



ACIP

Jackson Intermediate School

Clarke County Board of Education

Ms. Gwendolyn Wheeler, Principal
2950 Highway 43
2950 Highway 43
Jackson, AL 36545

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	17
Report Summary.....	18

ACIP Assurances

Introduction..... 20

ACIP Assurances..... 21

Jackson Intermediate School ACIP 2015-2016

Overview..... 24

Goals Summary..... 25

 Goal 1: At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire..... 26

 Goal 2: At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire. 28

 Goal 3: JIS will promote 100% attendance for all students..... 30

 Goal 4: JIS will create a mentoring program. 31

 Goal 5: At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire..... 32

Activity Summary by Funding Source..... 34

Stakeholder Feedback Diagnostic

Introduction..... 39

Stakeholder Feedback Data..... 40

Evaluative Criteria and Rubrics..... 41

Areas of Notable Achievement..... 42

Areas in Need of Improvement..... 43

Report Summary..... 44

Title I Schoolwide Diagnostic

Introduction..... 46

Component 1: Comprehensive Needs Assessment..... 47

Component 2: Schoolwide Reform Strategies..... 49

Component 3: Instruction by Highly Qualified Staff..... 87

Component 4: Strategies to Attract Highly Qualified Teachers..... 88

Component 5: High Quality and Ongoing Professional Development..... 89

Component 6: Transition Strategies..... 90

Component 7: Teacher Participation in Making Assessment Decisions..... 91

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 92

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 94

Component 10: Evaluation..... 96

Coordination of Resources - Comprehensive Budget

Introduction..... 99

I. State Foundation Funds: 100

 Title I..... 101

 Title II..... 102

 Title III..... 103

 Title IV..... 104

 Title VI..... 105

 Career and Technical Education-Perkins IV..... 106

 Other..... 107

Local Funds..... 108

Strategies to Increase Parental Involvement

Introduction..... 110

Strategies to Increase Parental Involvement..... 111

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 Intermediate School was built in 2000. It has approximately thirty-one available classroom areas, a full size gym, a media center, a specially designed room for music, and two computer labs. It is one of four public schools in the city of Jackson, Alabama, and it is the only Intermediate School in the Clarke County School System. Located in a rural South Alabama community, Jackson Intermediate School consists of grades three through five and is open to students living in the surrounding rural residential areas within an estimated 30 mile radius. The average class size for each grade level will vary. For example, the maximum size for third grade is 23, and there are five third grade teacher units. The maximum size for fourth grade is 26, and there are six teacher units. The maximum size for fifth grade is 26 students with six teacher units.

Jackson Intermediate currently has an enrollment of 361 students. According to gender, there are 120 black males and 105 black females, 2 Asian females, 0 Asian males, 76 white males, 46 white females, 0 Hispanic males, 0 Hispanic females, 3 multi-racial male and 2 multi-racial female. There are 24 full time teachers employed at Jackson Intermediate, one National Board certified, a principal, an assistant principal, a half-time school counselor, a technology teacher, a media specialist, a school nurse, 1-male and 1- female physical education teachers, a half-time music teacher and several instructional assistants, in addition to the school support staff. A speech therapist, a gifted education teacher, a reading coach and psychometrist are shared with other schools in our system. There are 16 general education classrooms, in addition to three special education classes which provide services for learning disabled students, intellectual or multi-disabled students, gifted, speech, and language impaired students. The special education teachers follow the same mandated course of study for all subjects. Teachers use a variety of materials and methods to assist with student learning. Jackson Intermediate has a Problem Solving Team (PST) that seeks to assist students with specific needs with strategies and interventions that teachers can use to support their struggling students.

The Clarke County Board of Education is participating in a pilot program, Community Eligibility Provision (CEP), which allows schools to offer both breakfast and lunch at no charge. Based on the economic status of our area 100% of the student population is eligible for free meals.

Jackson is the second largest city in Clarke County, with a population of approximately 5,025 individuals, as documented in the 2014 census estimation. 81.4% of persons age 25+ as indicated in the data are high school graduates or higher, while 16.9 % of Clarke County citizens have a bachelor's degrees or higher. The median income for Clarke County citizens is \$34,750. According to the census report 27.6 % of Clarke County citizens are below the poverty level. Clarke County also has an 66.1% home ownership rate and 2, 426 housing units. This information is in accordance with the 2014 census data provided by the City of Jackson. Over the past four years, as a result of the economic collapse, Jackson has suffered the loss of more than 300 jobs through the closing of two textile manufacturers and two car dealerships, along with the loss of other small retail and fast food businesses. Jackson's economy is sustained currently through paper industry, steel manufacturing, and retail.

Some of the positive, yet unique features of our school begin with the strong support of our community. Parent and community involvement continues to play a vital role in the success of our school. Jackson is privileged to receive support from the local government, civic organizations, businesses and individuals. Our local Rotary Club, one of our community organizations, and Clarke County Arc provide volunteers who come in bi-weekly every second and fourth Thursday and practice using flash cards with our students for reinforcement of math facts. A sign in sheet is available for these volunteers in the office, and PTO also willingly provides volunteers and whatever is

necessary for projects and activities of the school. The Continuous School Improvement (CSI) program was developed to assist struggling learners in grades 1-5 with deficiencies in reading and math or students who are in need of help with homework. This program receives more than 50% of its funding from the City of Jackson. Businesses, parents, community organizations, and churches provide the additional funding necessary to continue this program which has been in existence since 2003. Another unique feature of our school is that we go to great lengths to involve or include our stakeholders in school events whenever possible. Every year, we invite our parents, other community members, stakeholders, and community leaders to have Thanksgiving dinner with us, and the response is great. The community is always encouraged to visit and share in any activities that will help enrich our student population.

School's Purpose

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

The sense of community is apparent in Jackson. Jackson Intermediate School strives to prepare students to become productive citizens in this global society. For more than 14 years, the Jackson community has overwhelmingly supported our schools in an effort to provide our children with the best educational opportunities possible. We value the input of our stakeholders, parents, business community, other community members, school staff, and students.

The JIS mission statement is, "At Jackson Intermediate School we treasure our children and foster a love of learning in an innovative, cooperative climate which empowers all students to be competent, productive, caring, and responsible citizens." The mission and vision statements were developed through a concerted effort of faculty, staff, administration, students, parents, and members of the community. Recently we revisited the mission statement to see if we were still headed in the same direction. The mission statement was distributed to each faculty member for review and/or revision. It was unanimously decided by faculty and parents to update the mission statement. Our faculty proposed several mission statements. Discussion of the proposed mission statements by faculty and stakeholders was conducted. A vote by faculty and stakeholders on the proposed statements was tallied. A consensus for the rewriting of the voted upon statement was found and the statement was adopted. The school mission, vision, and belief statements are posted on the school web site, in all classrooms, hallways, the main office, and in our parent and student handbook. In addition, during morning announcements, the mission statement is led by selected students and recited schoolwide over the intercom.

Our vision is embraced in our daily operations and interactions with all stakeholders. Jackson Intermediate envisions a shared partnership with all stakeholders to enhance student life, ensuring lifelong achievement and success. We will provide an educational atmosphere that will enable students to maximize their full academic, physical, social, and emotional potentials. This will be achieved in a safe environment that encourages responsible decision-making and accountability. Data meetings, progress monitoring, and tracking logs are used to review and determine desired outcomes for student learning, as we strive to successfully fulfill our mission.

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.

During the last three years, Jackson Intermediate School teachers and students have been striving to fulfill all requirements necessary for student improvement. JIS has tried different tests to support academic success. These tests range from STAR Reading Assessments from Renaissance Learning, AAA Assessment for Special Needs students, the Global Scholar test as well as the ACT Aspire Test. Jackson Intermediate School's student attendance during our testing cycle was 100% in participation. Our school is accredited by AdvancEd. Out of 24 full time teachers, over 80% of the faculty holds Masters Degrees, and JIS has one National Board Certified teacher. In addition, all Jackson Intermediate School's faculty members meet the Highly Qualified status as outlined under the No Child Left Behind standards.

Over the past three years our school has improved and expanded its technology equipment. Several projectors and interactive Qomo boards have been purchased to update the systems that were installed during the 2008-2009 school year in all classrooms, library, conference room, and computer labs. Technology is used in all academic subjects and integrated in all classrooms. The school has a total of 30 Qomo boards used to enhance and support instruction. Two years ago, we added the Qomo QClick 700 ARS sets (automated response systems) to our classrooms. Professional development is ongoing in this area to better incorporate those into classroom instruction. In addition, Jackson Intermediate has a full time technology instructor. The technology instructor holds weekly 40 minute classes for every homeroom class plus teaches professional development classes quarterly to staff members. Each of the 22 active classrooms has a total of 3-4 student computers and one teacher computer. A portable lab which consists of 17 laptops has been purchased and is in use by homeroom teachers. These laptops can also be converted into tablets. The cart is housed in the library, and teachers are able to check it out for use in the classrooms. As funds become available, more laptops will be added. Last year, the switches at JIS were also updated to give our school increased bandwidth capacity. The ultimate goal of Jackson Intermediate is to provide our students with a wealth of knowledge designed to inspire and prepare them for lifelong learning in a technology based workforce of the future. The school updates its Technology Plan annually.

