down procedures

Goal 5: Teacher and Student Mentoring

Measurable Objective 1:

collaborate to place mentoring activities for new teachers and all students by 05/23/2019 as measured by teacher and administrator observations.

Strategy 1:

Teacher Mentor Plan - All non tenured teachers are assigned a "mentor" teacher. All new teachers attend a new teacher orientation.

Category: Develop/Implement Professional Learning and Support

Research Cited: Teacher and principal observation.

Activity - Teacher Mentor Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All non tenured teachers and mentors are given a formal plan organized by dates per Clarke County Board of Education.	Career Preparation/Orientation	08/06/2018	05/23/2019	\$0	No Funding Required	New teachers, mentors and the principal.

Strategy 2:

Student Mentoring Plan - Homeroom period teachers will serve as mentors to the students in their class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Based on data studies concerning mentoring for students.

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5th graders from Jackson Intermediate visit our school in May for a tour of the entire school.	Policy and Process	08/06/2018	05/23/2019	\$0	No Funding Required	The counselor, 6th grade teachers and principal.

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th Grade Transition- the counselor and ETS from Coastal Alabama Community College work on career interest inventories and use the Kuder program. All 8th graders will take Career Preparedness for JHS credit. 8th grade students will complete a four year plan through Kuder.	Career Preparation/Orientation	08/06/2018	05/23/2019	\$0	No Funding Required	Counselor, ETS teacher, and 8th grade reading teachers.

Activity - Student Mentoring Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Homeroom teachers are considered mentors for their class. They will keep a checklist to record student progress. Teachers should try to monitor their students once a month or more if needed.	Extra Curricular	08/06/2018	05/23/2019	\$0	No Funding Required	Homeroom period teachers and the principal.
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Goal 6: Decrease the gap between the all student subgroup and special education subgroup in reading and math scores by implementing Turnaround Principles 4 and 6.

Measurable Objective 1:

A 1% increase of Students with Disabilities students will demonstrate a proficiency in CCRS in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Scantron Performance Series data to identify the standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Principal, general education teachers, special education teacher and paraprofessionals.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Principal, special education staff, and general education teachers.

Measurable Objective 2:

1% of Students with Disabilities students will demonstrate a proficiency in CCRS in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

Math Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Response to intervention (instruction).

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Scantron Performance Series data to identify the math standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Principal, general education teachers, special education staff.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block grade level meetings to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Principal, special education staff, and general education teachers.

Goal 7: All students at Jackson Middle School will become proficient in science.

Measurable Objective 1:

A 2% increase of Seventh grade students will achieve college and career readiness in science in Science by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

Science Teacher Training - Science teachers will attend embedded training through AMSTI throughout the year. All teachers will be trained in quarter one and quarter two of their grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards, AMSTI

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Jackson Middle School

Attending AMSTI Training	Academic Support Program, Professional Learning	08/06/2018	05/23/2019	\$220	Title I Part A	Teachers and AMSTI staff
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Strategy 2:

Develop an AMSTI lab - AMSTI will work with science teachers and provide materials for an AMSTI lab.

Category: Develop/Implement Professional Learning and Support

Research Cited: Science Scantron Scores

Activity - AMSTI Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will work with AMSTI to improve and utilize AMSTI science lab at JMS.	Technology, Professional Learning	08/07/2017	05/25/2018	\$0	Title I Part A	All science teachers.

Strategy 3:

Increase science scores - Science teachers will use various strategies to increase understanding of the College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0	No Funding Required	Science teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dyslexia Program	Students will be screened for dyslexic tendencies with Scantron Performance Series. Identified students will receive teir 3 interventions. Strategic teaching is one strategy that will be used to address students with dyslexia tendencies as reflected by strategies on teacher's daily instructional agenda.	Academic Support Program	08/06/2018	05/23/2019	\$1000	Teachers and principal.
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic and Sematic Organizers	All types of graphic and semantic organizers will be used by all teachers to sort and summarize textual material weekly.	Direct Instruction	08/06/2018	05/23/2019	\$0	All teachers are responsible.
Justification and Explanation	Teachers will use justification and explanation questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0	All math teachers.
Data Analysis	Use Scantron Performance Series data to identify the math standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0	Principal, general education teachers, special education staff.
Student Menrotng Plan	Homeroom teachers are considered mentors for their class. They will keep a checklist to record student progress. Teachers should try to monitor their students once a month or more if needed.	Extra Curricular	08/06/2018	05/23/2019	\$0	Homeroom period teachers and the principal.

ACIP

Jackson Middle School

Implementing and Monitoring the Math Series	All math teachers will implement the math curriculum and will be monitored through peer coaching, walk-throughs, and alignment of lesson plans with CCRS. Every nine weeks subject area meeting for teachers during Aggie Block.	Direct Instruction	08/06/2018	05/23/2019	\$0	100 percent of the math teachers will be implementing the math series and course of study. Math teachers will collaborate to determine effective learning activities.
Collaboration	Collaboration between special education staff and general education teachers during Aggie Block to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0	Principal, special education staff, and general education teachers.
School Cast	We will use the all call system to inform parents in the event of a true emergency in a timely manner.	Policy and Process	08/06/2018	05/23/2019	\$0	The students and staff will adhere to lock down procedures
Constructed Response	Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0	All teachers
Utilize interactive boards	All math teachers will utilize interactive and Nu touch boards.	Direct Instruction	08/06/2018	05/23/2019	\$0	All math teachers are responsible for instruction.
Reading Intervention	Teachers will provide an additional 20-30 minutes effective instruction with an emphasis on drill and practice for students in need of intervention.	Academic Support Program	08/06/2018	05/23/2019	\$0	Teachers
I do, We do, You do procedure	Teachers will incorporate the model teaching as noted in lesson plans.	Direct Instruction	08/06/2018	05/23/2019	\$0	All teachers are responsible.
Professional Learning Team	Math teachers will participate in AMSTI and CMP3 directed professional learning teams twice per semester.	Academic Support Program	08/06/2018	05/23/2019	\$0	All math teachers
JMS Reading Program	Jackson Middle School students will use the Prentice Hall Literature series and supplemental resources selected by the teachers. Students will participate in Santron Performance Series. These programs will be used to improve reading skills. Teachers will meet and plan during Aggie Block across grade levels to increase student success.	Technology	08/06/2018	05/23/2019	\$0	Reading teachers are responsible for Scantron Performance Series.

