

# Jacksonville Independent School District

## Jacksonville Middle School

### 2017-2018 Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Top 25% Student Progress



# Mission Statement

**Spirit:** School spirit creates pride, passion, and ownership for positive outcomes throughout the JMS family.

**Unity:** Together the campus will meet the social and academic needs of each student.

**Commitment:** We are committed to academic achievement through the use of technology as a vital tool in preparing our students for the 21<sup>st</sup> century.

**Community:** We are dedicated to be firmly entrenched in the foundations of success by diligently interacting with all students, parents, and professionals.

**Excellence:** All students possess the potential to achieve academic excellence in preparation for higher education.

**Support:** Administrators, faculty, and staff work together to ensure students' academic success.

**Secure:** Ensuring a threat-free, drug-free learning environment for every individual on our campus.

# Value Statement

We Believe That ...

- A Safe learning environment is imperative.
- A Quality education and a commitment to life-long learning improves the entire community.
- Education is a shared responsibility of the student, family, school, and community.
- High expectations will challenge everyone to work toward their potential.
- Diversity makes us stronger.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Economically Disadvantaged - 78%

African American - 16%

White - 30%

Hispanic - 51%

One or More - 2.6%

Special Ed - 7.5%

504 - 16.2%

## Student Achievement

### Student Achievement Summary

	All Students	African American	Hispanic	White	Econ Disadv.	Special Ed	Current & Monitored ELL
<b>State Target</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>
Reading	80%	65%	83%	84%	77%	43%	<b>66%</b>
Math	76%	57%	79%	81%	73%	41%	67%
Writing	72%	59%	72%	77%	66%	41%	54%
Science	68%	52%	68%	77%	65%	26%	37%
Social Studies	54%	44%	47%	74%	49%	23%	20%

### Student Achievement Strengths

- JMS met or exceeded the state average in Reading and Math.
- Reading and Math increased in every indicator.
- Science scores increased in 6 of the 7 indicators.
- 100% of JMS students enrolled in Algebra I passed.
- JMS earned a Top 25% Progress TEA Distinction.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Social Studies scores are below 60% in all areas except one indicator. **Root Cause:** Students struggle with the conceptual, higher level application of the US History content as well as alignment and consistency of instruction in this content through 7th grade.

**Problem Statement 2:** Writing scores for AA, special ed and ELL students fall below 60%. **Root Cause:** Alignment and consistency of instruction in this content through 7th grade.

**Problem Statement 3:** Science scores for AA, special ed and ELL students fall below 60%. **Root Cause:** Alignment and consistency of instruction in this

content through 8th grade.

## **School Culture and Climate**

### **School Culture and Climate Summary**

- There was an 17% decrease in office referrals from previous year
- There was a 18% decrease in fights from previous year
- Positive incentives through six weeks and semester reward parties for students with good discipline and grades through Triple A
- There was a 10% increase in extracurricular student participation from the previous year

### **School Culture and Climate Strengths**

- A No Excuses University school
- NEU systems implemented across the campus
- Faculty and staff visible during the day
- Positive well-structured environment
- High expectations for all students
- 87% of students involved in at least one club or organization
- Campus-wide discipline plan in place



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Year At A Glance documents are continuing to be built and utilized

Departments working more closely to stay on target and plan weekly during PLC's

Three week or unit assessments implemented in core content areas

BRAVE modeled after the AVID model and implemented in two grades for the 16-17 school year

Pre-Ap Spanish offered for 7th grade students who have been in the Dual Language program since elementary

### **Curriculum, Instruction, and Assessment Strengths**

Daily PLC's built into the master calendar for all core teachers

Year At A Glance documents utilized and are a living document

Every student in Tier II Reading Lab receive a lexile level and have targeted areas of growth

Every student in Tier II Reading Lab receive targeted instruction through small group instruction and assessment with Accelerated Math

Accelerated Spanish offered for Spanish I and II high school credit for native spanish speakers in 8th grade

BRAVE implemented at the 7th and 8th grade to target students in preparation for college; all BRAVE students must take one Pre-Ap class

## **Technology**

### **Technology Summary**

Tuesday PLC's designated as "Tech Tuesday" to assist teachers in the integration of technology into the classroom

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student failure and/or retention rates

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback

# Goals

**Goal 1: Jacksonville ISD will recruit, support, and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.**

**Performance Objective 1:** JMS will retain 95% of the desired teaching staff by providing a culture of support and opportunities for professional development.