Jackson Intermediate School addresses the academic need to improve scores in math. We have a Professional Learning Team (PLT) that provides math training for teachers. Over the past three years Jackson Intermediate's standardized math test results have fluctuated. Jackson Intermediate uses the Go-Math curriculum and a district pacing guide to support math instruction. The math series is aligned with the Alabama Course of Study and Common Core standards. Continuous need for an on-site math coach is evident through student performance and standardized test data. Jackson Intermediate also recognizes a need for an assessment tool to identify and progress monitor student achievement in math. We will continue professional development for all of our teachers. The current school improvement plan addresses these needs.

Additional math focus: Parents are provided with information on various computer programs available for at home practice. Programs such as: www.mathcats.com, www.aaamath.com, www.math-drills.com, <http://www.mathslideshow.com/Math3/Previews.htm>, www.mathfocus.com, <http://math.about.com/cs/multiplication/a/multws.htm>, www.mathplayground.com, http://star.spsk12.net/math/math_03.htm, and www.mytestbook.com. These sites vary across grade level. Every effort is made to get our students the extra practice necessary to help improve math grades. Global Scholar is used to assess all the students in math.

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 Intermediate has numerous programs on campus that help foster good grades, good behavior, and help create a Bully Free School Zone. In the past year, a character building club for our young boys was organized. The JIS Young Gentlemen Club (Boys Excelling Toward Building Good Character and Achievement). Purpose: To increase positive behavior, instill morals, build self-esteem, and maintain good grades. Our mission is to educate and empower young boys to grow, be respectful, be of good character and overcome any obstacle in order to become future leaders in our schools and community. Students were chosen by classroom teachers, Mrs. Wheeler, Mrs. Powell and Coach Caster. Our goal is to mold and shape the minds and attitudes of the boys who were selected to be a part of this club. The students will learn from male role models the importance of good manners, positive attitudes and strong/positive character traits as we strive to be a BULLY-FREE SCHOOL ZONE where everyone will benefit.

Thirty-three member of the "JIS Young Gentlemen's Club" attended the Senior Bowl game in Mobile, Alabama, to watch the top college seniors play their final game before the NFL draft.

This school term, a girl's character building club is being organized. The JIS GEMS (Girls Making a Difference) will share the same purpose as the JIS Gentlemen.

In addition, we are very proud of our reading program. We are an Alabama Reading Initiative School as well as an AMSTI school. We have a literacy coach who monitors our program and is available to provide support to our teachers and students. Many students participate in the "AR" reading program by reading books and taking quizzes to check for comprehension. Our Librarian rewards the students who meet their "AR" goal with a monthly "AR Party." At the end of each school year, Jackson Intermediate students combined with the elementary school grades K-2, have a huge "AR Parade", where all students who met their "AR" goal all four nine weeks gets to participate in the parade. For the 2014-15 school year, 254 students marched in the parade. Parents and community by-standers lined the streets of downtown Jackson and celebrated the success of our students. This year, students will also be recognized at halftime of a home football game. The parents' and students' overall satisfaction with our school is clearly documented in the results of the latest pride survey.

JIS also recognizes student achievement for fifth grade students by induction into the National Junior Beta Club each year for students who meet these high standards.

Without a doubt, we are able to do all that we do because of the extraordinary support of our parents and community at large. It truly does take a village to raise a child.

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 principal randomly chooses teachers for the Alabama Continuous Improvement Plan committee. The teachers serve on the committee for three years, after which time they are replaced by another teacher. This rotation system gives everyone an opportunity to serve, because all teachers have something special to offer. At each year's initial ACIP committee meeting, the principal explains the teachers' role as school representatives. When selecting stakeholders to serve on our current ACIP committee, the principal requested a list from each teacher of parents who might be interested in serving on the committee. Each teacher gave her a list of three to five parents which they felt would be able to offer constructive input about the school. The principal then contacted several of these parents by phone to see if they would be willing and able to serve on the ACIP committee. She explained what their role would be as a committee member. The administrators and the faculty members on the ACIP committee made the final selection of three parents. The meetings were scheduled for 3:00 pm in the afternoons. Meeting immediately after school was most convenient for the teachers. The parents' schedules were flexible enough that they were available to meet at that time also.

The members of the Technology Team who had a part in creating the Technology Plan were as follows:

Gwen Wheeler - Principal

Shan Higginbotham - Technology Teacher

Tenalee Dumas - Literacy Coach

Susan Henderson - Library Media Specialist

Bridgett Powell - Assistant Principal

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

The stakeholder groups represented on our current ACIP committee are school staff, district staff, and parents. The Principal appointed the Assistant Principal to serve as chairman of the ACIP Team. She appointed the committee members, introduced all stakeholders, and explained the purpose and process of developing an ACIP. She is responsible for conducting meetings, completing the plan on time, and making sure evidence is gathered. Several other teachers served on the committee as well. Their responsibilities included attending meetings, representing their peers, relaying information to the other teachers on their grade level, and gathering evidence. The district staff member had the responsibility of making sure the ACIP process was completed in a timely manner following the specified guidelines. The responsibilities of the parents included attending meetings and offering input as to what they felt would be beneficial to our school and students. In the future, we will include other community stakeholders on our ACIP committee.

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

The final ACIP was presented to teachers in a faculty meeting. All teachers were provided with a copy of the current revisions to the plan.

ACIP

Jackson Intermediate School

Copies of our school's Continuous Improvement Plan are available for stakeholders to review in the school office, school library, Central Office, Parenting Center, and on our school's website. Teachers are provided ongoing feedback on the plan's progress in walk-through summary reports, grade level meetings, and faculty meetings. A one-page brochure summarizing the goals and plans will be created for parents and stakeholders.

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		JIS Student Performance 2015-2016

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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Global Scholar Math 3rd and 4th grades are above expected levels of performance.

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

DIBELS 4th Grade Reading scores showed a positive trend because the scores improved 0.12 from baseline administration to current administration.

3rd Grade Math Global Scholar scores show a positive trend because the scores improved 0.17 from baseline administration to current administration.

3rd Grade Reading ACT Aspire scores show a positive trend because the scores improved 0.13 from baseline administration to current administration.

Which area(s) indicate the overall highest performance?

4th Grade Math Global Scholar indicated the overall highest performance.

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

Due to changes in testing, there is no data available on certain subgroups.

Between which subgroups is the achievement gap closing?

Due to changes in testing, there is no data available on certain subgroups.

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

Global Scholar, ACT Aspire and DIBELS Reading show consistent findings with Reading achievement.

Areas in Need of Improvement

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

5th grade math scores are below expected levels of performance.

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

Fifth grade math has the greatest negative trend in performance because its improvement score was -0.18; which is the difference from the baseline administration to the most recent administration of the Global Scholar test.

Which area(s) indicate the overall lowest performance?

5th grade math indicates the overall lowest score in performance with -0.18 improvement score.

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

Due to changes in testing, there is no data available on certain subgroups.

Between which subgroups is the achievement gap becoming greater?

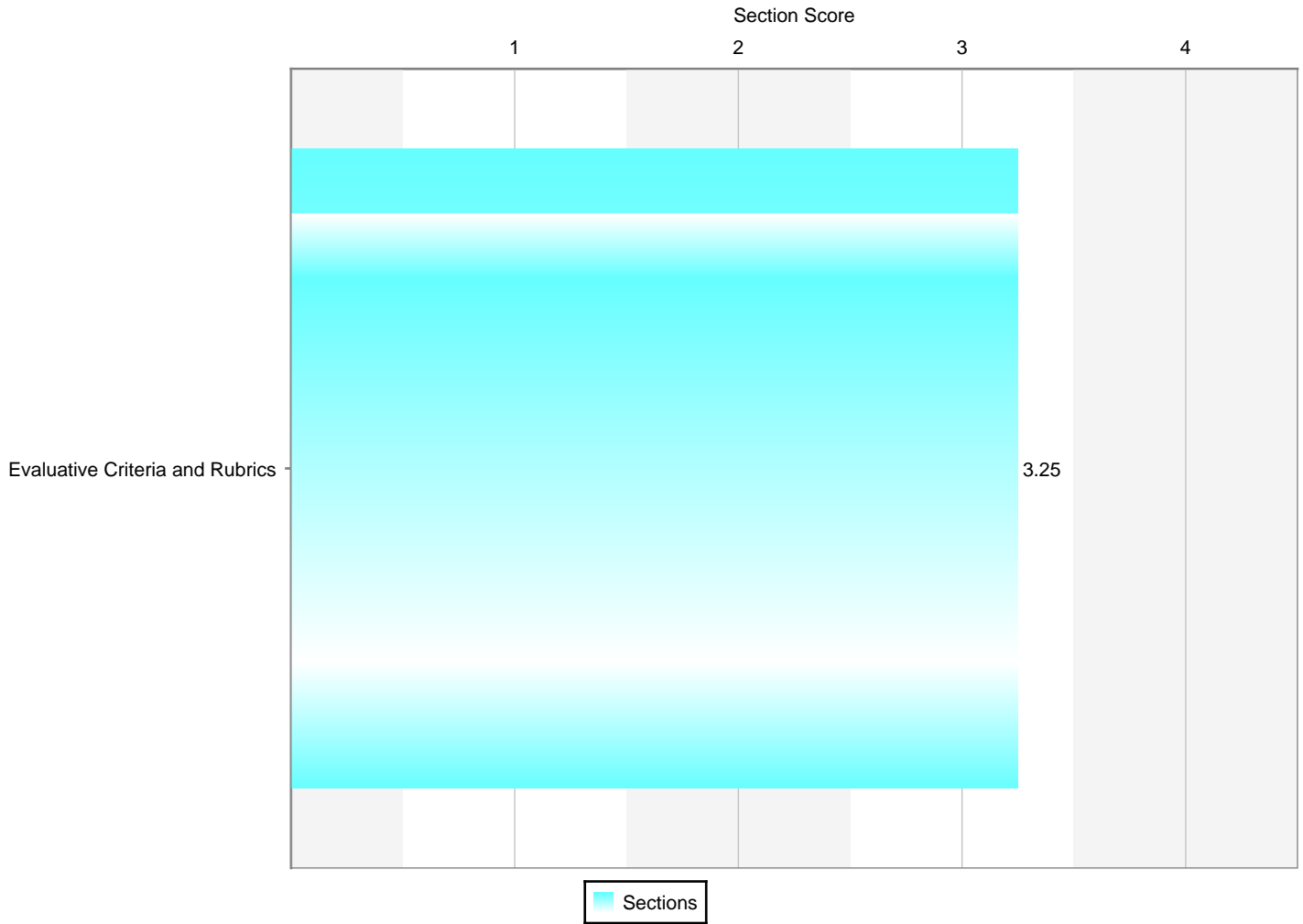
Due to changes in testing, there is no data available on certain subgroups.

