ACIP

Jackson Intermediate School

Clarke County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Jackson 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 25, and there are five third grade teacher units. The maximum size for fourth grade is 27, and there are five teacher units. The maximum size for fifth grade is 22 students with five teacher units.

Jackson Intermediate currently has an enrollment of 352 students. According to gender, there are 121 black males and 105 black females, 2 Asian females, 1 Asian males, 65 white males, 45 white females, 0 Hispanic males, 0 Hispanic females, 2 multi-racial male and 1 multi-racial female, American Indian 1 Females, American Indian 2 males. There is a total of 25 full time teachers employed at Jackson Intermediate, one National Board certified, a principal, an assistant principal, a school counselor, a technology teacher, a media specialist, a school nurse, 2 physical education teachers and three instructional assistants, in addition to the school support staff. A speech therapist, a gifted education teacher and psychometrist are shared with other schools in our system. There are 15 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 the 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. PTO willingly provides volunteers and whatever is necessary for projects and activities of the school, and a sign in sheet is available for these volunteers in the office. The Continuous School Improvement (CSI) program was developed to assist struggling learners in grades 2-5 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 16 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, "Jackson Intermediate School will provide all students with a quality education in a nurturing environment where all students should become respectful, caring, and responsible citizens with a strong since of responsibility for themselves." The mission and vision statements were developed through a concerted effort of faculty, staff, administration, parents, and members of the community.

This past year 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. Several faculty members, our administration staff, and stakeholders from the community 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 and vision 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.

Jackson Intermediate School teachers and students have been striving to fulfill all requirements necessary for student improvement has tried different tests to support academic success. These tests range from STAR Reading Assessments from Renaissance Learning, the Scantron Performance Series 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.

Our school has improved and expanded its technology equipment. Each teacher received a new computer in 2016 to maintain updated technology. 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. Three 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 20 active classrooms has a total of 2- 3 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. Two years ago, 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. 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, and Think Central. 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 throughout the year.

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. A character building club for our young boys and girls are in placed, they are The JIS Young Gentlemen Club (Boys Excelling Toward Building Good Character and Achievement) and JIS GEMS (Girls Making A Difference). The purpose of these clubs are : 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, principal, assistant principal, guidance counselor and the male PE teacher. 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. At the end of the year, participants receive a certificate of completion at the last meeting where parents are invited to attend.

Members of the "JIS Young Gentlemen's Club" have attended the Senior Bowl game in Mobile, Alabama, for the last two years to watch the top college seniors play their final game before the NFL draft. These students also get an opportunity to go to the high school and watch the faculty and student basketball game.

In addition, we are very proud of our reading program. We are an Alabama Reading Initiative School as well as an AMSTI school. 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 2016-17 school year, 317 students marched in the parade. Parents and community by-standers lined the streets of downtown Jackson and celebrated the success of our students. Annually, students who meet their AR goal for the first nine weeks are recognized at halftime of a home football game.

In the fall our fifth grade students participate in the 10-week DARE drug awareness program. In the spring, they also participate in the 8-week Liberty Legacy program which promotes community service and patriotism. 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
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. 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		Student Performance Worksheet 2017-2018

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?

DIBELS reading scores indicated grade 5 are above expected levels of performance. ACT Aspire Math test 3rd and 4th grades are above expected levels of performance.

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

5th Grade Math ACT Aspire scores show a positive trend because the scores improved 0.15 from baseline
administration to current administration.
4th Grade Math ACT Aspire scores show a positive trend because the scores improved 0.18 from baseline administration to current administration.

Which area(s) indicate the overall highest performance?

4th Grade Math ACT Aspire indicated the overall highest performance.

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

In ACT Aspire science, the subgroup of fifth grade girls show a trend of increasing performance.

In ACT Aspire math, the subgroups of third and fourth grade African American students show a trend of increasing performance.

Between which subgroups is the achievement gap closing?

All 3rd grade girls show a trend in achievement gap closing in reading.

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

Scantron Performance Series, ACT Aspire and DIBELS Reading show consistent findings with Reading and math achievement.

Areas in Need of Improvement

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

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

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

5th Grade math has the greatest negative trend in performance because the number of students scoring READY has declined each year over the past three years.

Which area(s) indicate the overall lowest performance?

The overall lowest performance is third grade reading with an improvement score of -0.65; which is the difference from the baseline administration to the most recent administration of the Scantron Performance Test.

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

In ACT Aspire reading, the subgroup of third grade African American students show a trend of decreasing performance.
In ACT Aspire reading and math, the subgroup of fourth grade African American students show a trend of decreasing performance.

Between which subgroups is the achievement gap becoming greater?

Fifth grade white students show a trend in achievement gap becoming greater in reading.