ACIP

Jackson Middle School

Intergrade upgrades to enhance lockdown procedure	Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.	Policy and Process	08/06/2018	05/23/2019	\$0	All Jackson Middle School Faculty and Staff
Data Analysis	Use Scantron Performance Series data to identify the standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0	Principal, general education teachers, special education teacher and paraprofessionals.
Transition	The 5th graders from Jackson Intermediate visit our school in May for a tour of the entire school.	Policy and Process	08/06/2018	05/23/2019	\$0	The counselor, 6th grade teachers and principal.
Hands on Materials and Student Interaction	All math teachers will use bell ringers, small groups, peer tutoring, and math manipulatives when appropriate.	Direct Instruction	08/06/2018	05/23/2019	\$0	All math teachers are responsible for instruction. Math teachers will collaborate to determine effective learning activities.
Student absences	I Now data will monitor student absences. Faculty meetings to address attendance as needed. Students with excessive absences will have to follow the Clarke County plan for truancy. The faculty is currently working with ideas to reward students with excellent attendance. JMS implemented exam exemption for 7th and 8th graders. Dress out days and/or fun days each nine weeks are other considerations. Also, we have JMS Awards Day Recognition every nine weeks for grades and attendance.	Academic Support Program	08/06/2018	05/23/2019	\$0	The assistant principal will check records to identify students with absences. I now records will show students with excellent attendance.
Collaboration	Collaboration between special education staff and general education teachers during Aggie Block grade level meetings to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0	Principal, special education staff, and general education teachers.

ACIP

Jackson Middle School

Teacher Mentor Plan	All non tenured teachers and mentors are given a formal plan organized by dates per Clarke County Board of Education.	Career Preparation/Orientation	08/06/2018	05/23/2019	\$0	New teachers, mentors and the principal.
Transition	8th Grade Transition- the counselor and ETS from Coastal Alabama Community College work on career interest inventories and use the Kuder program. All 8th graders will take Career Preparedness for JHS credit. 8th grade students will complete a four year plan through Kuder.	Career Preparation/Orientation	08/06/2018	05/23/2019	\$0	Counselor, ETS teacher, and 8th grade reading teachers.
CCRS Training Strategies	Teachers will use strategic teaching strategies (before, during and after) and CCRS training to teach standards for reading and content areas.	Direct Instruction	08/06/2018	05/23/2019	\$0	Teachers and principal use lesson plans and walk throughs
Constructed Response	Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0	Science teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Lab	Science teachers will work with AMSTI to improve and utilize AMSTI science lab at JMS.	Technology, Professional Learning	08/07/2017	05/25/2018	\$0	All science teachers.
Professional development	Attending AMSTI Training	Academic Support Program, Professional Learning	08/06/2018	05/23/2019	\$220	Teachers and AMSTI staff
Total					\$220	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Purpose and Direction is the overall highest level of satisfaction according to JMS Self Assessment. Standard 4: Resources and Support Systems is the second highest level of satisfaction.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

There is a trend of increasing satisfaction for Standard 1: Purpose and Direction. Standard 5: Using Results for Continuous Improvement ranked high according to parents, students and staff surveys.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Standard 1: Purpose and Direction ranked high according to students, parents and staff for the current surveys, past AdvancEd surveys and the CIP.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 4: Resources and Support Systems rank low for students. This is mainly due to questions 24 and 27 that deal with personal property and helping each other if not friends. Standard 2: Governance and Leadership ranks low for parents. Standard 5: Using Results for Continuous Improvement was ranked 2.4 according to the self-assessment. Lack of communication and parental involvement continue to be a challenge and is reflected in past surveys and our CIP.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

There is a trend of decreased satisfaction concerning lack of communication with parents and/or parental involvement.

What are the implications for these stakeholder perceptions?