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

Low Math scores are consistent with findings from other data.

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, 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.	Yes	Because of the age of JIS students, they are not included on the Instructional Leadership Team. Students do, however, provide input for the plan in the form of Student Surveys.	ACIP Cover Page 2015-2016

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	It is the policy of this institution to abide by the federal laws and regulations required by the U.S. Department of Education. Jackson Intermediate School adheres to the policy as indicated in the Clarke County Board Policy Manual.	Clarke County Board Policy Manual 2015-2016

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	Jackson Intermediate School's principal, Gwendolyn Wheeler, is our designated employee hired to coordinate efforts to comply with and carry out non-discrimination responsibilities. There is also a job assignment at the county level. The Federal Programs Director is responsible for this for all schools in the county. Clarke County's Federal Programs Director is Gwen Powell, P.O. Box 936, Grove Hill, AL 36451. The phone number is 251-275-3255. Attached is an employment survey produced by the Alabama State Department of Education utilized by this school system.	Employment Survey 2015-2016

ACIP

Jackson Intermediate School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Clarke County adopts a Parental Involvement Policy/Plan each year. In the general expectations section, requirements of NCLB are indicated. Steps to implement these requirements are explained.	JIS Parental Involvement Policy 2015-2016

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Our School-Parent Compact is provided by the Central Office each year. All homeroom teachers sign the compact along with each of their students and a parent representative for that child. The required components of NCLB are included at the beginning of the document. According to the Clarke County Federal Programs Director, parents are involved in the creation of this document.	Parent-School Compact Page 1 Parent-School Compact Page 2

Jackson Intermediate School ACIP 2015-2016

Overview

Plan Name

Jackson Intermediate School ACIP 2015-2016

Plan Description

This plan describes how we will meet the goals and objectives for the 2015-2016 school year. The plan covers academic, attendance, mentoring, Title 1, and budget information. The plan was a collaborative effort between the faculty, staff, and all stakeholders.

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	At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.	Objectives: 4 Strategies: 4 Activities: 7	Academic	\$14400
2	At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.	Objectives: 4 Strategies: 4 Activities: 8	Academic	\$14400
3	JIS will promote 100% attendance for all students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$250
4	JIS will create a mentoring program.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
5	At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in the use of information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. in Reading by 05/27/2016 as measured by Scholastic News, Make Sense Strategies, Progress Monitoring.

Strategy 1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating various instructional, grouping and assessment strategies.

Category:

Research Cited: Research-based curriculum based on Common Core Standards

Activity - Integrating Functional and Textual Materials while Encouragng Participation with All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All third grade reading teachers, librarian, PE teacher
Activity - Enhancing Key Ideas and Details	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All third grade reading teachers, librarian

Measurable Objective 2:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy 1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Reading teachers, instructional aide, PE teacher

Activity - Differentiated lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Reading teachers, instructional aide, technology teacher, and reading coach

Measurable Objective 3:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy 1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 4:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy 1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400	Other	All teachers, technology teacher, Reading coach, media specialist
Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000	Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Goal 2: At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments and chapter assessments.

Strategy 1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All third grade teachers
Activity - The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Jackson Intermediate School

Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All third grade teachers
---	--------------------------	------------	------------	-----	---------------------	--------------------------

Activity - Measure and Interpret Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All third grade math teachers

Measurable Objective 2:

A 8% increase of Fourth grade students will demonstrate a behavior to identify relative sizes of measurement units in Mathematics by 05/26/2016 as measured by GoMath assessments and Soar to Success.

Strategy 1:

Differentiated Instruction 4th - All fourth grade teachers will provide differentiated instruction on math standards incorporating a variety of instruction, grouping, and assessment strategies

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrap most missed standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All math teachers

Measurable Objective 3:

A 10% increase of Fifth grade students will demonstrate a behavior to classify two dimensional figures and understand geometrical measurement concepts in Mathematics by 05/26/2016 as measured by GoMath assessments and Global Scholar assessments.

Strategy 1:

Encourage Participation in All Students (5th) - All math teachers will provide students with hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Variety of Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	All math teachers

Activity - Unwrapping and Pacing of Most Missed Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Jackson Intermediate School

The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Math teachers
---	--------------------------	------------	------------	-----	---------------------	---------------

Measurable Objective 4:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy 1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400	Other	All teachers, technology teacher, Reading Coach, Media Specialist

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000	Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Goal 3: JIS will promote 100% attendance for all students.**Measurable Objective 1:**

collaborate to work with students and parents to ensure student attendance by 05/26/2016 as measured by accurate daily attendance through INOW..

Strategy 1:

Increase Student Attendance - Jackson Intermediate School will follow the Clarke County Board of Education Policy concerning truancy.

Category:

Research Cited: Alabama Truancy Law

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administration will promote 100% attendance in classrooms.	Policy and Process	08/10/2015	05/26/2016	\$0	Other	Administration & Classroom teachers

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and Counselor will recognize perfect attendance every 9 weeks with an assembly and presentation of ribbons and names on bulletin boards. Funds will be donated through PTO. A "traveling trophy" will be shared by classes with highest attendance each nine weeks.	Academic Support Program	08/10/2015	05/26/2016	\$250	Other	Guidance Counselor

Goal 4: JIS will create a mentoring program.

Measurable Objective 1:

collaborate to create a girl's mentoring program while maintaining the current boy's mentoring program by 10/30/2015 as measured by documentation.

Strategy 1:

Student Mentoring - All students will be assigned an adult advocate (classroom teacher) who will support their educational experiences.

Category:

Research Cited: Institute for Research and Reform in Education

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2nd grade students will visit 3rd grade classrooms and meet the teachers and tour the building to ensure a smooth transition . Fifth grade students will visit 6th grade at JMS to meet the teachers and tour the building to ensure a smooth transition.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Adult Advocate (classroom teachers) Counselors

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assigned adult advocate will support the students educational experience.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Identified assigned adult advocate.

Activity - Student Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Jackson Intermediate School

Teachers and staff will select students to participate in the Young Gentlemen Club and GEMS (Girls Making a Difference). These students are chosen based on their potential to represent JIS and fellow students as role models and leaders. The goal of the clubs is to instill in our students the importance of good character. The groups will participate in numerous activities throughout the year focusing on self-discipline, motivation, self-respect, etc.	Tutoring, Behavioral Support Program, Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	PE Coach-Marcus Caster, Principal-Gwendolyn Wheeler, faculty and staff
Activity - Bridge to Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from Jackson High School are chosen to travel to Jackson Intermediate School and work with selected students in the areas of reading and math.	Tutoring	08/10/2015	05/26/2016	\$0	No Funding Required	Bridgett Powell-Assistant Principal, Teachers and Staff

Strategy 2:

Teacher mentoring - Newly hired teachers will each be assigned a mentoring teacher.

Category:

Research Cited: A five year study by the National Center for Research on Teacher Learning, "Learning from Mentors"

Activity - Teacher mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.	Professional Learning	08/10/2015	05/26/2016	\$0	No Funding Required	Identified mentors

Goal 5: At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy 1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers

ACIP

Jackson Intermediate School

(Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Fifth Grade Science teachers, Instructional aides

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Promote Perfect Attendance	Teachers and Administration will promote 100% attendance in classrooms.	Policy and Process	08/10/2015	05/26/2016	\$0	Administration & Classroom teachers
YES Cart Technology	Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff
Attendance Recognition	Administration and Counselor will recognize perfect attendance every 9 weeks with an assembly and presentation of ribbons and names on bulletin boards. Funds will be donated through PTO. A "traveling trophy" will be shared by classes with highest attendance each nine weeks.	Academic Support Program	08/10/2015	05/26/2016	\$250	Guidance Counselor
YES Cart Technology	Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff
Differentiated Instruction	On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400	All teachers, technology teacher, Reading coach, media specialist

ACIP

Jackson Intermediate School

Differentiated Instruction	On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400	All teachers, technology teacher, Reading Coach, Media Specialist
Total					\$29050	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Clubs	Teachers and staff will select students to participate in the Young Gentlemen Club and GEMS (Girls Making a Difference). These students are chosen based on their potential to represent JIS and fellow students as role models and leaders. The goal of the clubs is to instill in our students the importance of good character. The groups will participate in numerous activities throughout the year focusing on self-discipline, motivation, self-respect, etc.	Tutoring, Behavioral Support Program, Academic Support Program	08/10/2015	05/26/2016	\$0	PE Coach-Marcus Caster, Principal-Gwendolyn Wheeler, faculty and staff
Bridge to Tutoring	Students from Jackson High School are chosen to travel to Jackson Intermediate School and work with selected students in the areas of reading and math.	Tutoring	08/10/2015	05/26/2016	\$0	Bridgett Powell-Assistant Principal, Teachers and Staff
Differentiated Lessons	Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0	Fifth Grade Science teachers, Instructional aides
Encourage participation with all students	Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0	All third grade teachers
Encourage participation by all students	Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0	Reading teachers, instructional aide, PE teacher
Student Mentoring	An assigned adult advocate will support the students educational experience.	Academic Support Program	08/10/2015	05/26/2016	\$0	Identified assigned adult advocate.