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

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.25
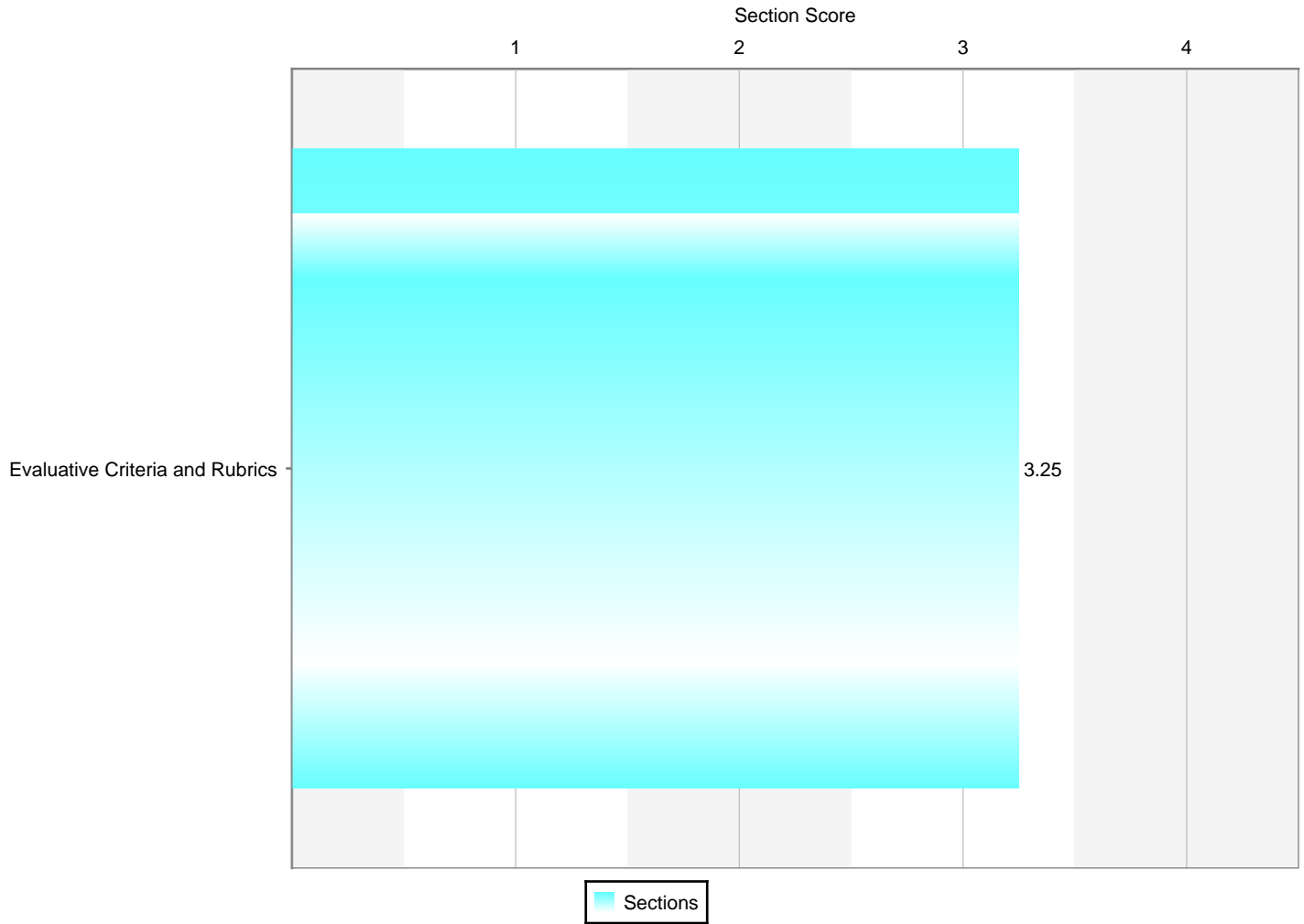
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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

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 251-250-2155. Attached is an employment survey produced by the Alabama State Department of Education utilized by this school system	Employment Survey

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	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.	Parent Involvement Plan 2017-2018

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	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, Gwen Powell, parents were involved in the creation of this document.	Parent Compact page 1 Parent Compact page 2

Jackson Intermediate School ACIP 2017-2018

Overview

Plan Name

Jackson Intermediate School ACIP 2017-2018

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	At Jackson Intermediate School, there will be a 2% increase in proficiency in reading as measured by Scantron Performance Series Test.	Objectives: 4 Strategies: 4 Activities: 10	Academic	$19040
2	At Jackson Intermediate School, there will be a 2% increase in proficiency in math as measured by Scantron Performance Series.	Objectives: 4 Strategies: 4 Activities: 7	Academic	$14400
3	JIS will promote 100% attendance for all students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$500
4	JIS will maintain a positive school climate.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0

Goal 1: At Jackson Intermediate School, there will be a 2% increase in proficiency in reading as measured by Scantron Performance Series Test.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency in identifying an author's explicit or implied claims and will be able to distinguish between fact and opinion in grade level text in Reading by 05/24/2018 as measured by Progress Monitoring, McGraw-Hill Wonders Assessments, Scantron Performance Series and Make Sense Strategies. .