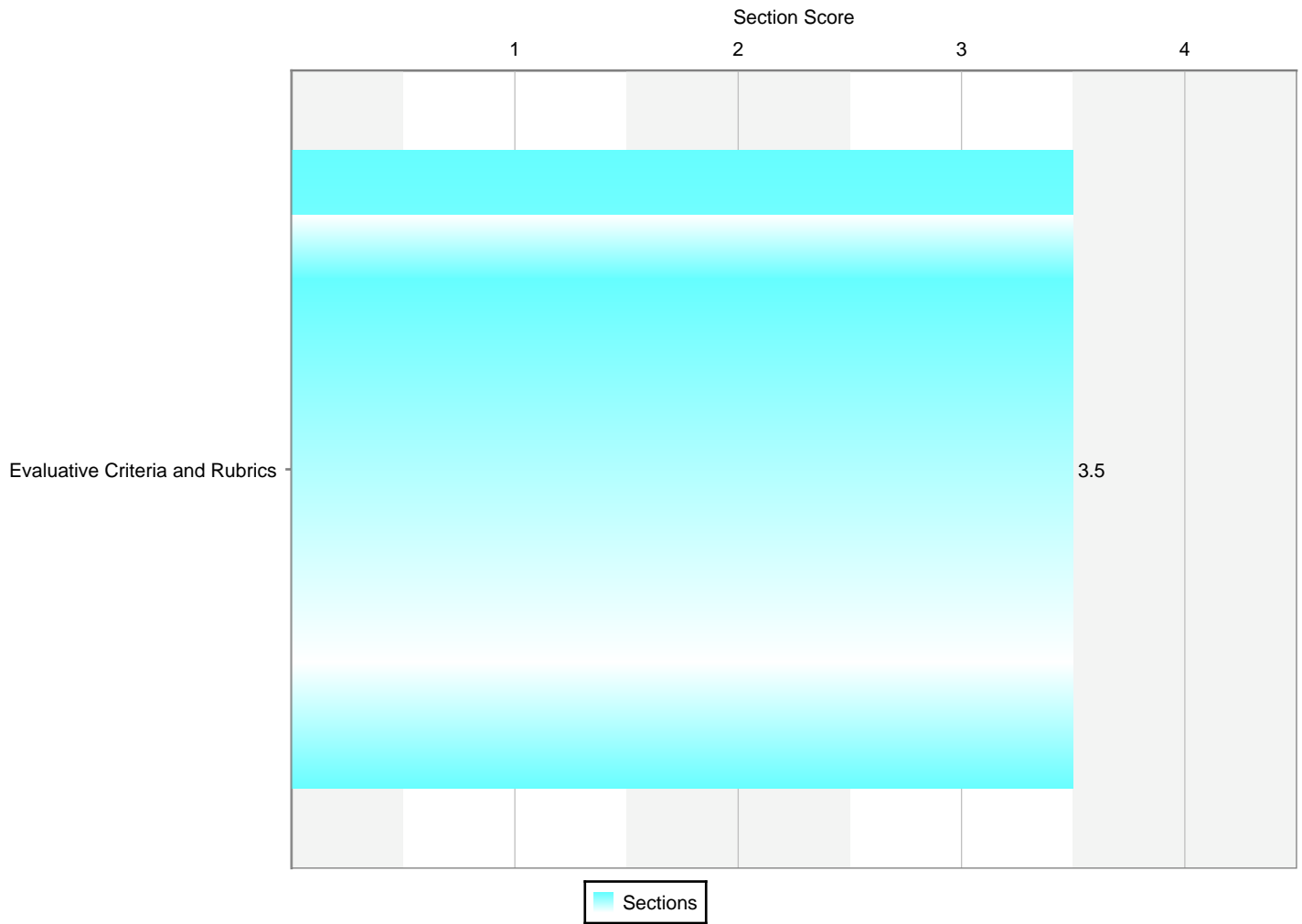
We need to continue to update the "all call" system. Also, we need to look into the purchase of an LED sign to keep the community aware of upcoming events and information.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings are based on student surveys, AdvancED surveys, and CIP.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Jackson Middle School holds a school wide faculty meeting to review assessment data at the beginning of the new school year. These are followed up with grade level and subject Aggie Block meetings. Specific weaknesses are noted and strategies to address these weaknesses are developed. The Continuous Improvement Plan committee meets to identify each area of weaknesses and review the accountability reports. The faculty also uses discipline and attendance information.

What were the results of the comprehensive needs assessment?

Jackson Middle School holds meetings to review Scantron Performance Series results. Input was given to the ACIP team for the needs assessment. The faculty reviews attendance records and the results show that this is an area of need. Student and teacher mentoring is an area of concern based on Advanced Ed. information. Safety is an ongoing issue due to information from drills and safety plan.

What conclusions were drawn from the results?

Math is the lowest area in 7th and 8th grade but is trending up.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Strengths:

EducateAL summary report reveals the following modifications, and adaptations to meet the needs of each individual learner. Standard 2: Teaching and Learning 2.1 Design a classroom organization and management system built upon sound, age appropriate expectations and research-based strategies for promoting positive behaviors. Standard 3: Literacy 3.3 Uses age-appropriate strategies to improve learners' skills in critical literacy components.

Weaknesses:

EducateAL summary report reveals the following weaknesses: Standard 4: Diversity 4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention. 100% of the teachers evaluated scored lowest in Standard 4: Diversity.

Strengths:

All classrooms, media center, Title I computer lab, school-wide lab and administrative offices are provided with up-to-date computers, Internet access, virus protection software, and access to printers. Digital cameras, scanners, LCD / DLP projectors, large monitors, and other hardware and software tools are provided when appropriate. All classrooms and labs are provided with appropriate productivity and other instructional software. Mobile Easy Tech tablets are available and are in use. All core class teachers have interactive boards. Jackson Middle School purchased laptop computers for the teachers. We also have teacher and student mentoring activities in place. Title I Schoolwide

Weaknesses:

Additional training is needed on Alabama Alternate Assessment and Scantron Performance Series

How are the school goals connected to priority needs and the needs assessment?

Jackson Middle School teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: The faculty collaboratively studies the disaggregated data and results of the state assessments. Response to Instruction members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services. Grade level and subject area data meeting are held to adjust instructional procedures and strategies based on the progress monitoring data. Grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects. Time is set aside for data review during Aggie Block Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees, and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

How do the goals portray a clear and detailed analysis of multiple types of data?

Jackson Middle School teachers are involved in the analysis of state academic assessments. Teachers meet by grade levels and subject areas during Aggie Block to discuss results from Scantron Performance Series. The faculty collaboratively studies the data and results in order to identify steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about student's learning styles
- Teachers use of Harcourt materials for Reading instruction, which has intervention strategies embedded in the curriculum which are aligned with the Alabama Reading Initiative intervention guidelines
- Providing daily small group instruction and intervention by resource teachers for children experiencing difficulty
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

All students at Jackson Middle School will become proficient in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Reading Comprehension - Comprehension skills will be targeted by all teachers to improve comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - Dyslexia Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened for dyslexic tendencies with Scantron Performance Series. Identified students will receive tier 3 interventions. Strategic teaching is one strategy that will be used to address students with dyslexia tendencies as reflected by strategies on teacher's daily instructional agenda.	Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Schoolwide	Teachers and principal.

Activity - I do, We do, You do procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the model teaching as noted in lesson plans.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Activity - JMS Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jackson Middle School students will use the Prentice Hall Literature series and supplemental resources selected by the teachers. Students will participate in Scantron Performance Series. These programs will be used to improve reading skills. Teachers will meet and plan during Aggie Block across grade levels to increase student success.	Technology	08/06/2018	05/23/2019	\$0 - No Funding Required	Reading teachers are responsible for Scantron Performance Series.