ACIP

Jackson Intermediate School

Differentiated lessons	All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0	Reading teachers, instructional aide, technology teacher, and reading coach
Variety of Instructional Strategies	All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0	All math teachers
Teacher mentoring	Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.	Professional Learning	08/10/2015	05/26/2016	\$0	Identified mentors
Unwrapping and Pacing of Most Missed Standards	The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0	Math teachers
Unwrap most missed standards	All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0	All math teachers
The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0	All third grade teachers
Measure and Interpret Data	The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0	All third grade math teachers
Differentiated Lessons	All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0	Reading teachers, reading coach, technology teacher, PE teacher
Enhancing Key Ideas and Details	Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0	All third grade reading teachers, librarian
Integrating Functional and Textual Materials while Encouraging Participation with All Students	Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0	All third grade reading teachers, librarian, PE teacher

ACIP

Jackson Intermediate School

Transition	2nd grade students will visit 3rd grade classrooms and meet the teachers and tour the building to ensure a smooth transition . Fifth grade students will visit 6th grade at JMS to meet the teachers and tour the building to ensure a smooth transition.	Academic Support Program	08/10/2015	05/26/2016	\$0	Adult Advocate (classroom teachers) Counselors
					Total	\$0

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	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met. 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 provide as necessary for all participants.	

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Student-
Indicator 5(Governance and Leadership)-100% of our students felt that our school's teachers wanted them to do their best.

Parent-
Indicator 26(Resources and Support Systems)-58.51% of our parents believe our school provides a safe learning environment.

Staff-
Indicator 5(Purpose and Direction)-76.32% of our staff believes that our school has a continuous improvement process based on data, goals, actions,and measures for growth.

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

Student-
Indicator 8(Teaching and Assessing for Learning)-77.33% of our students felt that the teachers listened to them.

Parent-
Indicator 21(Teaching and Assessing for Learning)-50% of our parents felt that their child was given multiple assessments to measure his/her understanding of what was taught.

Staff-
Indicator 9(Governance and Leadership)- 73.68% of our staff agreed that our school's leaders expect staff members to hold all students to high academic standards.

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

Since there are no comparisons, we want to improve in this area in the future. More surveys need to be provided.

Areas in Need of Improvement

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

- Student-
Indicator 18(Using Results for Continuous Improvement)-19.65% of our students did not agree that our principal and teachers ask them what they think about school.
- Parent-
Indicator 22(Teaching and Assessing for Learning)-2.13% of our parents felt that their children had up-to-date computers and other technology to learn.
- Staff-
Indicator 44(Resources and Support System)-7.89% of our staff agree that our school provides opportunities for students to participate in activities that interest them.

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

- Student-
Indicator 10(Teaching and Assessing for Learning)-18.71% of our students think that teachers do not ask their families to come to school activities.
- Parent-
Indicator 6(Governance and Leadership)-3.19% of our parents felt that our school has high expectations for students in all classes.
- Staff-
Indicator 8(Governance and Leadership)-21.05% of our staff agree that our school's leaders support an innovative and collaborative culture.

What are the implications for these stakeholder perceptions?

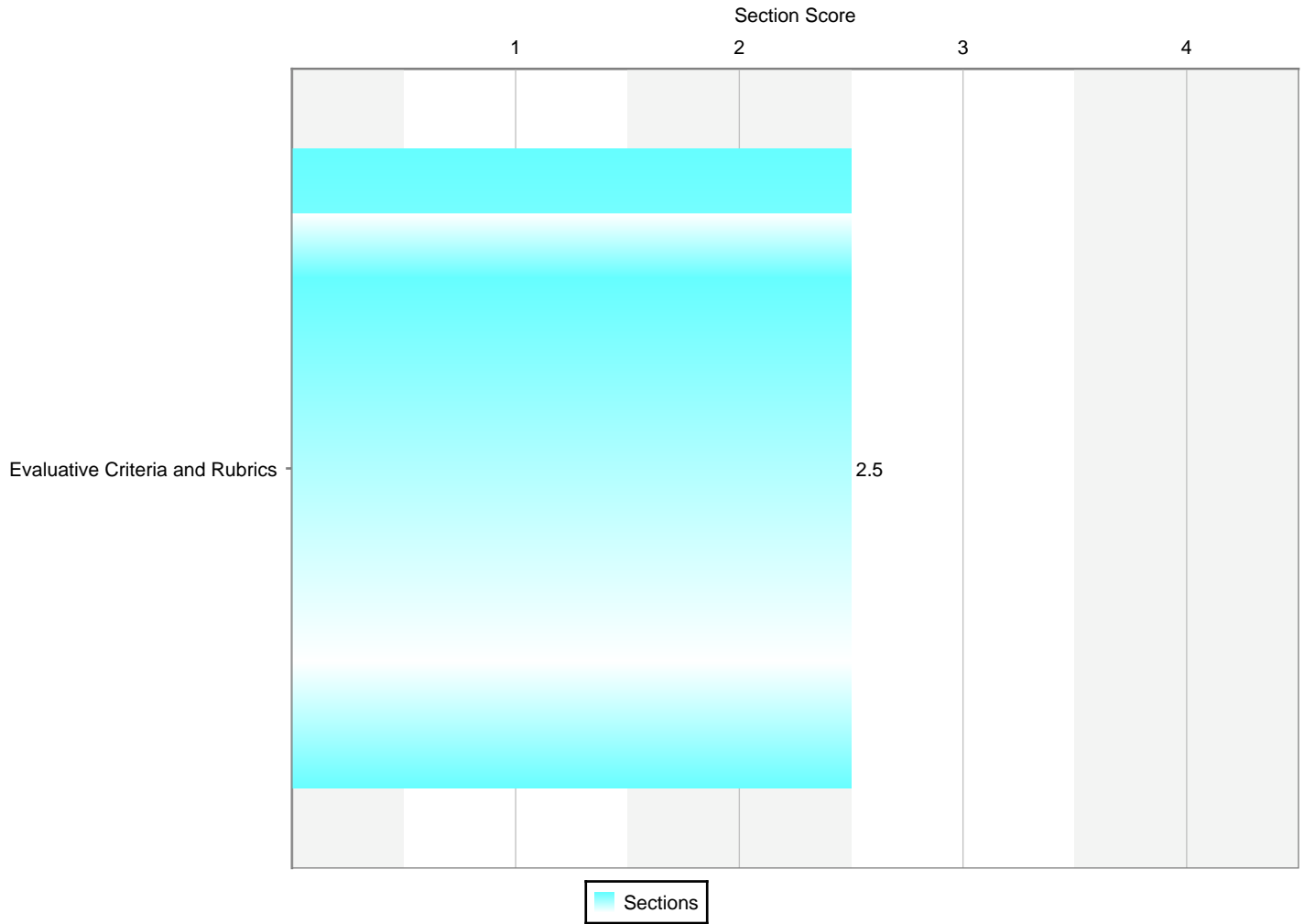
Overall, 100% of our students feel that their teachers want them to do their best. 76.32% of our staff feel confident in our use of data and actions to measure growth and improvement. 58.51% of our parents feel that our school provides a safe, learning environment. We also know that we have areas that need improvement. Our staff would like to see more opportunities for students to participate in activities that interest them. Parents feel that they would like for their children to have more up-to-date technology and computers to utilize at school.

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

Since there are no comparisons, we want to improve this area in the future. More surveys need to be provided.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

The faculty and staff will examine data by using monthly assessments in math and reading, progress monitoring and unit tests. Global Scholar, ACT Aspire and DIBELS will be analyzed from previous and current year's results. Parents are asked to attend the planning meetings (ACIP) and offer input where appropriate. At-risk students will be identified through the use of DIBELS progress monitoring, bi-weekly data meetings, etc. for any necessary interventions such as re-teaching non-mastered skills, CSI (Continuous School Improvement - an afterschool program, and Read Naturally (a computerized reading program).

Attendance records were reviewed and results indicated a need for an incentive program. Educate Alabama data is used to determine needs for the teacher mentoring program.