**Evaluation Data Source(s) 1:** Teacher retention record.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) 100% of staff maintains a highly effective and high quality status by the close of the school year Strategic Plan Goal 4	4	Teachers Principals	Check highly qualified status				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> 2) Train teachers in Capturing Kids Hearts to create a safe learning environment that will impact classroom management, grades, parent/teacher relationships and team relationships.	2, 4	Principals Teachers	Increase in student grades, attendance and test scores. Affective needs of students being met as well.				
3) Increase the number of teachers trained in Pre-AP and G/T techniques  Strategic Plan Goal 3		District G/T Coordinator Principals Core Subject Teachers	Documentation of completed training At least one additional staff member will obtain certification				
Funding Sources: Title I, part A - 600.00							

**Goal 2: Jacksonville ISD campuses will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.**

**Performance Objective 1:** All subjects will improve by addressing reading and math skills by implementing systematic instruction and interventions across all content areas to improve student performance and achieve the Met Standard rating on the STAAR test and earn distinctions in all three domains.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by 2018 STAAR scores

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
<b>System Safeguard Strategy</b> 1) Provide instructional strategists to oversee benchmarking, testing and developing teaching strategies through coaching and mentoring teachers System Safeguard		Principals	Contracts renewed				
Funding Sources: Title I, part A - 107830.00							
<b>System Safeguard Strategy</b> 2) Provide an ESL instructional strategist to ensure alignment of instructional delivery. Strategic Plan Goal 5		Principal Alicia Tennison	contract renewed				
Funding Sources: Local - 0.00							
3) Administer mock STAAR assessments in grades 7 & 8 and use the results to plan and implement instruction. Data will be collected and analyzed for incremental improvement by campus teachers, district coordinators and instructional strategist. Strategic Plan Goal 3		Principals Teachers Meredith Farquharson Teresa Easterling	Pre-test and Benchmark test results disaggregated by student groups  At least 100% meeting minimum expectations and disaggregate by student sub-group				
<b>System Safeguard Strategy</b> 4) Targeted tutorials will be provided every week in all subjects. System Safeguard		Principals Teachers	Decrease in nine weeks student failures				
<b>System Safeguard Strategy</b> 5) ESL students will be immersed in the four core subject areas and supported with Spanish speaking facilitators in Science and Social Studies and ESL certified teachers in ELA Strategic Plan Goal 5		Principal Teachers Alicia Tennison	Nine week assessments disaggregated by student groups				
Funding Sources: Local - 0.00, Title III - 0.00							