Activity - Graphic and Semantic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of graphic and semantic organizers will be used by all teachers to sort and summarize textual material weekly.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Strategy2:

Increase vocabulary development - All reading teachers will provide instruction in synonyms, antonyms, context clues, and multiple meaning words.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - CCRS Training Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategic teaching strategies (before, during and after) and CCRS training to teach standards for reading and content areas.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers and principal use lesson plans and walk throughs

Strategy3:

Understand Common Core - The reading teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core objectives

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers

Strategy4:

Aggie Block Intervention Period - A time allotment from the master schedule will be incorporated to allow additional time on basic reading skills in order to increase student proficiency. Teachers will meet by subject area every nine weeks during Aggie Block.

Category: Develop/Implement Learning Supports

Research Cited: Scantron Performance Series

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide an additional 20-30 minutes effective instruction with an emphasis on drill and practice for students in need of intervention.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers

Goal 2:

All students at Jackson Middle School will become proficient in math.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in math skills in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

CCRS Alignment and Professional Learning - All math teachers will participate in alignment and professional learning teams.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Increase in grades and Scantron Performance Series

Activity - Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI and CMP3 directed professional learning teams twice per semester.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers

Activity - Implementing and Monitoring the Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the math curriculum and will be monitored through peer coaching, walk-throughs, and alignment of lesson plans with CCRS. Every nine weeks subject area meeting for teachers during Aggie Block.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	100 percent of the math teachers will be implementing the math series and course of study. Math teachers will collaborate to determine effective learning activities.

Strategy2:

Hands on math instruction and practice - All math teachers will provide students with hands on math materials, explicit instructions, and daily practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teacher observation and tests.

Activity - Utilize interactive boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will utilize interactive and Nu touch boards.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers are responsible for instruction.

Activity - Hands on Materials and Student Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use bell ringers, small groups, peer tutoring, and math manipulatives when appropriate.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers are responsible for instruction. Math teachers will collaborate to determine effective learning activities.

Strategy3:

Understanding Common Core - Math teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core standards.

Activity - Justification and Explanation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use justification and explanation questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers.

Goal 3:

Decrease the gap between the all student subgroup and special education subgroup in reading and math scores by implementing Turnaround Principles 4 and 6.

Measurable Objective 1:

1% of Students with Disabilities students will demonstrate a proficiency in CCRS in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Math Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Response to intervention (instruction).

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the math standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education staff.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block grade level meetings to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Measurable Objective 2:

A 1% increase of Students with Disabilities students will demonstrate a proficiency in CCRS in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education teacher and paraprofessionals.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Goal 4:

All students at Jackson Middle School will become proficient in science.

Measurable Objective 1:

A 2% increase of Seventh grade students will achieve college and career readiness in science in Science by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Science Teacher Training - Science teachers will attend embedded training through AMSTI throughout the year. All teachers will be trained in quarter one and quarter two of their grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards, AMSTI

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attending AMSTI Training	Professional Learning Academic Support Program	08/06/2018	05/23/2019	\$220 - Title I Part A	Teachers and AMSTI staff

Strategy2:

Increase science scores - Science teachers will use various strategies to increase understanding of the College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

ACIP

Jackson Middle School

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Science teachers

Strategy3:

Develop an AMSTI lab - AMSTI will work with science teachers and provide materials for an AMSTI lab.

Category: Develop/Implement Professional Learning and Support

Research Cited: Science Scantron Scores

Activity - AMSTI Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will work with AMSTI to improve and utilize AMSTI science lab at JMS.	Technology Professional Learning	08/07/2017	05/25/2018	\$0 - Title I Part A	All science teachers.

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

All students at Jackson Middle School will become proficient in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Focus on Reading Comprehension - Comprehension skills will be targeted by all teachers to improve comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - Dyslexia Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened for dyslexic tendencies with Scantron Performance Series. Identified students will receive tier 3 interventions. Strategic teaching is one strategy that will be used to address students with dyslexia tendencies as reflected by strategies on teacher's daily instructional agenda.	Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Schoolwide	Teachers and principal.

ACIP

Jackson Middle School

Activity - JMS Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jackson Middle School students will use the Prentice Hall Literature series and supplemental resources selected by the teachers. Students will participate in Scantron Performance Series. These programs will be used to improve reading skills. Teachers will meet and plan during Aggie Block across grade levels to increase student success.	Technology	08/06/2018	05/23/2019	\$0 - No Funding Required	Reading teachers are responsible for Scantron Performance Series.

Activity - I do, We do, You do procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the model teaching as noted in lesson plans.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Activity - Graphic and Sematic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of graphic and semantic organizers will be used by all teachers to sort and summarize textual material weekly.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Strategy2:

Increase vocabulary development - All reading teachers will provide instruction in synonyms, antonyms, context clues, and multiple meaning words.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - CCRS Training Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategic teaching strategies (before, during and after) and CCRS training to teach standards for reading and content areas.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers and principal use lesson plans and walk throughs

Strategy3:

Understand Common Core - The reading teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core objectives

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers

Strategy4:

Aggie Block Intervention Period - A time allotment from the master schedule will be incorporated to allow additional time on basic reading skills in order to increase student proficiency. Teachers will meet by subject area every nine weeks during Aggie Block.

Category: Develop/Implement Learning Supports

Research Cited: Scantron Performance Series

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide an additional 20-30 minutes effective instruction with an emphasis on drill and practice for students in need of intervention.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers

Goal 2:

All students at Jackson Middle School will become proficient in math.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in math skills in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Understanding Common Core - Math teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core standards.

Activity - Justification and Explanation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use justification and explanation questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers.

Strategy2:

CCRS Alignment and Professional Learning - All math teachers will participate in alignment and professional learning teams.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Increase in grades and Scantron Performance Series

Activity - Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI and CMP3 directed professional learning teams twice per semester.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers

Activity - Implementing and Monitoring the Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the math curriculum and will be monitored through peer coaching, walk-throughs, and alignment of lesson plans with CCRS. Every nine weeks subject area meeting for teachers during Aggie Block.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	100 percent of the math teachers will be implementing the math series and course of study. Math teachers will collaborate to determine effective learning activities.

Strategy3:

Hands on math instruction and practice - All math teachers will provide students with hands on math materials, explicit instructions, and daily practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teacher observation and tests.

Activity - Hands on Materials and Student Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use bell ringers, small groups, peer tutoring, and math manipulatives when appropriate.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers are responsible for instruction. Math teachers will collaborate to determine effective learning activities.