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: Develop/Implement Research Based Best Practices for Continuous Improvement

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

Activity - Enhancing Integration of Knowledge and Ideas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learners will use a variety of informational and literacy text to enhance integration of knowledge and ideas using weekly test, focus books, and comprehension worksheets.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All third grade reading teachers, librarian, PE teacher

Activity - Encourage Participation by All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learners will use a variety of comprehension materials to enhance student participation in reading across the curriculum by participating in the Wonders Reading Program, Scholastic News Magazine on a weekly basis, "Making Connections" Activities, and PE Health classes on a monthly basis.	Academic Support Program	08/07/2017	05/24/2018	$1620	Other	All 3rd grade teachers, PE and Health Teachers

Activity - Dyslexia Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jackson Intermediate School will implement the Spire Intervention Program to better be able to assist students who exhibit dyslexia tendencies and provide intervention for students who have fallen below grade level.	Academic Support Program	10/09/2017	05/24/2018	$1000	Title I Schoolwide	Selected faculty and staff members will implement this program.

Measurable Objective 2:

A 2% increase of Fourth grade students will demonstrate a proficiency in integration of knowledge and Ideas in Reading by 05/24/2018 as measured by McGraw-Hill Wonders assessments, progress monitoring, Scantron Performance Series, 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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based instruction based on Common Core Standards

Activity - Implement Various Instructional Strategies	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	08/07/2017	05/24/2018	$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 (in the Lab), ConnectED computer program, Scholastic News magazine (Common Core aligned), Mrs. Warner's 4th grade website and utilize an instructional aide with emphasis on constructed response.	Academic Support Program	08/07/2017	05/24/2018	$20	State Funds	Reading teachers, instructional aide, and technology teacher

Activity - Dyslexia Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jackson Intermediate School will implement the Spire Intervention Program to help students who exhibit dyslexia tendencies and provide intervention as needed.	Academic Support Program	10/09/2017	05/24/2018	$1000	Title I Schoolwide	Select faculty and staff members will implement this program.

Measurable Objective 3:

A 5% increase of Fifth grade students will demonstrate a proficiency in craft and structure and vocabulary knowledge in Reading by 05/24/2018 as measured by McGraw-Hill Wonders assessments, progress monitoring, and Scantron Performance Series..

Strategy 1:

Targeted Instruction (5th) - All reading teachers will incorporate Make Sense Strategies weekly and use a variety of vocabulary strategies to acquire and use 5th grade

vocabulary daily.

Category: Develop/Implement Learning Supports

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 with focus on constructed response. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. The PE teacher will incorporate reading strategies with 5th grade students during classes weekly. | Academic Support Program | 08/07/2017 | 05/24/2018 | $0 | No Funding Required | Reading teachers and PE teachers |

Activity - Dyslexia Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jackson Intermediate School will implement the Spire Intervention Program to help students who exhibit dyslexia tendencies and provide intervention as needed.	Academic Support Program	10/09/2017	05/24/2018	$1000	Title I Schoolwide	Selected faculty and staff will implement this program.

Measurable Objective 4:

100% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using various forms of technology to enhance standards in Reading by 05/24/2018 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

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, Scantron, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/14/2017	05/24/2018	$2400	Other	All teachers, technology teacher and 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	08/07/2017	05/24/2018	$12000	Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

Goal 2: At Jackson Intermediate School, there will be a 2% increase in proficiency in math as measured by Scantron Performance Series.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency to fluently multiply and divide within 100 in Mathematics by 05/24/2018 as measured by Common Core skills pages, Go Math assessments, Moby Max and Scantron Performance Series..

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
Learner will use Common Core skills pages and Think Central in whole group.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All third grade teachers

Activity - Enhance Learner fluency to multiply and divide within 100	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learner will use a variety of hands-on instructional materials and practice to multiply and divide within 100 using Common Core skill pages, Think Central, Moby Max, and Scantron Performance Series.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All third grade teachers

Measurable Objective 2:

A 2% increase of Fourth grade students will demonstrate a behavior to identify number and operations using fractions and operating in algebraic thinking in Mathematics by 05/24/2018 as measured by GoMath assessments and Scantron Performance Series. .

Strategy 1:

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

assessment strategies.

Category: Develop/Implement College and Career Ready Standards

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 to address justification and explanation.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	All math teachers

Measurable Objective 3:

A 5% increase of Fifth grade students will demonstrate a proficiency in numbers and operations using fractions & operations and algebraic thinking in Mathematics by 05/24/2018 as measured by GoMath assessments and Scantron Performance Series. .