6) Use of a variety of technologies which include interactive whiteboards, visual presenters, interactive writing pads, CPS units, wireless laptop cart, remote presentation devices, ipods, digital video cameras.	Lynne Bullock Liz Brents Core teachers	Documentation through lesson plans				
	Funding Sources: Local - 0.00, Title I, part A - 1500.00, RLIS - 0.00					
<b>System Safeguard Strategy</b> 7) Increase use of technology such as but not limited to Interwrite pads/MOBIS for classroom instruction and student interaction, CPS units and use the laptop carts to facilitate learning through 21st century learning strategies.	All Teachers	Teacher observations and walk- throughs Increase STAAR scores to at least 100% mastery				
	Funding Sources: Local - 0.00, Title I, part A - 5000.00, RLIS - 0.00					
8) Implement a variety of educational software including: Destiny, Forethought, Workshop, Skyward (attendance), esped, Renaissance Place-(AR, AM, STAR Math, STAR Reading, Vocabulary Skills and Literacy Skills, Brainpop)	Lead Teachers Librarian Principal Meredith Farquharson Teresa Easterling	At least 100% mastery on benchmark assessments				
	Funding Sources: Title I, part A - 11069.00, RLIS - 0.00					
<b>System Safeguard Strategy</b> 9) All core teachers will participate in daily PLC meetings to address professional development needs, technology integration and curriculum planning. Strategic Plan Goal 2	Meredith Farquharson Teresa Easterling Principal	Increase in STAAR scores to at least 100% mastery				
	Funding Sources: Local - 0.00					
<b>System Safeguard Strategy</b> 10) Provide ELPS training for all core staff System Safeguard	Alicia Tennison Principal	Increase LEP students TELPAS/STAAR scores				
	Funding Sources: Local - 0.00					
<b>System Safeguard Strategy</b> 11) Staff Development for all staff to include teamwork, data decision-making, RTI by Solution Tree training, NEU, CAMT, CAST, TCEA, Social Studies Conference and Writing Academy, Writing Workshops and AVID training. Strategic Plan Goal 2 System Safeguard	Principals Meredith Farquharson Teresa Easterling	Increase STAAR scores to 100% in reading and 100% in Math. All other subjects show improvement by at least 10%				
	Funding Sources: Local - 0.00, Title I, part A - 3000.00, Title III - 0.00					
<b>System Safeguard Strategy</b> 12) Provide a systematic ESL tutorial program that focuses on reading skills, comprehension, building academic language and writing skills. Strategic Plan Goal 5 System Safeguard	LEP teams Reading teachers	Percent passing and showing progress on STAAR test and passing TELPAS.				
	Funding Sources: Title III - 0.00, Title I, part A - 1500.00					

<b>System Safeguard Strategy</b> 13) Staff development, monitoring and implementation of three week assessments in all core content areas with increased instruction in academic language. Concentration on the ELL population. Strategic Plan Goal 2 and 5 System Safeguard	Campus Principals, Bilingual Director, Assistant Superintendent for Curriculum, Bilingual Instructional Strategist.	Redesign of benchmarks and walk- throughs indicating increased rigor of instruction in academic language. Increase of ESL passing rate in Science to moderate risk level				
	Funding Sources: Local - 0.00, Title I, part A - 1500.00, Title III - 0.00					
<b>System Safeguard Strategy</b> 14) RTI meetings will be every three weeks by team with an RTI Team Leader to discuss student concerns concentrating on Science and Social Studies Safeguard targets Strategic Plan Goal 5 System Safeguard	Team Leaders Principals Sherry Smith	Decrease in failures and increase in early intervention				
15) Team Meetings will be held on Wednesdays(other than RTI dates) to hold parent conferences and for collaboration. Strategic Plan Goal 5	All teachers Administrators Team Leaders	Increase campus to parent communication				
16) Staff development for general education staff concerning the mandates and best practices regarding LRE. Systemic evaluation and facilitation with inclusion similar to that provided by Stetson & Associates. Strategic Plan Goal 2	Principals Diagnosticians and Supervisors. Director of Special Education	Sign-in sheets per campus, Enriched participation in ARDC as determined by ARD facilitator and increased participation in general education classes by 15% district wide				
	Funding Sources: Local - 0.00					
17) Increase implementation of data- based decisions for students receiving special education services through co-teach and inclusion delivery models.  Strategic Plan Goal 5	Director of Special Education, Campus Principals and Campus Leadership Teams, Diagnosticians and Supervisors.	Sign-in sheets per campus. Increase STAAR passing rates by students receiving special education services by 15%				
18) Provide accelerated instruction by implementing math lab classes for students who fail to master STAAR and are in danger of retention. Strategic Plan Goal 5	Principals Math Lab teachers Meredith Farquharson	Increase in STAAR scores by at least 10%				
	Funding Sources: Title I, part A - 6000.00					
19) Provide accelerated instruction by implementing Reading Lab classes for students who fail to master STAAR and are in danger of retention. Strategic Plan Goal 5	Literacy Lab teachers	Increase in STAAR scores by at least 15%				
	Funding Sources: Title I, part A - 5526.00					