Activity - Utilize interactive boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will utilize interactive and Nu touch boards.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers are responsible for instruction.

Goal 3:

Attendance

Measurable Objective 1:

demonstrate a behavior to decrease student absences by 05/23/2019 as measured by attendance reports.

Strategy1:

Incentives for students to improve - Identify students with attendance problems.

Category: Develop/Implement Learning Supports

Research Cited: Increase in student attendance

Activity - Student absences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I Now data will monitor student absences. Faculty meetings to address attendance as needed. Students with excessive absences will have to follow the Clarke County plan for truancy. The faculty is currently working with ideas to reward students with excellent attendance. JMS implemented exam exemption for 7th and 8th graders. Dress out days and/or fun days each nine weeks are other considerations. Also, we have JMS Awards Day Recognition every nine weeks for grades and attendance.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	The assistant principal will check records to identify students with absences. I now records will show students with excellent attendance.

Goal 4:

Safety

Measurable Objective 1:

collaborate to implement school wide lock down procedures due to transit of students between several buildings by 05/23/2019 as measured by teacher and administrator observations.

Strategy1:

Intergrade upgrades to enhance lockdown procedures. - Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.

Category: Develop/Implement Learning Supports

Research Cited: Lock down procedures can provide greater safety to students.

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use the all call system to inform parents in the event of a true emergency in a timely manner.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	The students and staff will adhere to lock down procedures

Activity - Intergrade upgrades to enhance lockdown procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	All Jackson Middle School Faculty and Staff

Goal 5:

Teacher and Student Mentoring

Measurable Objective 1:

collaborate to place mentoring activities for new teachers and all students by 05/23/2019 as measured by teacher and administrator observations.

Strategy1:

Student Mentoring Plan - Homeroom period teachers will serve as mentors to the students in their class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Based on data studies concerning mentoring for students.

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5th graders from Jackson Intermediate visit our school in May for a tour of the entire school.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	The counselor, 6th grade teachers and principal.

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Transition- the counselor and ETS from Coastal Alabama Community College work on career interest inventories and use the Kuder program. All 8th graders will take Career Preparedness for JHS credit. 8th grade students will complete a four year plan through Kuder.	Career Preparation/ Orientation	08/07/2017	05/25/2018	\$0 - No Funding Required	Counselor. ETS teacher, and 8th grade reading teachers.

Activity - Student Mentoring Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers are considered mentors for their class. They will keep a checklist to record student progress. Teachers should try to monitor their students once a month or more if needed.	Extra Curricular	08/06/2018	05/23/2019	\$0 - No Funding Required	Homeroom period teachers and the principal.

Strategy2:

Teacher Mentor Plan - All non tenured teachers are assigned a "mentor" teacher. All new teachers attend a new teacher orientation.

Category: Develop/Implement Professional Learning and Support

Research Cited: Teacher and principal observation.

Activity - Teacher Mentor Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All non tenured teachers and mentors are given a formal plan organized by dates per Clarke County Board of Education.	Career Preparation/ Orientation	08/06/2018	05/23/2019	\$0 - No Funding Required	New teachers, mentors and the principal.

Goal 6:

Decrease the gap between the all student subgroup and special education subgroup in reading and math scores by implementing Turnaround Principles 4 and 6.

Measurable Objective 1:

A 1% increase of Students with Disabilities students will demonstrate a proficiency in CCRS in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education teacher and paraprofessionals.

Measurable Objective 2:

1% of Students with Disabilities students will demonstrate a proficiency in CCRS in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Math Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Response to intervention (instruction).

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block grade level meetings to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the math standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education staff.

Goal 7:

All students at Jackson Middle School will become proficient in science.

Measurable Objective 1:

A 2% increase of Seventh grade students will achieve college and career readiness in science in Science by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Increase science scores - Science teachers will use various strategies to increase understanding of the College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Science teachers

Strategy2:

Science Teacher Training - Science teachers will attend embedded training through AMSTI throughout the year. All teachers will be trained in quarter one and quarter two of their grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards, AMSTI

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attending AMSTI Training	Professional Learning Academic Support Program	08/06/2018	05/23/2019	\$220 - Title I Part A	Teachers and AMSTI staff

Strategy3:

Develop an AMSTI lab - AMSTI will work with science teachers and provide materials for an AMSTI lab.

Category: Develop/Implement Professional Learning and Support

Research Cited: Science Scantron Scores

Activity - AMSTI Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will work with AMSTI to improve and utilize AMSTI science lab at JMS.	Technology Professional Learning	08/07/2017	05/25/2018	\$0 - Title I Part A	All science teachers.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit

while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students at Jackson Middle School will become proficient in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Increase vocabulary development - All reading teachers will provide instruction in synonyms, antonyms, context clues, and multiple meaning words.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - CCRS Training Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategic teaching strategies (before, during and after) and CCRS training to teach standards for reading and content areas.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers and principal use lesson plans and walk throughs

Strategy2:

Understand Common Core - The reading teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core objectives

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers

Strategy3:

Aggie Block Intervention Period - A time allotment from the master schedule will be incorporated to allow additional time on basic reading skills in order to increase student proficiency. Teachers will meet by subject area every nine weeks during Aggie Block.

Category: Develop/Implement Learning Supports

Research Cited: Scantron Performance Series

ACIP

Jackson Middle School

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide an additional 20-30 minutes effective instruction with an emphasis on drill and practice for students in need of intervention.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers

Strategy4:

Focus on Reading Comprehension - Comprehension skills will be targeted by all teachers to improve comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - JMS Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jackson Middle School students will use the Prentice Hall Literature series and supplemental resources selected by the teachers. Students will participate in Scantron Performance Series. These programs will be used to improve reading skills. Teachers will meet and plan during Aggie Block across grade levels to increase student success.	Technology	08/06/2018	05/23/2019	\$0 - No Funding Required	Reading teachers are responsible for Scantron Performance Series.