2. What were the results of the comprehensive needs assessment?

Third Grade Aspire Reading Results = Ready-43, Close-24, In Need of Support-40

Third Grade Aspire Math Results = Ready-16, Close-42, In Need of Support-49

Fourth Grade Aspire Reading Results = Ready-42, Close-54, In Need of Support-34

Fourth Grade Aspire Math Results = Ready-18, Close-66, In Need of Support-46

Fifth Grade Aspire Reading Results = Ready-46, Close-52, In Need of Support-34

Fifth Grade Aspire Math Results = Ready-18, Close-75, In Need of Support-39

Third Grade DIBELS Results - Benchmark 83, Strategic 13, and Intensive 19

Fourth Grade DIBELS Results - Benchmark 83, Strategic 13, Intensive 13

Fifth Grade DIBELS Results - Benchmark 77, Strategic 19, Intensive 23

Third Grade Global Scholar Reading = Above-35, High-34, Low-32, Below-28

Third Grade Global Scholar Math = Above-28, High-40, Low-28, Below-23

Fourth Grade Global Scholar Reading = Above-19, High-29, Low-35, Below-23

Fourth Grade Global Scholar Math = Above-16, High-34, Low-37, Below-19

Fifth Grade Global Scholar Reading = Above-14, High-30, Low-32, Below-42

Fifth Grade Global Scholar Math = Above-5, High-25, Low-34, Below-54

For the attendance incentive program, individual students with perfect attendance are recognized as well as classes. Weekly shout-outs and a traveling trophy are utilized as incentives.

For the mentoring program, teachers are identified and assigned as needed.

3. What conclusions were drawn from the results?

69 of 129 students are high/above average on the Global Scholar Reading test for third graders.

76% of all third graders have benchmarked the fall DIBELS test.

73% of all fourth graders have benchmarked the fall DIBELS test.

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

Fifth grade will need assistance in math. Teachers will use strategies to help students achieve to the best of their abilities.

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

The goals and objectives in the ACIP address the concerns that were derived from the needs assessment, surveys, attendance, and student data.

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

The goals are written to help all students at Jackson Intermediate School be successful in all areas of learning.

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

The goals are written to help all students at Jackson Intermediate School improve in all areas of learning. JIS has a Problem Solving Team to address the needs of children having difficulty in areas identified by their classroom teachers. The PST makes suggestions for the teacher to help the child become a better learner. Also, if the child has been identified with an area of need, a team of teachers will participate in an IEP meeting to discuss the best way to help the student succeed.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

A 10% increase of Fifth grade students will demonstrate a behavior to classify two dimensional figures and understand geometrical measurement concepts in Mathematics by 05/26/2016 as measured by GoMath assessments and Global Scholar assessments.

Strategy1:

Encourage Participation in All Students (5th) - All math teachers will provide students with hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Variety of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Activity - Unwrapping and Pacing of Most Missed Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Math teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading Coach, Media Specialist

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Measurable Objective 3:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments and chapter assessments.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Measure and Interpret Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade math teachers

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Activity - The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Measurable Objective 4:

SY 2015-2016

Page 50

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

ACIP

Jackson Intermediate School

A 8% increase of Fourth grade students will demonstrate a behavior to identify relative sizes of measurement units in Mathematics by 05/26/2016 as measured by GoMath assessments and Soar to Success.

Strategy1:

Differentiated Instruction 4th - All fourth grade teachers will provide differentiated instruction on math standards incorporating a variety of instruction, grouping, and assessment strategies

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrap most missed standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Goal 2:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 2:

100% of Third grade students will demonstrate a proficiency in the use of information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. in Reading by 05/27/2016

as measured by Scholastic News, Make Sense Strategies, Progress Monitoring.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating various instructional, grouping and assessment strategies.

Category:

Research Cited: Research-based curriculum based on Common Core Standards

Activity - Enhancing Key Ideas and Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian

Activity - Integrating Functional and Textual Materials while Encouragng Participation with All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian, PE teacher

Measurable Objective 3:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

ACIP

Jackson Intermediate School

Activity - Differentiated lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, technology teacher, and reading coach

Measurable Objective 4:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading coach, media specialist

Goal 3:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

A 10% increase of Fifth grade students will demonstrate a behavior to classify two dimensional figures and understand geometrical measurement concepts in Mathematics by 05/26/2016 as measured by GoMath assessments and Global Scholar assessments.

Strategy1:

Encourage Participation in All Students (5th) - All math teachers will provide students with hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Variety of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Activity - Unwrapping and Pacing of Most Missed Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Math teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading Coach, Media Specialist

Measurable Objective 3:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments and chapter assessments.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Activity - Measure and Interpret Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade math teachers

Activity - The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Measurable Objective 4:

A 8% increase of Fourth grade students will demonstrate a behavior to identify relative sizes of measurement units in Mathematics by 05/26/2016 as measured by GoMath assessments and Soar to Success.

Strategy1:

Differentiated Instruction 4th - All fourth grade teachers will provide differentiated instruction on math standards incorporating a variety of instruction, grouping, and assessment strategies

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrap most missed standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Goal 2:

JIS will promote 100% attendance for all students.

Measurable Objective 1:

collaborate to work with students and parents to ensure student attendance by 05/26/2016 as measured by accurate daily attendance through INOW..

Strategy1:

Increase Student Attendance - Jackson Intermediate School will follow the Clarke County Board of Education Policy concerning truancy.

Category:

Research Cited: Alabama Truancy Law

ACIP

Jackson Intermediate School

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Counselor will recognize perfect attendance every 9 weeks with an assembly and presentation of ribbons and names on bulletin boards. Funds will be donated through PTO. A "traveling trophy" will be shared by classes with highest attendance each nine weeks.	Academic Support Program	08/10/2015	05/26/2016	\$250 - Other	Guidance Counselor

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administration will promote 100% attendance in classrooms.	Policy and Process	08/10/2015	05/26/2016	\$0 - Other	Administration & Classroom teachers

Goal 3:

JIS will create a mentoring program.

Measurable Objective 1:

collaborate to create a girl's mentoring program while maintaining the current boy's mentoring program by 10/30/2015 as measured by documentation.

Strategy1:

Student Mentoring - All students will be assigned an adult advocate (classroom teacher) who will support their educational experiences.

Category:

Research Cited: Institute for Research and Reform in Education

Activity - Student Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will select students to participate in the Young Gentlemen Club and GEMS (Girls Making a Difference). These students are chosen based on their potential to represent JIS and fellow students as role models and leaders. The goal of the clubs is to instill in our students the importance of good character. The groups will participate in numerous activities throughout the year focusing on self-discipline, motivation, self-respect, etc.	Tutoring Academic Support Program Behavioral Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	PE Coach-Marcus Caster, Principal-Gwendolyn Wheeler, faculty and staff

Activity - Bridge to Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students from Jackson High School are chosen to travel to Jackson Intermediate School and work with selected students in the areas of reading and math.	Tutoring	08/10/2015	05/26/2016	\$0 - No Funding Required	Bridgett Powell-Assistant Principal, Teachers and Staff

ACIP

Jackson Intermediate School

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd grade students will visit 3rd grade classrooms and meet the teachers and tour the building to ensure a smooth transition . Fifth grade students will visit 6th grade at JMS to meet the teachers and tour the building to ensure a smooth transition.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Adult Advocate (classroom teachers) Counselors

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assigned adult advocate will support the students educational experience.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified assigned adult advocate.

Strategy2:

Teacher mentoring - Newly hired teachers will each be assigned a mentoring teacher.

Category:

Research Cited: A five year study by the National Center for Research on Teacher Learning, "Learning from Mentors"

Activity - Teacher mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.	Professional Learning	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified mentors

Goal 4:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading coach, media specialist

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Measurable Objective 2:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 3:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

Activity - Differentiated lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, technology teacher, and reading coach

Measurable Objective 4:

100% of Third grade students will demonstrate a proficiency in the use of information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. in Reading by 05/27/2016 as measured by Scholastic News, Make Sense Strategies, Progress Monitoring.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating various instructional, grouping and assessment strategies.

Category:

Research Cited: Research-based curriculum based on Common Core Standards

Activity - Integrating Functional and Textual Materials while Encouragng Participation with All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian, PE teacher

Activity - Enhancing Key Ideas and Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian

Goal 5:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading Coach, Media Specialist

ACIP

Jackson Intermediate School

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Measurable Objective 2:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments and chapter assessments.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Activity - Measure and Interpret Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade math teachers

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Measurable Objective 3:

A 8% increase of Fourth grade students will demonstrate a behavior to identify relative sizes of measurement units in Mathematics by 05/26/2016 as measured by GoMath assessments and Soar to Success.

Strategy1:

Differentiated Instruction 4th - All fourth grade teachers will provide differentiated instruction on math standards incorporating a variety of instruction, grouping, and assessment strategies

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrap most missed standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Measurable Objective 4:

A 10% increase of Fifth grade students will demonstrate a behavior to classify two dimensional figures and understand geometrical measurement concepts in Mathematics by 05/26/2016 as measured by GoMath assessments and Global Scholar assessments.

Strategy1:

Encourage Participation in All Students (5th) - All math teachers will provide students with hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrapping and Pacing of Most Missed Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Math teachers

Activity - Variety of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Goal 2:

JIS will promote 100% attendance for all students.

Measurable Objective 1:

collaborate to work with students and parents to ensure student attendance by 05/26/2016 as measured by accurate daily attendance through INOW..

Strategy1:

Increase Student Attendance - Jackson Intermediate School will follow the Clarke County Board of Education Policy concerning truancy.

Category:

Research Cited: Alabama Truancy Law

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Counselor will recognize perfect attendance every 9 weeks with an assembly and presentation of ribbons and names on bulletin boards. Funds will be donated through PTO. A "traveling trophy" will be shared by classes with highest attendance each nine weeks.	Academic Support Program	08/10/2015	05/26/2016	\$250 - Other	Guidance Counselor

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administration will promote 100% attendance in classrooms.	Policy and Process	08/10/2015	05/26/2016	\$0 - Other	Administration & Classroom teachers

Goal 3:

JIS will create a mentoring program.