<p align="center"><b>System Safeguard Strategy</b></p> <p>20) Instructional strategists and leadership team analyze and effectively align curriculum; Mapping essence statements to district scope and sequence and updating curriculum documents and instructional calendars with research- based best practices.</p> <p>Strategic Plan Goal 2 System Safeguard</p>		Instructional strategists, Assistant Superintendent of Curriculum, Campus Principals, Director of Special Education, Special Education Supervisor, Bilingual Director, Bilingual Instructional Strategist	Increased passing rate in science at 5th and 8th grade for ELL population. Continued high passing rates on the STAAR Alternate				
Funding Sources: Title I, part A - 0.00							
21) Implement all components of the districts dyslexia program		Principals Teachers	Principals' observation during walkthroughs and appraisals				
22) Utilize SCE funds to support implementation of Title I school Wide Strategies		Principals	At least 100% mastery on benchmark assessments				
Funding Sources: SCE - 0.00							
23) Exploration task force, composed of leadership team together with the superintendent, director of technology integration and the director of technology analyzes the possibilities of allowing more open use of technologies including flipping classes and smart phones.		Director of Special Education, Campus Principals and Campus Leadership Teams, Diagnosticians and Supervisors	Increased participation in STAAR for students in special education by 15%. Increased passing rate for ELL				
24) Students not mastering reading, writing and oral fluency through TELPAS will receive intervention through Language Lab. Strategic Plan Goal 5		Heather Alexander Administration Alicia Tennison - ESL Strategist	Improve LAT reading scores by 15%				
Funding Sources: Title III - 0.00							
25) Encourage more students to participate in Academic UIL through earlier recruitment and awareness.		Principal	Increased participation in UIL				
26) Provide a GT pull out program with a GT certified teacher to enhance the instruction and experiences of GT students.		Principal GT teacher					
27) Provide students with a Flash period in the mornings beginning at 7:30 for independent reading.		All teachers Administrators	Increase to 100% in reading				
<p align="center"><b>System Safeguard Strategy</b></p> <p>28) All core teachers will provide students with a word wall to introduce and maintain vocabulary development in all content areas System Safeguard</p>		Principals Core Teachers Lead Teachers	At least 100% mastery on benchmarks				




 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 3: Jacksonville ISD will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.**

**Performance Objective 1:** JMS will implement the six exceptional systems of a No Excuses University school that focuses on preparing students for college by exposing them to opportunities for college, by raising the level of expectation for their futures with improved attendance and preparation for their futures.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by PEIMS 425 report and campus records. Continuation of JMS' involvement in the NEU network and training of teachers.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Conduct home visits to investigate reasons for nonattendance of 7/8 graders. Continue use of computer call out system to notify parents of student absences and tardies.	6	Principals School Resource Officer	Weekly check on compliance with compulsory attendance laws.				
2) Award students with perfect attendance at the end of the year Awards Assembly and participation in end of year award party		Principals Attendance Secretary	Weekly check on compliance with compulsory attendance laws.				
3) Reward students with a daily lunch privilege and at semester with a reward party for good conduct and grades		Principals Counselors Strategists	Decreased referrals and failures				
4) Recognize students who qualify to be a Triple A student each six weeks. (Attendance, Academics and Attitude)		Principals Attendance Secretary T Teams	Six weeks reward celebrations				
5) Invite guest speakers from different businesses, organizations, and political and educational organizations.		Teachers	Increase in the amount of influential campus speakers				
Funding Sources: Local - 0.00							
6) Provide access to grades and attendance to students.		Principal Technology Support	Student access				
7) Continue to increase college awareness through strategies to encourage college readiness for all students through NEU strategies and training.	4	All teachers Administration	Increase in the 90% of students passing STAAR				
Funding Sources: Title I, part A - 1500.00							
							







**Goal 4: Jacksonville Middle School will consistently and uniformly provide an environment that supports high learning expectations for all students through a focus on college bound readiness and a safe, orderly and drug-free environment for students.**