Activity - I do, We do, You do procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the model teaching as noted in lesson plans.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Activity - Dyslexia Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened for dyslexic tendencies with Scantron Performance Series. Identified students will receive their 3 interventions. Strategic teaching is one strategy that will be used to address students with dyslexia tendencies as reflected by strategies on teacher's daily instructional agenda.	Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Schoolwide	Teachers and principal.

Activity - Graphic and Semantic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of graphic and semantic organizers will be used by all teachers to sort and summarize textual material weekly.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Goal 2:

All students at Jackson Middle School will become proficient in math.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in math skills in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Understanding Common Core - Math teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core standards.

Activity - Justification and Explanation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use justification and explanation questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers.

Strategy2:

Hands on math instruction and practice - All math teachers will provide students with hands on math materials, explicit instructions, and daily practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Teacher observation and tests.

Activity - Hands on Materials and Student Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use bell ringers, small groups, peer tutoring, and math manipulatives when appropriate.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers are responsible for instruction. Math teachers will collaborate to determine effective learning activities.

Activity - Utilize interactive boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will utilize interactive and Nu touch boards.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers are responsible for instruction.

Strategy3:

CCRS Alignment and Professional Learning - All math teachers will participate in alignment and professional learning teams.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Increase in grades and Scantron Performance Series

Activity - Implementing and Monitoring the Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement the math curriculum and will be monitored through peer coaching, walk-throughs, and alignment of lesson plans with CCRS. Every nine weeks subject area meeting for teachers during Aggie Block.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	100 percent of the math teachers will be implementing the math series and course of study. Math teachers will collaborate to determine effective learning activities.

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Activity - Professional Learning Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI and CMP3 directed professional learning teams twice per semester.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	All math teachers

Goal 3:

Attendance

Measurable Objective 1:

demonstrate a behavior to decrease student absences by 05/23/2019 as measured by attendance reports.

Strategy1:

Incentives for students to improve - Identify students with attendance problems.

Category: Develop/Implement Learning Supports

Research Cited: Increase in student attendance

Activity - Student absences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I Now data will monitor student absences. Faculty meetings to address attendance as needed. Students with excessive absences will have to follow the Clarke County plan for truancy. The faculty is currently working with ideas to reward students with excellent attendance. JMS implemented exam exemption for 7th and 8th graders. Dress out days and/or fun days each nine weeks are other considerations. Also, we have JMS Awards Day Recognition every nine weeks for grades and attendance.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	The assistant principal will check records to identify students with absences. I now records will show students with excellent attendance.

Goal 4:

Safety

Measurable Objective 1:

collaborate to implement school wide lock down procedures due to transit of students between several buildings by 05/23/2019 as measured by teacher and administrator observations.

Strategy1:

Intergrate upgrades to enhance lockdown procedures. - Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.

Category: Develop/Implement Learning Supports

Research Cited: Lock down procedures can provide greater safety to students.

ACIP

Jackson Middle School

Activity - Intergrade upgrades to enhance lockdown procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Spark as well as the intercom to communicate the lockdown. Monthly practice drills for safety procedures to include fire, weather, or lockdown procedure.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	All Jackson Middle School Faculty and Staff

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use the all call system to inform parents in the event of a true emergency in a timely manner.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	The students and staff will adhere to lock down procedures

Goal 5:

Teacher and Student Mentoring

Measurable Objective 1:

collaborate to place mentoring activities for new teachers and all students by 05/23/2019 as measured by teacher and administrator observations.

Strategy1:

Student Mentoring Plan - Homeroom period teachers will serve as mentors to the students in their class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Based on data studies concerning mentoring for students.

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Transition- the counselor and ETS from Coastal Alabama Community College work on career interest inventories and use the Kuder program. All 8th graders will take Career Preparedness for JHS credit. 8th grade students will complete a four year plan through Kuder.	Career Preparation/ Orientation	08/07/2017	05/25/2018	\$0 - No Funding Required	Counselor. ETS teacher, and 8th grade reading teachers.

Activity - Student Mentoring Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers are considered mentors for their class. They will keep a checklist to record student progress. Teachers should try to monitor their students once a month or more if needed.	Extra Curricular	08/06/2018	05/23/2019	\$0 - No Funding Required	Homeroom period teachers and the principal.

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5th graders from Jackson Intermediate visit our school in May for a tour of the entire school.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	The counselor, 6th grade teachers and principal.

Strategy2:

Teacher Mentor Plan - All non tenured teachers are assigned a "mentor" teacher. All new teachers attend a new teacher orientation.

Category: Develop/Implement Professional Learning and Support

Research Cited: Teacher and principal observation.

Activity - Teacher Mentor Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All non tenured teachers and mentors are given a formal plan organized by dates per Clarke County Board of Education.	Career Preparation/ Orientation	08/06/2018	05/23/2019	\$0 - No Funding Required	New teachers, mentors and the principal.

Goal 6:

Decrease the gap between the all student subgroup and special education subgroup in reading and math scores by implementing Turnaround Principles 4 and 6.

Measurable Objective 1:

1% of Students with Disabilities students will demonstrate a proficiency in CCRS in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Math Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Response to intervention (instruction).

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block grade level meetings to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the math standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education staff.

Measurable Objective 2:

A 1% increase of Students with Disabilities students will demonstrate a proficiency in CCRS in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education teacher and paraprofessionals.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Goal 7:

All students at Jackson Middle School will become proficient in science.

Measurable Objective 1:

A 2% increase of Seventh grade students will achieve college and career readiness in science in Science by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Increase science scores - Science teachers will use various strategies to increase understanding of the College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Science teachers

Strategy2:

Develop an AMSTI lab - AMSTI will work with science teachers and provide materials for an AMSTI lab.

Category: Develop/Implement Professional Learning and Support

Research Cited: Science Scantron Scores

Activity - AMSTI Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will work with AMSTI to improve and utilize AMSTI science lab at JMS.	Technology Professional Learning	08/07/2017	05/25/2018	\$0 - Title I Part A	All science teachers.