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, Moby Max website, weekly test results, and Scantron Performance Series.	Academic Support Program	08/07/2017	05/24/2018	$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
The math teachers will address NF and OA domains and the standards utilizing tri-folds that cover the standards, skill sheets that cover Common Core Standards, stand alone lessons and computer based practice from Moby Max.	Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	Math teachers

Measurable Objective 4:

100% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using various forms of technology to enhance standards in Mathematics by 05/24/2018 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), Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/08/2016	05/24/2017	$2400	Other	All teachers, technology teacher and 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 | 08/08/2016 | 05/26/2017 | $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 05/24/2018 as measured by accuracte daily attendance through INOW.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Truancy Law

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, counselor, and Administration will promote 100% attendance in classrooms during the 2017-18 school year. The attendance pledge will by recited daily led by students over the intercom during the month of September.	Policy and Process	09/01/2017	05/24/2018	$0	Other	Administration, counselor, and 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.	Academic Support Program	09/01/2017	05/24/2018	$500	Other	Principal, Assistant Principal and Guidance Counselor

Goal 4: JIS will maintain a positive school climate.

Measurable Objective 1:

collaborate to maintain a positive and productive school climate for all students by 05/24/2018 as measured by teacher and administration documentation and sign in sheets.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

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	04/02/2018	05/18/2018	$0	No Funding Required	Adult Advocate (classroom teachers) Counselors

Activity - Student Advocates	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	08/07/2017	05/24/2018	$0	No Funding Required	Identified assigned adult advocate.

Activity - Student Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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. Students are also recognized and/or participate in the following activities to promote their self-confidence and behavior: STAR Sportsmanship, Wiz Wednesdays (PE educational day), Shout-Out Friday, Traveling Trophy, Students of the Month, Computer lab Brag Tags and AR recognition.	Tutoring, Behavioral Support Program, Academic Support Program	08/07/2017	05/24/2018	$0	No Funding Required	PE Coach, Principal, Assistant Principal, Guidance Counselor, 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	08/21/2017	05/11/2018	$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: Develop/Implement Teacher Effectiveness Plan

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

Activity - Mentoring of New Teachers	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	08/07/2017	05/24/2018	$0	No Funding Required	Identified mentors and new teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enhance Learner fluency to multiply and divide within 100	Learner will use a variety of hands-on instructional materials and practice to multiply and divide within 100 using Common Core skill pages, Think Central, Moby Max, and Scantron Performance Series.	Academic Support Program	08/07/2017	05/24/2018	$0	All third grade teachers
Student Awareness	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. Students are also recognized and/or participate in the following activities to promote their self-confidence and behavior: STAR Sportsmanship, Wiz Wednesdays (PE educational day), Shout-Out Friday, Traveling Trophy, Students of the Month, Computer lab Brag Tags and AR recognition.	Tutoring, Behavioral Support Program, Academic Support Program	08/07/2017	05/24/2018	$0	PE Coach, Principal, Assistant Principal, Guidance Counselor, faculty and staff
Mentoring of New Teachers	Mentor will meet with the mentee monthly to cover the information provided in the CCBOE Teacher Mentor Booklet.	Professional Learning	08/07/2017	05/24/2018	$0	Identified mentors and new teachers
Unwrapping and Pacing of Most Missed Standards	The math teachers will address NF and OA domains and the standards utilizing tri-folds that cover the standards, skill sheets that cover Common Core Standards, stand alone lessons and computer based practice from Moby Max.	Academic Support Program	08/07/2017	05/24/2018	$0	Math teachers
Encourage participation with all students	Learner will use Common Core skills pages and Think Central in whole group.	Academic Support Program	08/07/2017	05/24/2018	$0	All third grade teachers
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	04/02/2018	05/18/2018	$0	Adult Advocate (classroom teachers) Counselors