**Performance Objective 1:** JMS will work with parents by communicating effectively the goals and expectations of students and staff while also and providing a safe environment for students to be successful.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by 2018 STAAR scores and the reduction of incidents per discipline data.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Expand the use of teacher websites through Edlio to increase communication with all stakeholders.		Principal Teachers Instructional Strategist	teacher website				
2) Parent communication to inform safety procedures on campus. Strategic Plan Goal 1	6	Administration Resource Officer	Survey parents				
3) Provide and maintain an infrastructure for communications with parents and community members, including online year-round access to school news, educational resources, data and personnel creating a transparent school environment.		Principal Technology Support Teachers	Access to website, school facebook site, resources listed on jisd webpage				
4) Provide researched based positive discipline training for all staff to improve the environment on campus and reduce discipline referrals.	1, 2, 4	Principals Teachers School Resource Officer	Training conducted and evaluations completed.				
5) Campus activities that foster a relationship between home and school such as: Texas Public School Week, Parent lunches, technology training, newsletters, notices and flyers, STAAR night, and parent call system Strategic Plan Goal 3	6	Parent Involvement Committee Teachers Parents	Increase in parent and community involvement				
Funding Sources: Title I, part A - 2520.00							
6) Implement Character Counts by weekly character education lessons during 2nd Period		Counselors Principals 2nd period teachers	Documentation of character education included in teacher lesson plans				

7) TIER 3 behavior students will be invited to attend assemblies focusing on good decision making strategies and an emphasis on character- REACH (Rational Enrichment Assessment, Counsel and Help)	Counselors Assistant Principals	Improvement in behavior and academics for these targeted students.				
8) Heighten student and staff awareness and have more consistency while enforcing the Student Code of Conduct : Campus/classroom rules Crisis procedures Provide Choices Program on Bullying, Substance Abuse and Positive Choices for students Harassment Gang Awareness	Counselors	Students attendance at programs				
	Funding Sources: Title I, part A - 2000.00					
9) Provide student agendas for all students to increase communication between school and home.	Administrators	Increase parent and student communication				
	Funding Sources: Title I, part A - 500.00					
10) Keep the JMS webpage and facebook page updated with important information for students and parents.	Principal Assistant Principals Principal's Secretary					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

# Title I

## 1: Comprehensive Needs Assessment

### Ten School-wide Program Components

- Comprehensive Needs Assessment
- Schoolwide Reform Strategies
- Instruction by Highly-Qualified Teachers
- Professional Development
- Strategies to Attract High-Quality Teachers to High-Need Schools
- Parental Involvement
- Transition From Early Childhood Programs
- Include Teachers in the Decisions
- Provide Effective, Timely Additional Assistance
- Coordination and Integration

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Holly Searcy	Principal
Administrator	Danya Holman	Assistant Principal
Administrator	Joshua Best	Assistant Principal
Non-classroom Professional	Meredith Farquharson	Instructional Strategist
Non-classroom Professional	Teresa Easterling	Instructional Strategist
Non-classroom Professional	Mandy Bowen	Counselor - 8th grade
Non-classroom Professional	Crystal Yarnell	Counselor - 7th grade
Classroom Teacher	Mike Ricketts	Team Leader/Teacher
Classroom Teacher	Barbara Lowrie	Team Leader/Teacher
Classroom Teacher	Linda Hanson	Team Leader/Teacher
Classroom Teacher	Kaitlyn Welch	Team Leader/Teacher
Classroom Teacher	Deborah Morrison	Team Leader/Teacher
Classroom Teacher	Cindy Arrington	Team Leader/Teacher
Business Representative	Paco Juarez	Business Owner
Community Representative	John Mark Lester	Community Representative
Community Representative	Frank Dublin	Community Representative
Parent	Shoundra Walter	Parent
Parent	Kim Singleton	Parent
Classroom Teacher	Rachel Mann	Team Leader/Teacher
Classroom Teacher	Davis Barker	Team Leader/Teacher