Strategy3:

Science Teacher Training - Science teachers will attend embedded training through AMSTI throughout the year. All teachers will be trained in quarter one and quarter two of their grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards, AMSTI

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attending AMSTI Training	Academic Support Program Professional Learning	08/06/2018	05/23/2019	\$220 - Title I Part A	Teachers and AMSTI staff

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

All students at Jackson Middle School will become proficient in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Increase vocabulary development - All reading teachers will provide instruction in synonyms, antonyms, context clues, and multiple meaning words.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - CCRS Training Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategic teaching strategies (before, during and after) and CCRS training to teach standards for reading and content areas.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers and principal use lesson plans and walk throughs

Strategy2:

Aggie Block Intervention Period - A time allotment from the master schedule will be incorporated to allow additional time on basic reading skills in order to increase student proficiency. Teachers will meet by subject area every nine weeks during Aggie Block.

Category: Develop/Implement Learning Supports

Research Cited: Scantron Performance Series

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide an additional 20-30 minutes effective instruction with an emphasis on drill and practice for students in need of intervention.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Teachers

Strategy3:

Focus on Reading Comprehension - Comprehension skills will be targeted by all teachers to improve comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series

Activity - Graphic and Sematic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of graphic and semantic organizers will be used by all teachers to sort and summarize textual material weekly.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Activity - JMS Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jackson Middle School students will use the Prentice Hall Literature series and supplemental resources selected by the teachers. Students will participate in Santron Performance Series. These programs will be used to improve reading skills. Teachers will meet and plan during Aggie Block across grade levels to increase student success.	Technology	08/06/2018	05/23/2019	\$0 - No Funding Required	Reading teachers are responsible for Scantron Performance Series.

Activity - Dyslexia Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened for dyslexic tendencies with Scantron Performance Series. Identified students will receive tier 3 interventions. Strategic teaching is one strategy that will be used to address students with dyslexia tendencies as reflected by strategies on teacher's daily instructional agenda.	Academic Support Program	08/06/2018	05/23/2019	\$1000 - Title I Schoolwide	Teachers and principal.

Activity - I do, We do, You do procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the model teaching as noted in lesson plans.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers are responsible.

Strategy4:

Understand Common Core - The reading teachers will use various strategies to increase understanding of the common core objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Performance Series and common core objectives

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use constructed response questions at least twice per month.	Direct Instruction	08/06/2018	05/23/2019	\$0 - No Funding Required	All teachers

Goal 2:

Decrease the gap between the all student subgroup and special education subgroup in reading and math scores by implementing Turnaround Principles 4 and 6.

Measurable Objective 1:

1% of Students with Disabilities students will demonstrate a proficiency in CCRS in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Math Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Response to intervention (instruction).

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the math standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education staff.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block grade level meetings to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Measurable Objective 2:

A 1% increase of Students with Disabilities students will demonstrate a proficiency in CCRS in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention strategies - Using Scantron Performance Series data, special education teacher and general education teachers will collaborate to determine intervention strategies for each student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between special education staff and general education teachers during Aggie Block to determine intervention strategies needed for standard(s) attainment for each student.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, special education staff, and general education teachers.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Scantron Performance Series data to identify the standards not attained by special education students.	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Principal, general education teachers, special education teacher and paraprofessionals.

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school works with the county interpreter to send home all information in a language that parents can understand.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

JMS has 17 teacher units.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

JMS has two new special education teachers due to retirement.

What is the experience level of key teaching and learning personnel?

All teachers are highly qualified.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Teacher vacancies are advertised at all school sites, on the district website, and through college placement bureaus. The specific requirements that anyone hired must be a Highly Qualified Teacher is stated as per state law and board of education policy. Principals make hiring decisions based on these policies. Our school has a teacher mentoring program based on the county plan.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Teachers will meet during 4A to review Aspire (for this year) and Scantron Performance Series to determine professional development needs. The following are useful:

- Scantron Achievement Series professional development
- CCRS training
- AMSTI embedded training
- Peer Helpers training

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

- AMSTI embedded training
- Parenting Day activities
- Scantron
- District level principal professional development -Clarke County New Teacher Orientation

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

All non tenured teachers are assigned a "mentor" teacher. All new teachers attend a new teacher orientation. All non tenured teachers and mentors are give a formal plan organized by dates. See mentor plan.

Describe how all professional development is "sustained and ongoing."

Teachers meet to review the current data and plan. Documentation from principal walk throughs will be discussed and progress notes will be made. Professional development needs to be established based on teacher input and documentation. Additional walk throughs will be needed for ungoing progress.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Teacher and Student Mentoring

Measurable Objective 1:

collaborate to place mentoring activities for new teachers and all students by 05/23/2019 as measured by teacher and administrator observations.

Strategy1:

Teacher Mentor Plan - All non tenured teachers are assigned a "mentor" teacher. All new teachers attend a new teacher orientation.

Category: Develop/Implement Professional Learning and Support

Research Cited: Teacher and principal observation.

Activity - Teacher Mentor Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All non tenured teachers and mentors are given a formal plan organized by dates per Clarke County Board of Education.	Career Preparation/Orientation	08/06/2018	05/23/2019	\$0 - No Funding Required	New teachers, mentors and the principal.

Strategy2:

Student Mentoring Plan - Homeroom period teachers will serve as mentors to the students in their class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Based on data studies concerning mentoring for students.

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Transition- the counselor and ETS from Coastal Alabama Community College work on career interest inventories and use the Kuder program. All 8th graders will take Career Preparedness for JHS credit. 8th grade students will complete a four year plan through Kuder.	Career Preparation/Orientation	08/07/2017	05/25/2018	\$0 - No Funding Required	Counselor. ETS teacher, and 8th grade reading teachers.

ACIP

Jackson Middle School

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5th graders from Jackson Intermediate visit our school in May for a tour of the entire school.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	The counselor, 6th grade teachers and principal.