Measurable Objective 1:

collaborate to create a girl's mentoring program while maintaining the current boy's mentoring program by 10/30/2015 as measured by documentation.

Strategy1:

Teacher mentoring - Newly hired teachers will each be assigned a mentoring teacher.

Category:

Research Cited: A five year study by the National Center for Research on Teacher Learning, "Learning from Mentors"

Activity - Teacher mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.	Professional Learning	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified mentors

Strategy2:

Student Mentoring - All students will be assigned an adult advocate (classroom teacher) who will support their educational experiences.

Category:

Research Cited: Institute for Research and Reform in Education

ACIP

Jackson Intermediate School

Activity - Student Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will select students to participate in the Young Gentlemen Club and GEMS (Girls Making a Difference). These students are chosen based on their potential to represent JIS and fellow students as role models and leaders. The goal of the clubs is to instill in our students the importance of good character. The groups will participate in numerous activities throughout the year focusing on self-discipline, motivation, self-respect, etc.	Academic Support Program Tutoring Behavioral Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	PE Coach-Marcus Caster, Principal-Gwendolyn Wheeler, faculty and staff

Activity - Bridge to Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students from Jackson High School are chosen to travel to Jackson Intermediate School and work with selected students in the areas of reading and math.	Tutoring	08/10/2015	05/26/2016	\$0 - No Funding Required	Bridgett Powell-Assistant Principal, Teachers and Staff

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assigned adult advocate will support the students educational experience.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified assigned adult advocate.

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd grade students will visit 3rd grade classrooms and meet the teachers and tour the building to ensure a smooth transition . Fifth grade students will visit 6th grade at JMS to meet the teachers and tour the building to ensure a smooth transition.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Adult Advocate (classroom teachers) Counselors

Goal 4:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in the use of information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. in Reading by 05/27/2016 as measured by Scholastic News, Make Sense Strategies, Progress Monitoring.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating various instructional, grouping and assessment strategies.

Category:

Research Cited: Research-based curriculum based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Integrating Functional and Textual Materials while Encouraging Participation with All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian, PE teacher

Activity - Enhancing Key Ideas and Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian

Measurable Objective 2:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 3:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading coach, media specialist

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Measurable Objective 4:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, technology teacher, and reading coach

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

Goal 5:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments and chapter assessments.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Activity - The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Activity - Measure and Interpret Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade math teachers

Measurable Objective 2:

A 8% increase of Fourth grade students will demonstrate a behavior to identify relative sizes of measurement units in Mathematics by 05/26/2016 as measured by GoMath assessments and Soar to Success.

Strategy1:

Differentiated Instruction 4th - All fourth grade teachers will provide differentiated instruction on math standards incorporating a variety of instruction, grouping, and assessment strategies

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrap most missed standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading Coach, Media Specialist

Measurable Objective 4:

A 10% increase of Fifth grade students will demonstrate a behavior to classify two dimensional figures and understand geometrical measurement concepts in Mathematics by 05/26/2016 as measured by GoMath assessments and Global Scholar assessments.

Strategy1:

Encourage Participation in All Students (5th) - All math teachers will provide students with hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Variety of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Activity - Unwrapping and Pacing of Most Missed Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Math teachers

Goal 2:

JIS will promote 100% attendance for all students.

Measurable Objective 1:

collaborate to work with students and parents to ensure student attendance by 05/26/2016 as measured by accurate daily attendance through INOW..

Strategy1:

Increase Student Attendance - Jackson Intermediate School will follow the Clarke County Board of Education Policy concerning truancy.

Category:

Research Cited: Alabama Truancy Law

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Counselor will recognize perfect attendance every 9 weeks with an assembly and presentation of ribbons and names on bulletin boards. Funds will be donated through PTO. A "traveling trophy" will be shared by classes with highest attendance each nine weeks.	Academic Support Program	08/10/2015	05/26/2016	\$250 - Other	Guidance Counselor

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administration will promote 100% attendance in classrooms.	Policy and Process	08/10/2015	05/26/2016	\$0 - Other	Administration & Classroom teachers

Goal 3:

JIS will create a mentoring program.

Measurable Objective 1:

collaborate to create a girl's mentoring program while maintaining the current boy's mentoring program by 10/30/2015 as measured by documentation.

Strategy1:

Teacher mentoring - Newly hired teachers will each be assigned a mentoring teacher.

Category:

Research Cited: A five year study by the National Center for Research on Teacher Learning, "Learning from Mentors"

Activity - Teacher mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.	Professional Learning	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified mentors

Strategy2:

Student Mentoring - All students will be assigned an adult advocate (classroom teacher) who will support their educational experiences.

Category:

Research Cited: Institute for Research and Reform in Education

ACIP

Jackson Intermediate School

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd grade students will visit 3rd grade classrooms and meet the teachers and tour the building to ensure a smooth transition . Fifth grade students will visit 6th grade at JMS to meet the teachers and tour the building to ensure a smooth transition.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Adult Advocate (classroom teachers) Counselors

Activity - Bridge to Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students from Jackson High School are chosen to travel to Jackson Intermediate School and work with selected students in the areas of reading and math.	Tutoring	08/10/2015	05/26/2016	\$0 - No Funding Required	Bridgett Powell-Assistant Principal, Teachers and Staff

Activity - Student Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will select students to participate in the Young Gentlemen Club and GEMS (Girls Making a Difference). These students are chosen based on their potential to represent JIS and fellow students as role models and leaders. The goal of the clubs is to instill in our students the importance of good character. The groups will participate in numerous activities throughout the year focusing on self-discipline, motivation, self-respect, etc.	Behavioral Support Program Tutoring Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	PE Coach-Marcus Caster, Principal-Gwendolyn Wheeler, faculty and staff

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assigned adult advocate will support the students educational experience.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified assigned adult advocate.

Goal 4:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Differentiated lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, technology teacher, and reading coach

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

Measurable Objective 2:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 3:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading coach, media specialist

Measurable Objective 4:

100% of Third grade students will demonstrate a proficiency in the use of information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. in Reading by 05/27/2016 as measured by Scholastic News, Make Sense Strategies, Progress Monitoring.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating various instructional, grouping and assessment strategies.

Category:

Research Cited: Research-based curriculum based on Common Core Standards

Activity - Enhancing Key Ideas and Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian

Activity - Integrating Functional and Textual Materials while Encouragng Participation with All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian, PE teacher

Goal 5:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

ACIP

Jackson Intermediate School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading Coach, Media Specialist

Measurable Objective 2:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments and chapter assessments.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Goal 2:

JIS will promote 100% attendance for all students.

Measurable Objective 1:

collaborate to work with students and parents to ensure student attendance by 05/26/2016 as measured by accurate daily attendance through INOW..

Strategy1:

Increase Student Attendance - Jackson Intermediate School will follow the Clarke County Board of Education Policy concerning truancy.

Category:

Research Cited: Alabama Truancy Law

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Counselor will recognize perfect attendance every 9 weeks with an assembly and presentation of ribbons and names on bulletin boards. Funds will be donated through PTO. A "traveling trophy" will be shared by classes with highest attendance each nine weeks.	Academic Support Program	08/10/2015	05/26/2016	\$250 - Other	Guidance Counselor

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administration will promote 100% attendance in classrooms.	Policy and Process	08/10/2015	05/26/2016	\$0 - Other	Administration & Classroom teachers

Goal 3:

JIS will create a mentoring program.

Measurable Objective 1:

collaborate to create a girl's mentoring program while maintaining the current boy's mentoring program by 10/30/2015 as measured by documentation.

Strategy1:

Student Mentoring - All students will be assigned an adult advocate (classroom teacher) who will support their educational experiences.

Category:

Research Cited: Institute for Research and Reform in Education

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assigned adult advocate will support the students educational experience.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Identified assigned adult advocate.

Activity - Bridge to Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students from Jackson High School are chosen to travel to Jackson Intermediate School and work with selected students in the areas of reading and math.	Tutoring	08/10/2015	05/26/2016	\$0 - No Funding Required	Bridgett Powell-Assistant Principal, Teachers and Staff

Goal 4:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 2:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

Goal 5:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and

science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading Coach, Media Specialist

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Measurable Objective 2:

100% of Third grade students will demonstrate a behavior to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size in Mathematics by 05/26/2016 as measured by morning Common Core skills pages, mid-chapter assessments

and chapter assessments.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade teachers will provide hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - The students will identify fractions on the number line. A facilitator will present PLT training in the Fall.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use wipe off math boards and math manipulatives biweekly, and students will identify fractions as modeled on the number line.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Activity - Measure and Interpret Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will identify geometric figures and learn to measure and interpret data. Teachers will use a variety of materials such as powerpoints, charts, graphs, shapes and worksheets.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade math teachers

Activity - Encourage participation with all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use morning Common Core skills pages and Think Central in whole group and small group settings	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade teachers

Measurable Objective 3:

A 8% increase of Fourth grade students will demonstrate a behavior to identify relative sizes of measurement units in Mathematics by 05/26/2016 as measured by GoMath assessments and Soar to Success.