Enhancing Integration of Knowledge and Ideas	Learners will use a variety of informational and literacy text to enhance integration of knowledge and ideas using weekly test, focus books, and comprehension worksheets.	Academic Support Program	08/07/2017	05/24/2018	$0	All third grade reading teachers, librarian, PE teacher
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 to address justification and explanation.	Academic Support Program	08/07/2017	05/24/2018	$0	All math teachers
Implement Various Instructional Strategies	Reading teachers and the PE teacher will incorporate various instructional strategies into their lessons weekly.	Academic Support Program	08/07/2017	05/24/2018	$0	Reading teachers, instructional aide, PE teacher
Variety of Instructional Strategies	All math teachers will incorporate small, flexible groups within their classroom structure based on classroom performance, Moby Max website, weekly test results, and Scantron Performance Series.	Academic Support Program	08/07/2017	05/24/2018	$0	All math teachers
Differentiated Lessons	All reading teachers will pre-teach vocabulary comprehension. All students will participate in whole group and small group instruction with focus on constructed response. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. The PE teacher will incorporate reading strategies with 5th grade students during classes weekly.	Academic Support Program	08/07/2017	05/24/2018	$0	Reading teachers and PE teachers
Student Advocates	An assigned adult advocate will support the students educational experience.	Academic Support Program	08/07/2017	05/24/2018	$0	Identified assigned adult advocate.
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	08/21/2017	05/11/2018	$0	Bridgett Powell-Assistant Principal, Teachers and Staff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program	09/01/2017	05/24/2018	$500	Principal, Assistant Principal and 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	08/07/2017	05/24/2018	$12000	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff
Encourage Participation by All Students	Learners will use a variety of comprehension materials to enhance student participation in reading across the curriculum by participating in the Wonders Reading Program, Scholastic News Magazine on a weekly basis, "Making Connections" Activities, and PE Health classes on a monthly basis.	Academic Support Program	08/07/2017	05/24/2018	$1620	All 3rd grade teachers, PE and Health Teachers
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, Scantron, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/14/2017	05/24/2018	$2400	All teachers, technology teacher and media specialist
YES Cart Technology	Teachers and staff will utilize the YES Cart and portable laptops to encourage the use of technology by all students.	Technology	08/08/2016	05/26/2017	$12000	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Teachers and Staff
Promote Perfect Attendance	Teachers, counselor, and Administration will promote 100% attendance in classrooms during the 2017-18 school year. The attendance pledge will by recited daily led by students over the intercom during the month of September.	Policy and Process	09/01/2017	05/24/2018	$0	Administration, counselor, and Classroom teachers
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), Global Scholar, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/08/2016	05/24/2017	$2400	All teachers, technology teacher and Media Specialist
				Total	$30920	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Dyslexia Awareness	Jackson Intermediate School will implement the Spire Intervention Program to better be able to assist students who exhibit dyslexia tendencies and provide intervention for students who have fallen below grade level.	Academic Support Program	10/09/2017	05/24/2018	$1000	Selected faculty and staff members will implement this program.
Dyslexia Awareness	Jackson Intermediate School will implement the Spire Intervention Program to help students who exhibit dyslexia tendencies and provide intervention as needed.	Academic Support Program	10/09/2017	05/24/2018	$1000	Selected faculty and staff will implement this program.
Dyslexia Awareness	Jackson Intermediate School will implement the Spire Intervention Program to help students who exhibit dyslexia tendencies and provide intervention as needed.	Academic Support Program	10/09/2017	05/24/2018	$1000	Select faculty and staff members will implement this program.
				Total	$3000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 (in the Lab), ConnectED computer program, Scholastic News magazine (Common Core aligned), Mrs. Warner's 4th grade website and utilize an instructional aide with emphasis on constructed response.	Academic Support Program	08/07/2017	05/24/2018	$20	Reading teachers, instructional aide, and technology teacher
				Total	$20	

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 provided as necessary for all participants.	

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Teacher

Indicators C-14 (Using Results Eleot Teacher Inventory) contained our three highest scores: 4.00, 3.96 and 3.96 respectively.

C14 Students in my class have formal opportunities to develop positive relationships with their peers and/or adults.

C7 My lessons provide opportunities for students to be actively engage in their learning.

E4 I utilize a formal process to determine the individual learning needs of my students.

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

This is the first year using the Eleot surveys.

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

These above reported findings are consistent with the positive response of our parents and their involvement with Jackson Intermediate School.

Areas in Need of Improvement

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

Student Inventory 1.92 and 2.29

E3 I use a rubric or scoring guide to help me complete an assignment.

C2 I met or talk with an adult, other than my teacher, who helps me with my learning needs.

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

This is the first we are using Eleot surveys.

What are the implications for these stakeholder perceptions?

The school's purpose statement is normally reviewed and revised by faculty and staff. This indicates that stakeholders are involved in the process.