Activity - Student Mentoring Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers are considered mentors for their class. They will keep a checklist to record student progress. Teachers should try to monitor their students once a month or more if needed.	Extra Curricular	08/06/2018	05/23/2019	\$0 - No Funding Required	Homeroom period teachers and the principal.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers meet in a whole group to discuss results and then meet in grade levels to continue using the assessment results.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers meet to look for patterns in our assessment reports in order to identify the students having difficulty. Teachers identify goals in their lesson plans to show what objectives pertain to testing items.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Students who qualify for RTI services have an intervention plan that is formulated by the RTI team which lays out the specific skills that are in need of improvement.
- Teachers review student data information in Aggie Block data meetings.
- Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Academically needy students are identified through Scantron Performance Series. Students work on reinforcement skills through Aggie Block intervention period.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

JMS strives to identify and meet the needs of all learning groups. These needs are addressed in our goals, strategies and activities. Students in Special Education have IEPs. The special education students are served through inclusion and/or pull out services. The county has a staff member to work with English Language Learners. JMS currently does not have ELL students. The county provides services through the McKinney Vento Homeless Assistance Act to meet the needs of homeless students. Neglected/abused students are reported to DHR. The Clarke County Attendance Policy is used for students that have truancy problems.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

NA

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Scantron Performance Series

Kuder Career

Career Expo

AMSTI

MobyMax

Mendez

National School Lunch and Breakfast

Homeless program

Peer Helpers

The goal of all these programs is to meet the school wide goals.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Students participate in the Mendez, Peer Helper and Red Ribbon Week. We participate in Federal School Lunch Program. The Kuder program is used for career education and career plans. State testing includes AAA and Scantron Performance Series.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Walk throughs are done by LEA representative and the principal to check for adherence to the ACIP. A mid year checkpoint examines documentation of efforts made toward the achievement of the goals in the ACIP. At the end of the year, faculty, staff and stakeholders will be given an opportunity to offer reflections on the current year's ACIP.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Data meetings are held to discuss student performance on reading and math assessments and Scantron Performance Series.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

We assess the data given by Scantron Performance Series and AAA, and look for patterns of achievement. We pay close attention to the groups furthest from achieving the standards. We provide intervention to these targeted students.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Walk-throughs are conducted by LEA personnel and principal to check for adherence to the ACIP. A midyear checkpoint examines documentation of efforts made toward the achievement of the goals of the ACIP. At the end of the year, faculty, staff and stakeholders will be given an opportunity to offer reflections on the current year's ACIP. Success is measured based on benchmark goals and revisions are made as necessary.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	17.87

Provide the number of classroom teachers.

17.40

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	865033.0

Total

865,033.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	78251.0

Total

78,251.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	59890.0

Total

59,890.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57343.0

Total

57,343.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55466.0

Total

55,466.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6411.0

Total

6,411.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1923.0

Total

1,923.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11456.0

Total

11,456.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2054.0

Total

2,054.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	128245.0

Provide a brief explanation and breakdown of expenses.

1.45-Teachers-\$93,971

.86-School Nurse-\$32,362

Parenting Supplies-\$1,788

Materials & Supplies-\$124

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	2500.0

Provide a brief explanation and a breakdown of expenses.

Prof Dev-\$2,500

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

0

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

1. During the first quarter that school is in session, Jackson Middle School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through: (1) notices sent home by students, and (2) newspaper announcements and public postings, (3) schoolcast announcements.

Topics discussed at the meetings are:

- a. Continuous Improvement Plan
- b. An explanation of the school's curriculum and the state's content standards
- c. Title I program and participation, its services and parent's rights
- d. Parental Involvement Section of the Continuous Improvement Plan
- e. School-parent compacts
- f. Parent Survey
- g. AMSTI Parent Night-Spring

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

2. The leadership and staff of Jackson Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

3. Jackson Middle School believes in involving parents in all aspects of its Title I programs. We have one parent representative on our CIP committee who were active participants in the development of the plan. For the Parental Involvement Plan, parents are given surveys seeking their input for the school year. Parents can complete a survey on JMS website. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of the parent surveys are reviewed by the parent representatives and entire CIP committee to determine changes that are needed. Parents can use I Now, JMS website and schedule teacher conferences throughout the school year.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Parents are informed about the Title I programs and funding. Parents are encouraged to ask questions and provide constructive ideas to implement concerning the Title I Program and how those funds will be utilized to enhance their child's education. Parents and students discuss the JMS Compact and return the signed form to their first period teacher.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

In May of each year, Jackson Middle School reviews, evaluates, and revises its Continuous Improvement Plan. There is one parent on the committee who represents all the parents of the school. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the counseling office, and that parents have the right to give input regarding the revision of the plan. Also, parents can view the plan on our website. The notices also state that after the plan is finalized and approved at the school level, if parents find the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the central office at the same time that the CIP is submitted.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Jackson Middle School will accomplish much of this through its annual parent meeting held at the beginning of the school year. At this time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. Parents are sent grade notifications through progress reports and report cards (9 week intervals). In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Jackson Middle School will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed. JMS will host a parent math night in the spring so parents can learn about math concepts and AMSTI activities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Jackson Middle School CIP committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Parents have preferred to pickup materials to review at their leisure or to just listen to short explanations during our parent meetings or classroom visits. Parents have the opportunity to volunteer their time, participate and/or observe in their child's class as arranged by the school, teacher and parent. Jackson Middle School has an annual Open House type meeting for the parents to visit and meet with the staff to discuss issues of concern and to observe school-wide operation. The meeting, Open House, is held in August shortly after the beginning of the school year. Parent conferences are scheduled year round on Wednesdays at 2:50 or may be planned to fit the request of the parents. JMS will host math night in the spring. Our school website has updated information for parents to view at any time.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Jackson Middle School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and or parent involvement activities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The parents of any ELL student, at Jackson Middle School, are provided the same opportunity as English-Speaking parents so they may fully participate in school activities. Jackson Middle School coordinates its parent involvement program for all parents. The district has a bilingual teacher who works with the parent facilitator in meeting the training needs of these parents. JMS does not have any ELL students at this time.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

At the present time, Jackson Middle School has no ELL student. Our school works with the county ELL coordinator to meet the needs of these students

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Jackson Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Jackson Middle School presently does not have any ELL students. Every effort is made to accommodate parents with disabilities. Jackson Middle School is a handicapped-accessible building. At present Jackson Middle School has no home bound parents however, if this situation does arise in the future Jackson Middle School will make any and all special accommodations needed to effectively communicate with the parent.