Strategy1:

Differentiated Instruction 4th - All fourth grade teachers will provide differentiated instruction on math standards incorporating a variety of instruction, grouping, and assessment strategies

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Unwrap most missed standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All fourth grade teachers will provide students with hands-on math instruction and practice using the 5 teacher talk moves that are designed to increase higher order thinking and listening more intently to their peers.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Measurable Objective 4:

A 10% increase of Fifth grade students will demonstrate a behavior to classify two dimensional figures and understand geometrical measurement concepts in Mathematics by 05/26/2016 as measured by GoMath assessments and Global Scholar assessments.

Strategy1:

Encourage Participation in All Students (5th) - All math teachers will provide students with hands-on math instruction and practice.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Variety of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance and weekly test results	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All math teachers

Activity - Unwrapping and Pacing of Most Missed Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will address content standards utilizing bell ringers, skill sheets that target Common Core Standards and stand alone lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Math teachers

Goal 2:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in the use of information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. in Reading by 05/27/2016 as measured by Scholastic News, Make Sense Strategies, Progress Monitoring.

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating various instructional, grouping and assessment strategies.

Category:

Research Cited: Research-based curriculum based on Common Core Standards

Activity - Enhancing Key Ideas and Details	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use a variety of comprehension materials to enhance key ideas and details using weekly tests, focus books, comprehension worksheets, and readworks.com.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian

Activity - Integrating Functional and Textual Materials while Encouragng Participation with All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use informational materials to enhance reading across the curriculum through the use of the Wonders Reading Program, the Read Naturally computerized reading program, Scholastic News magazine on a weekly basis, "Making the Connection" activities, and PE Health classes on a monthly basis.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	All third grade reading teachers, librarian, PE teacher

Measurable Objective 2:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-site teachers and staff will provide teachers with professional development on such topics as incorporating technology into their lessons using EasyTech (www.learning.com), CCRS, Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/10/2015	05/26/2016	\$2400 - Other	All teachers, technology teacher, Reading coach, media specialist

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Measurable Objective 3:

100% of Fifth grade students will demonstrate a behavior of demonstrating reading vocabulary knowledge and identify key ideas and details in literature and informational text in Reading by 05/26/2016 as measured by Weekly tests and Unit tests.

Strategy1:

Targeted Instruction (5th) - All reading teachers will target vocabulary bimonthly.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction daily. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. All reading teachers will utilize the Read Naturally computerized reading program with targeted students. The PE teacher will incorporate reading strategies with 5th grade students during health classes.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, reading coach, technology teacher, PE teacher

Measurable Objective 4:

A 10% increase of Fourth grade students will demonstrate a proficiency in reading vocabulary knowledge in Reading by 05/26/2016 as measured by McGraw-Hill Wonders assessments and Read Naturally computer program.

Strategy1:

Differentiated Instruction-4th - Reading teachers will provide differentiated instruction on reading standards incorporating a variety of instruction, grouping and assessment strategies.

Category:

Research Cited: Research based instruction based on Common Core Standards

Activity - Differentiated lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will use small group instruction during the protected reading block, whole group instruction with the McGraw-Hill Wonders reading program, technology with the read naturally computer program and utilize an instructional aide.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, technology teacher, and reading coach

Activity - Encourage participation by all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

Goal 3:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation

knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

Narrative:

JIS currently has two identified ELL students. However, information from school to home is sent in translated form for better communication with parents.

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

At Jackson Intermediate School, there will be a 5% increase in proficiency in math as measured by ACT Aspire.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Mathematics by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage Participation by All Students - All teachers will incorporate various instructional strategies by incorporating technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff

Goal 2:

JIS will create a mentoring program.

Measurable Objective 1:

collaborate to create a girl's mentoring program while maintaining the current boy's mentoring program by 10/30/2015 as measured by documentation.

Strategy1:

Student Mentoring - All students will be assigned an adult advocate (classroom teacher) who will support their educational experiences.

Category:

Research Cited: Institute for Research and Reform in Education

Activity - Student Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will select students to participate in the Young Gentlemen Club and GEMS (Girls Making a Difference). These students are chosen based on their potential to represent JIS and fellow students as role models and leaders. The goal of the clubs is to instill in our students the importance of good character. The groups will participate in numerous activities throughout the year focusing on self-discipline, motivation, self-respect, etc.	Academic Support Program Tutoring Behavioral Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	PE Coach-Marcus Caster, Principal-Gwendolyn Wheeler, faculty and staff

Goal 3:

At Jackson Intermediate School, there will be a 5% increase in proficiency in reading as measured by ACT Aspire.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and improvement using the interactive whiteboard and other forms of technology to enhance standards in Reading by 05/26/2016 as measured by checklists and observations.

Strategy1:

Encourage participation by all students - All teachers will incorporate various instructional strategies for utilizing technology into their lessons.

Category:

Research Cited: Research based lessons based on Common Core Standards

Activity - YES Cart Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/10/2015	05/26/2016	\$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Goal 4:

At Jackson Intermediate School, there will be a 5% increase in proficiency in science as measured by the ACT Aspire.

Measurable Objective 1:

100% of Fifth grade students will collaborate to participate in STEM activities to increase their scientific investigation knowledge in Science by 05/26/2016 as measured by monthly investigations and notebooks for each unit of study.

Strategy1:

Targeted Instruction - Fifth grade science teachers will target STEM activities bi-monthly to increase student scientific investigation knowledge.

Category:

Research Cited: Science, technology, engineering, and math (STEM) specialty schools have existed in the United States for over 100 years, fueled in the 1950s by the Cold War space race and recently reinvigorated by concern over U.S. students' modest performance in math and science as compared to their international peers (Means et al., 2008).

Activity - Differentiated Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities bi-monthly. Students will keep a notebook that shows participation in scientific investigations.	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Fifth Grade Science teachers, Instructional aides

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

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

Based on teachers' area of strength/subject-matter knowledge, student performance and academic outcome, teachers are strategically placed in the area where they can have the greatest impact and be most effective. A highly qualified teacher is one that is certified at the grade level or content area that he or she is teaching. All Jackson Intermediate School teachers are highly qualified in accordance with No Child Left Behind. There are 28 full time teachers employed at Jackson Intermediate, one National Board certified, a principal, a full time assistant principal, a half time school counselor, a technology teacher, a media specialist, a school nurse, 1-male and 1- female physical education teacher, a half-time music teacher and several instructional assistants, in addition to the school support staff. A literacy coach, a speech therapist, a gifted education teacher and psychometrist are shared with other schools in our system. There are 16 general education classrooms, in addition to three special education classes which provide services for learning disabled students, intellectual or multi-disabled students, gifted, speech, and language impaired students. The special education teachers follow the same mandated course of study for all subjects. To effectively address identified academic needs, teachers use a variety of materials, and methods, to assist with student learning. Teachers are placed in the area to where he or she has the most in-depth knowledge of the subject being taught.

Component 4: Strategies to Attract Highly Qualified Teachers

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

JIS has no new teachers.

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

JIS has one non-tenured teacher. All teachers have 11-30 years of experience, except one.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

JIS will provide each new teacher a mentor that will meet with them once a month in order to help them transition into the classroom and acclimate them to the school.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The Clarke County Board of Education posts all job openings on the Teach Alabama website. All new employees attend an orientation session. In order to retain HQ teachers, a mentor is provided who meets the mentees monthly in order to help transition new teachers into the classroom and acculturate them to the school.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

n/a

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

The technology teacher and other instructors will provide teachers with professional development quarterly on incorporating technology into their lessons.

Specifically, teachers are involved in CCRS turn-around training and ARI workshops for the McGraw-Hill Wonders Reading program, as well as the Houghton Mifflin Harcourt-Go Math program. Some teachers have also been trained on the use of AMSTI science kits.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

The technology teacher and other instructors will provide teachers with professional development quarterly on incorporating technology into their lessons using EasyTech (www.learning.com). INow portal training was offered for parents at Parenting Day.

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

Newly hired teachers will each be assigned a mentoring teacher.

4. Describe how this professional development is "sustained and ongoing."

Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.

Technology professional development is in-house quarterly.

Turn-around training is sustained as needed.

Implementation of training is monitored through walk-throughs and lesson plans.

Component 6: Transition Strategies

1. 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.

2nd grade students will visit 3rd grade classrooms and meet the teachers and tour the building to ensure a smooth transition . Fifth grade students will visit 6th grade at JMS to meet the teachers and tour the building to ensure a smooth transition.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers discuss assessment and improvements of assessments during biweekly data meeting with the literacy coach and administrator. Teachers also hold biweekly collaborative grade-level meetings to further enhance decision-making regarding their use of assessment strategies.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

When test results arrive, each grade level assembles with the counselor, literacy coach, and the administrators to analyze testing data and plan how to improve with the teachers in their current classes. Students who are not proficient in their academics are placed on our school's PST (Problem Solving Team) to help come up with strategies or interventions to help the student succeed. Global Scholar and Dibel benchmarks are also used on a regular basis to identify students experiencing difficulty mastering the State's academic achievement standards.

2. 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?

JIS provides Read Naturally, CSI (Continuous School Improvement) Program, Bridge to Tutoring (high school tutors), and several community volunteers to come and give extra help to those students who are experiencing difficulty mastering achievement assessment standards.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Tier II and Tier III intervention strategies are provided for students in reading and math.

4. 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.

JIS uses teacher observations, weekly test scores, chapter tests, and unit tests, along with DIBELS, and Global Scholar to get a true snapshot of how a student is performing. Students who are found to be academically needy are referred to the Problem Solving Team (PST) to receive extra support and needed interventions. We also offer support with our bridge students, who are high school seniors, who help tutor struggling students. We also have an after-school program called Continuous School Improvement (CSI) that targets students who need extra help in Reading, Math, and Science homework.