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

These above reported findings are consistent with the response of our parents and their involvement with Jackson Intermediate School.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.5
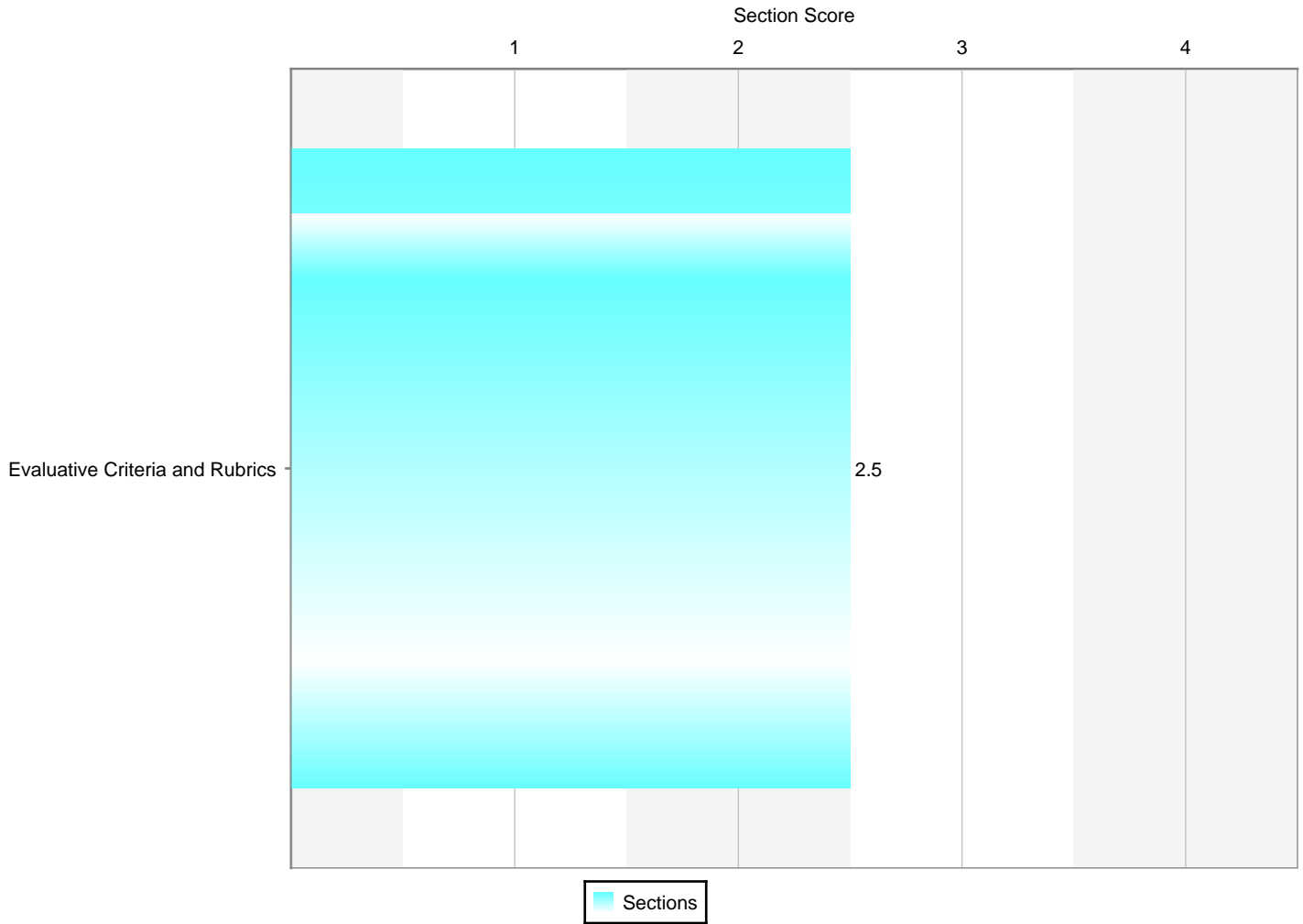
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The faculty and staff will examine data by using monthly assessments in math and reading, progress monitoring and unit tests. Scantron Performance Series, 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, biweekly 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.

What were the results of the comprehensive needs assessment?

Third Grade Aspire Reading Results = Exceeding 10%, Ready-20%, Close-28%, In Need of Support-42%
Third Grade Aspire Math Results = Exceeding 12%, Ready-40%, Close-27%, In Need of Support-21%
Fourth Grade Aspire Reading Results =Exceeding 10%, Ready-24%, Close-35%, In Need of Support-32%
Fourth Grade Aspire Math Results =Exceeding 14%, Ready-38%, Close-41%, In Need of Support-7%
Fifth Grade Aspire Reading Results = Exceeding 12%, Ready-21%, Close-28%, In Need of Support-39%
Fifth Grade Aspire Math Results = Exceeding 10%, Ready-27%, Close-52%, In Need of Support-11%
Third Grade DIBELS Results - Benchmark 91, Strategic 13, and Intensive 28
Fourth Grade DIBELS Results - Benchmark 84, Strategic 12, Intensive 17
Fifth Grade DIBELS Results - Benchmark 83, Strategic 15, Intensive 13
Third Grade Scantron Reading = Above-18%, High-30%, Low-34%, Below-18%
Third Grade Scantron Math = Above-23%, High-24%, Low-23%, Below-30%
Fourth Grade Scantron Reading = Above- 18%, High-20%, Low-30%, Below-32%
Fourth Grade Scantron Math = Above-7%, High-35%, Low-28%, Below-30%
Fifth Grade Scantron = Above-16%, High-23%, Low-30%, Below-30%
Fifth Grade Scantron Math = Above-13%, High-21%, Low-35%, Below-31%

What conclusions were drawn from the results?

69 of 132 students are ready/exceeding average on the ACT Aspire Math test for third graders.
84 of 118 of all fifth graders have benchmarked the fall DIBELS test.

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

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

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.

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.

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. Spire Intervention Program will be used to help students who are Tier 3 students and need extra support in reading. 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 (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

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

Goal 1:

At Jackson Intermediate School, there will be a 2% increase in proficiency in reading as measured by Scantron Performance Series Test.

Measurable Objective 1:

A 2% increase of Fourth grade students will demonstrate a proficiency in integration of knowledge and Ideas in Reading by 05/24/2018 as measured by McGraw-Hill Wonders assessments, progress monitoring, Scantron Performance Series, 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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based instruction based on Common Core Standards

Activity - Implement Various Instructional Strategies	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	08/07/2017	05/24/2018	$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

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

Goal 1:

At Jackson Intermediate School, there will be a 2% increase in proficiency in reading as measured by Scantron Performance Series Test.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using various forms of technology to enhance standards in Reading by 05/24/2018 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, Scantron, library/media, and other topics as needed to help the staff address the changing technological needs in the classroom.	Technology	08/14/2017	05/24/2018	$2400 - Other	All teachers, technology teacher and 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	08/07/2017	05/24/2018	$12000 - Other	Library Media Specialist-Susan Henderson, Technology Teacher-Shan Higginbotham, Faculty and Staff

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

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

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

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

Goal 1:

At Jackson Intermediate School, there will be a 2% increase in proficiency in reading as measured by Scantron Performance Series Test.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency in identifying an author's explicit or implied claims and will be able to distinguish between fact and opinion in grade level text in Reading by 05/24/2018 as measured by Progress Monitoring, McGraw-Hill Wonders Assessments, Scantron Performance Series and Make Sense Strategies. .

Strategy1:

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

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

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

Activity - Dyslexia Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jackson Intermediate School will implement the Spire Intervention Program to better be able to assist students who exhibit dyslexia tendencies and provide intervention for students who have fallen below grade level.	Academic Support Program	10/09/2017	05/24/2018	$1000 - Title I Schoolwide	Selected faculty and staff members will implement this program.

Activity - Enhancing Integration of Knowledge and Ideas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learners will use a variety of informational and literacy text to enhance integration of knowledge and ideas using weekly test, focus books, and comprehension worksheets.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	All third grade reading teachers, librarian, PE teacher

Activity - Encourage Participation by All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learners will use a variety of comprehension materials to enhance student participation in reading across the curriculum by participating in the Wonders Reading Program, Scholastic News Magazine on a weekly basis, "Making Connections" Activities, and PE Health classes on a monthly basis.	Academic Support Program	08/07/2017	05/24/2018	$1620 - Other	All 3rd grade teachers, PE and Health Teachers

Measurable Objective 2:

A 2% increase of Fourth grade students will demonstrate a proficiency in integration of knowledge and Ideas in Reading by 05/24/2018 as measured by McGraw-Hill Wonders assessments, progress monitoring, Scantron Performance Series, 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: Develop/Implement Research Based Best Practices for Continuous Improvement

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 (in the Lab), ConnectED computer program, Scholastic News magazine (Common Core aligned), Mrs. Warner's 4th grade website and utilize an instructional aide with emphasis on constructed response.	Academic Support Program	08/07/2017	05/24/2018	$20 - State Funds	Reading teachers, instructional aide, and technology teacher

Activity - Implement Various Instructional Strategies	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	08/07/2017	05/24/2018	$0 - No Funding Required	Reading teachers, instructional aide, PE teacher

Measurable Objective 3:

A 5% increase of Fifth grade students will demonstrate a proficiency in craft and structure and vocabulary knowledge in Reading by

05/24/2018 as measured by McGraw-Hill Wonders assessments, progress monitoring, and Scantron Performance Series..

Strategy1:

Targeted Instruction (5th) - All reading teachers will incorporate Make Sense Strategies weekly and use a variety of vocabulary strategies to

acquire and use 5th grade vocabulary daily.

Category: Develop/Implement Learning Supports

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 with focus on constructed response. All reading teachers will incorporate Make Sense strategies weekly. All reading teachers will maintain active word walls. The PE teacher will incorporate reading strategies with 5th grade students during classes weekly.	Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	Reading teachers and PE teachers

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

Goal 1:

At Jackson Intermediate School, there will be a 2% increase in proficiency in reading as measured by Scantron Performance Series Test.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency in identifying an author's explicit or implied claims and will be able to

distinguish between fact and opinion in grade level text in Reading by 05/24/2018 as measured by Progress Monitoring, McGraw-Hill

Wonders Assessments, Scantron Performance Series and Make Sense Strategies. .

Strategy1:

Differentiated Instruction (3rd) - All 3rd grade reading teachers will provide differentiated instruction on reading standards incorporating

various instructional, grouping and assessment strategies.

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

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

Activity - Dyslexia Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jackson Intermediate School will implement the Spire Intervention Program to better be able to assist students who exhibit dyslexia tendencies and provide intervention for students who have fallen below grade level.	Academic Support Program	10/09/2017	05/24/2018	$1000 - Title I Schoolwide	Selected faculty and staff members will implement this program.

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 05/24/2018 as measured by accuracte daily attendance

through INOW.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Truancy Law

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, counselor, and Administration will promote 100% attendance in classrooms during the 2017-18 school year. The attendance pledge will by recited daily led by students over the intercom during the month of September.	Policy and Process	09/01/2017	05/24/2018	$0 - Other	Administration, counselor, and Classroom teachers

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.	Academic Support Program	09/01/2017	05/24/2018	$500 - Other	Principal, Assistant Principal and Guidance Counselor

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

JIS has a county interpreter to come and explain to parents student academic achievement results on an as needed basis.

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

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

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

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

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 25 full time teachers employed at Jackson Intermediate, one National Board certified, a principal, a assistant principal, a school counselor, a technology teacher, a media specialist, a school nurse, 2 physical education teachers, a volunteer music teacher and three instructional assistants, in addition to the school support staff. A speech therapist, a gifted education teacher and psychometrist are shared with other schools in our system. There are 15 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 Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Jackson Intermediate School has two new teachers, and one teacher changed grade levels.