5. 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.

Migrant: Participation is based on student need. All of the services below can be provided to migrant children/families as a need is presented.

ELL: When we have an ELL students, WIDA standards are used to determine their level of proficiency. There is an ELL Interpreter Resource Specialist shared by the county to help explain the lessons and make sure the student is not hindered by limited English. Some lessons in the computer lab are offered in Spanish. Communication with parents is also provided in Spanish. Text, workbooks and library books are also available in Spanish. Economically Disadvantaged, Neglected and/or Delinquent, and Homeless Students are identified, and the school makes contact with the proper agency to get a plan in place to help meet the needs of the family in order for the child to be successful in school. Special Education students are provided an Individualized Education Plan that addresses their individual needs based on their exceptionality.

Economically Disadvantaged: Students are provided with uniforms as needed. The school nurse maintains a variety of uniforms on site for student use. DHR provides a counselor to help students deal with behavior issues at a low or no cost.

Special Education: We share a Speech Pathologist with the county who serves our students at JIS. The county also employs a gifted teacher.

Neglected and/or Delinquent: Excessive absences are identified by administration and by the Attendance Officer at the Central Office.

Homeless: Children who are identified as homeless or neglected are referred to the Health Department to receive services as needed. This could include food or medical services. DHR also provides assistance with power bills, water bills, etc. Homeless children are also referred to our Federal Programs Director.

6. 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.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Funds from various sources (State Foundation Allowance, Local Tax Revenue, Federal, i.e., Title I, Title II, etc.) are being used to support the educational and intervention programs at Jackson Intermediate School. Funding from such sources as Title I, Title II, Local Tax Revenue, the Alcohol Tax, Jackson Intermediate School General Funds and the City of Jackson are used to enable students and school staff the resources to achieve the goals in our school wide plan.

2. 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.

Title I is used to hire new teachers to decrease class size. It is also used for the purchase of some instructional supplies, professional development and parent involvement supplies.

Title II is used for professional development to help increase student achievement.

Special Education Services are provided for students with disabilities.

Violence Prevention Programs: Although we do not have "violence" in schools, character education is taught on a regular basis by the school counselor. The counselor also uses the Mendez Drug Program to increase drug awareness, and we have a Resource Officer from the Jackson Police Department that offers the D.A.R.E. drug program to our fifth graders.

JIS also receives a Fresh Fruit and Vegetable grant that allows students to eat a healthy fruit and/or vegetable twice a week. This program encourages children to try fruits and vegetables that they may not normally have access to in the county or state.

Nutrition Program: The Community Eligibility of Provisions Program provides free breakfast and lunch to 100% of our student population in Clarke County.

3. 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, vocational and technical education, and job training.

Jackson Intermediate School uses the violence prevention program "Too Good for Drugs" and "Too Good for Violence" by the Mendez Foundation for grades 3-5.

Nutrition Programs: Community Eligibility of Provisions Program provides free breakfast and lunch to 100% of our student population in Clarke County. We also receive a Fresh Fruit and Vegetable grant that allows students to eat a healthy fruit and vegetable twice a week. This program encourages children to try fruits and vegetables they may not normally have access to in this county or state.

grades 3-5 for evaluation of the schoolwide plan.

Title II funds are used for professional development.

Component 10: Evaluation

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

The ACIP is evaluated through periodic formal walk-throughs conducted monthly or bi-monthly. Random informal walk-throughs are conducted weekly. The plan is also evaluated through routine review of the school improvement plan's components to ensure that it is being followed and implemented.

2. 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?

Teachers and staff participate in bi-weekly data/planning meetings to review data which may include Global Scholar, Dibels, and weekly tests. These meetings also include planning about such topics as writing and reteaching.

The ACIP team meets to review the data at the end of the school year to determine if strategies worked to help students achieve.

3. 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?

The ACIP team looks at levels of improvement to see how students increased in scores even if they did not master the standards. If students have increased in reading and/or mathematics, the team feels the program has been effective.

4. 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?

The ACIP team meets at the end of the year and give insight on parts of the plan that was successful and unsuccessful. In the fall of the next school year, the team will meet to review modifications and analyze results from spring testing, surveys, and other sources.

Recommended changes are presented to the faculty for approval.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes. JIS will continue to promote 100% attendance for all students. We have incorporated an attendance pledge that the students recite daily. We promoted September as Attendance Awareness Month. We are rewarding students who have perfect attendance monthly.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We adjusted our reading and math goals to reflect the areas of weakness we need to address based on our ACT Aspire scores. We also created a new Science goal based on data from ACT Aspire test results.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	19.95	19.95	993,254.50
Administrator Units	1.00	1	70,349.00
Assistant Principal	0.00	0.70	39,388.00
Counselor	0.50	0.50	28,052.50
Librarian	1.00	1	51,371.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,432.00
Professional Development	0.00	0	1,432.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	8,392.00
Library Enhancement	0.00	0	477.00
Totals			1,194,148.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	138129.0

Provide a brief explanation and breakdown of expenses.

1 Instructional Aide and 1 Classroom Teacher Salary & Benefits - 93,131

30% School Admin. Salary & Benefits- 23,004

1 School Nurse (58%) - 20,057

Parent Involvement Supplies - 1,937

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	139507.63

Provide a brief explanation and a breakdown of expenses.

2 Classroom Teachers Salary & Benefits - \$137,507.63

Professional Development-\$2,000

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

Each year the system holds a parenting meeting to inform parents of Title I requirements and offerings. Jackson Intermediate School also holds its Annual Title I meeting each year at the beginning of school to inform parents and stakeholders of the school's participation as a Title I school and also to familiarize parents with Jackson Intermediate School and any new faculty or staff members in case anyone should be new to the area or JIS.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

Parents are informed of opportunities through the school newsletter, local newspaper, and Schoolcast-our automated telephone communication system. Parents helped plan and decide how monies would be spent to build student success. A tutorial lab has been established. A county website is also maintained so that parents and stakeholders may communicate with faculty and staff about events at the school as well as monitor student progress by communicating with teachers.

3. 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.

The Annual Title I meeting was held to explain the curriculum to parents. Parents are informed through newsletters, bulletin boards and regular notices sent home. Parents are encouraged to meet with teachers regularly. Progress reports are sent home every 4 1/2 weeks as well as a quarterly report card. Parents can also access student information using science, social studies, and computer lab assignments via the internet.

4. 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).

All parents, teachers, students, and the principal sign a parent-school compact at the beginning of the year stressing the importance of working together to have a successful school year. The compact is kept on file for each student. Also, at the beginning of the year, the principal met with each class in the gymnasium to discuss the importance of working together to have a successful school year. Students, teachers, and parents also use a communication folder or BEE Binder to carry papers, notes, etc. to and from school.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The ACIP will be made available on the school website, at PTO meetings and at parent conferences. Copies will also be available in the school office, the school media center, the central office, and the parenting center. Reminders will be placed on the report card suggesting that parents read the ACIP and offer suggestions accordingly. An email address will be posted on the website address for comments along with a "dropbox" at the school.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

To provide assistance to parents in helping them understand academic standards and assessments, and how to improve student achievement, JIS parents, students and teachers all commit to signing the Parent/Student/Compact. Each teacher at JIS is also required to hold parent-teacher conferences to help parents monitor their child's progress and work with teachers to improve the achievement of their children. Each year, JIS also holds its annual Title 1 meeting to inform parents of the Title I requirements.

6b. 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 NCLB Section 1118, 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 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)

- Parenting Day is a day set system wide for celebrating the activities of our learning environment with our parents. Different stations and activities covering various topics are setup throughout the day for parents to attend and enjoy with their students.
- Flashcards will be provided for struggling math students.
- Library Night is every Tuesday. The librarian uses this time to assist parents who have questions about the Accelerated Reader program.

6c. 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 NCLB Section 1118, 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)

Parenting Day is a day established system wide to encourage parent involvement throughout our schools. Parents, students and community members come enjoy presentations and activities dealing with such topics as bullying, family fitness & nutrition, internet safety, math in action, reading and Common Core Standards. Teachers use this as a day of fun for the parents and students, but it is a teaching opportunity to educate parents to be able to help their child. It is also a more relaxed environment to do so.

Our school website, Podcast and newsletter allow us to communicate to both our parents and community members.

6d. 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 NCLB Section 1118, 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)

We have an active PTO and a parent volunteer program. Our PTO continues to grow each year. It also encourages fundraising to support our efforts to meet the needs of our school as they arise. Our parent volunteers are in the school twice a week unless needed for an extra event. Our after-school program, CSI, co-ordinates with our local city officials to better meet the needs of the education of our children.

6e. 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 NCLB Section 1118, 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)

Many textbooks, computer programs, and library books have been purchased in Spanish. Computer programs have been purchased to help students learn to speak English. Jackson Intermediate School currently services only two ELL students.

6f. 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 NCLB Section 1118, 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)

Our school website allows communication between parents and community stakeholders to each teacher, faculty/staff member, and the principal. At each PTO meeting, there is also a time of discussion of parental events. Parents can also be involved by attending Title I Parental Involvement workshops at the Parenting Center.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Our texts provide worksheets and letters to parents in Spanish. The computer lab offers at-home access to lab materials in Spanish. Our building has ramps in several locations making it handicap-accessible.