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

Jackson Intermediate School has three non-tenured teachers. All other teachers have 4-25 plus years of experience.

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

n/a

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

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

The technology teacher and other instructors will provide teachers with professional development quarterly on incorporating technology into their lessons. Specifically, teachers will be involved in embedded AMSTI math training as well as Dyslexia Awareness training.

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

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.

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 be assigned a mentor for the year.

Describe how all 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 (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

JIS will maintain a positive school climate.

Measurable Objective 1:

collaborate to maintain a positive and productive school climate for all students by 05/24/2018 as measured by teacher and administration documentation and sign in sheets.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Institute for Research and Reform in Education

Activity - Student Advocates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assigned adult advocate will support the students educational experience.	Academic Support Program	08/07/2017	05/24/2018	$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	04/02/2018	05/18/2018	$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	08/21/2017	05/11/2018	$0 - No Funding Required	Bridgett Powell-Assistant Principal, Teachers and Staff

Activity - Student Awareness	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. Students are also recognized and/or participate in the following activities to promote their self-confidence and behavior: STAR Sportsmanship, Wiz Wednesdays (PE educational day), Shout-Out Friday, Traveling Trophy, Students of the Month, Computer lab Brag Tags and AR recognition.	Tutoring Behavioral Support Program Academic Support Program	08/07/2017	05/24/2018	$0 - No Funding Required	PE Coach, Principal, Assistant Principal, Guidance Counselor, faculty and staff

Strategy2:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

Activity - Mentoring of New Teachers	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	08/07/2017	05/24/2018	$0 - No Funding Required	Identified mentors and new teachers

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

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

Teachers discuss assessment and improvements of assessments during monthly data meetings with the county reading coordinator 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 (Sec.1114 (7)(A))

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

When test results arrive, each grade level assembles with the counselor, county literacy coordinator, and the adminstators 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. Scantron and DIBELS benchmarks are also used on a regular basis to identify students experiencing difficulty mastering the State's academic achievement standards.

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.

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.

Continuous School Improvement (CSI) is used to help students beyond the regular school day.

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.

JIS uses teacher observations, weekly test scores, chapter tests, and unit tests, along with DIBELS, and Scantron 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. This is an afterschool program that several of our teachers participate in as needed. Also, we have Family Library Nights that allow parents to come to the library after school hours with their students to read, research or work on homework. These nights are under the supervision of the library media specialist.

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.

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.

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

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

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 Too Good for Drugs and Too Good for Violence 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.

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

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

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.

DIBELS, Scantron and ACT Aspire are formative assessments that will allow teachers to assess student needs and achievement for grades 3-5 for evaluation of the schoolwide plan.

Title II funds are used for professional development.

Spire Intervention Program will be used to help struggling readers in grades 3-5.

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

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.

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 Scantron Performance Series , 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.

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.

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.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	19.92

Provide the number of classroom teachers.

19.12

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1004062.0

Total   1,004,062.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	74054.0

Total   74,054.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

.9

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	53179.0

Total   53,179.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	59095.0

Total   59,095.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54113.0

Total   54,113.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total 0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4787.0

Total   4,787.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1755.0

Total   1,755.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	9539.0

Total   9,539.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	689.0

Total   689.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	128831.0

Provide a brief explanation and breakdown of expenses.

1 Teacher-62,363

.10 Asst. Principal-8,031

1 Instructional Aide-31,468

.58 Nurse-21,127

Instructional Supplies-4,147

Parental Involvement-1,695

Title II

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

Provide a brief explanation and a breakdown of expenses.

Professional Development-2500

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

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

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

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Each year the system holds a parenting meeting to inform parents of Title I requirements and offerings. Jackson Intermediate School also holds it's 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.

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

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. We also have a JIS website and JIS Facebook page for communication with parents and community about activities taking place at the school. Parents are invited to attend our annual Title I Parent Advisory meeting where information about Title I-VI funds is shared. Some teachers use the Remind app to keep parents informed on ongoing class activities.

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

The Annual Title I meeting was held to explain the curriculum to parents. Parents are informed through newsletters, bulletin boards, the school marquee outside the building 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.

We have several students in which we send communications home in their native language.

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

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.

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

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.

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

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

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

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 and benefits. On Parenting Day, flexible scheduling is done by teachers to accommodate all parents. Technology training on how to access school website and using INow home portal.

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

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

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

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 and benefits. On Parenting Day, flexible scheduling is done by teachers to accommodate all parents. Technology training on how to access school website and using INow home portal.

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

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

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

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, call cast and newsletter allow us to communicate to both our parents and community members.

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

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

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

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.

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

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

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

Information concerning schools events are available through postings on the school/county website, placement on our marquee, handouts to the students, as well as the school call cast system.

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

Communications going out are provided 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. We have currently 2 ELL students.