

Seminole County Public Schools

Jackson Heights Middle School



2015-16 School Improvement Plan

Jackson Heights Middle School

41 ACADEMY AVE, Oviedo, FL 32765

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0291>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	32%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Our Mission is to personalize education for individual student success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students are offered numerous opportunities in the classroom to share aspects of their culture with their peers and teachers. For example, students write narratives, memoirs, poetry and journal entries that reflect their culture, heritage and values. Mentors will be assigned to students in the Bobcat Leadership Academy to build cultural relationships between teachers and students. Professional Development will be used to monitor student data in at-risk subgroups. Data will be used to monitor individual student needs and to differentiate instruction.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Detailed supervision plans were created that accounts for individual faculty and staff at specific locations at specific times. In addition, we have a SRO (school resource officer), and Bailey a canine officer who are also visible and available before school, during class changes and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Support System is being utilized campus wide and is constantly being reevaluated for improvement based on student needs. School Dean monitors PBS systems for consistency across the classroom. The positive behavior support team meets monthly to implement and monitor PBS systems. JHMS will be using an 8 section professional development model with an emphasis on student motivation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have created a student services wing dedicated to the needs of students to include; guidance counseling, exceptional education services, school resource officer, and dean of students. Other services provided to student 's social-emotional needs are an Academic Intervention Specialist, school-wide anti-bullying videos/skits provided by our drama department. The Oviedo Police Department provides assemblies on bullying for parents and students. Finally, The GREAT Program hosted by our School Resource Officer is geared towards 6th grade students through the Life Skills

class as well as the UpStanders Program sponsored by our Guidance Counselors. Mentors are provided for students as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	3	8	9	20
One or more suspensions	0	3	3	6
Course failure in ELA or Math	2	6	21	29
Level 1 on statewide assessment	30	33	44	107

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	7	10	20

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We staff a full Multi-Tier System of Support Team to include an administrator, lead guidance counselor, academic intervention specialist, and literacy coach. Academic support is provided on a one-to-one basis or small group setting. The setting is built on

care, concern, and trust. Interventions may occur before school, lunch, or during the day depending on schedules and classroom activities. Support includes, but not limited for the Bobcat Leadership Academy, AIP, MTSS RTI and mentoring program.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

JHMS has a variety of local business partners. These partnerships consists of family nights, guest speakers, and teacher support events. Administrators and staff attend local community events throughout the school year. The Chief of Police and the Mayor of Oviedo articulate quarterly with the school Principal regarding school happenings. Both community leaders participate in school awards programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Mansur, Sarah	Principal
Woods, Cynthia	Assistant Principal
Cashion, Kellie	Assistant Principal
Hanshaw, Brandon	Assistant Principal
Pitters, Siobhan	Dean
Menard, Kim	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The JHMS Leadership Team serves as instructional leaders by ensuring professional learning across the content areas. The Marzano Art and Science of Teaching Instructional Model, Florida Standards, Florida Standards Assessment, writing across the content areas, data-driven instruction, and reflective teaching will all be taught through staff Professional Development during 2015-16 school year.

The use of electronic surveys will be used to assess and create professional development opportunities. The Leadership team also serves as instructional leaders by providing clear expectations and a clear vision for continuous improvement of instruction using best practices and high effect size strategies across the content areas and MONITORS for the extent of the desired effect.

Sarah Mansur-Blythe, Principal, in addition to Assistant Principals, Cynthia Woods, Brandon Hanshaw and Kellie Cashion will concentrate on specific departments as assigned by monitoring instructions with a goal of providing at least two walk-throughs per teacher, per month. Quality feedback which is goal-referenced, actionable, timely, consistent, user friendly, tangible and transparent will be provided to teachers with walk-through ratings focusing on high yield strategies. We will monitor Professional Learning Communities (PLCs) for common planning and common assessments, as well as, grades and lesson plans for alignment to Florida standards and district instructional plans.

Siobhan Pitters, Dean of Students monitors school-wide discipline and provide support for teachers, students and parents.

Kim Menard, the Literacy Coach as well as two additional instructional part-time coaches, Laura McKown and Lymaris Santana coach teachers with implementation of high effect strategies such as: Building Academic Vocabulary, cooperative learning structures, reciprocal teaching and close reading. Instructional coaches will monitor student data to assist teachers with data-driven instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Jackson Heights Middle School will coordinate Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students

are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sarah Mansur-Blythe	Principal
Cynthia Woods	Principal
Sonja Moore	Teacher
Summer Sala	Teacher
Chris Lebl	Education Support Employee
Terry Sewell	Parent
Kristin Denny	Parent
Johnetta Jarrett	Parent
Scott Hickey	Business/Community
Rachel McAllen	Parent
Cheryl Drohan	Parent
Shannon Felker	Parent
Sophy Vanegas	Parent
Stacey Kowalski	Parent
Jerry Speer	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was shared with SAC during the October meeting. The starting balance was \$5506.94. Funds requests were made for subs, magazine subscriptions for literacy night, and transportation for Bobcat Leadership Academy. SAC approved a vote for: \$500 for substitutes and \$1000 for magazine subscriptions. SAC later approved \$2000 for Transportation for the Bobcat Leadership Academy. These funds were then included within the expected areas of improvement.

Development of this school improvement plan

During our November meeting SAC will be invited to give input and suggestions regarding goals and targets for the 2015-2016 School Improvement Plan. The Professional Development Plan (PDP) for 2015-2016 was already submitted at the time of our first meeting in September, however, copies of the (PDP) were reviewed with the committee. Mrs. Mansur-Blythe discussed with the committee that the focus of both our (PDP), as well as the goal of the School Improvement Plan increasing academic achievement and enhancing relationships. JHMS will look at the needs of students, how to serve teachers, and what teachers need to help build relationships with students. SAC will continue to provide input to the school leadership team throughout the year on the needs of the school, areas for growth, ways to increase parental involvement, and parent and staff views.

Preparation of the school's annual budget and plan

Our school budget was approved at the September meeting and School Improvement Funds will possibly be allocated to staff development, student literacy, positive behavior reinforcement, transportation, Bobcat Leadership Academy and substitute teachers for teachers who are supervising off campus activities during the school day.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

After-school tutorial bus - Allocated \$2000 with \$1401.90 being used
 Lego's- \$4399.34
 Substitutes for Professional Development or staff with students during contract hours - \$136.95
 Magazine subscriptions for non-proficient readers - \$757.60
 At the next meeting in October, we will ask SAC to place additional funds in line items as needed at future dates..

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Menard, Kim	Instructional Coach
McKown, Laura	Teacher, K-12
Santana, Lymaris	Teacher, K-12
Woods, Cynthia	Assistant Principal
Wasson, Erin	Instructional Coach
Bennett, Kirsys	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team (LLT) functions as an Instructional Support Team that meets once per month to discuss the support of literacy in and outside of the classrooms. The LLT provides support for teachers by coordinating professional development which addresses best practices. It also provides teachers with opportunities for peer observations, modeling instruction and side by side teaching. The LLT also reviews student data in order to identify instructional support to be provided to both teachers and students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. develop a collaborative culture. teachers must learn to work in effective, high, high-performing teams. Time for collaboration is built into the school

day and school calendar. Collaboratively agreed upon curriculum focuses on what students expected to learn based on Florida Standards. Common planning time/parallel scheduling. Teachers collaboratively agree upon curriculum focuses on what students are expected to learn.

Professional Learning Communities will continue to review formative and summative data to determine skills and strategies to guide instruction. Also, Language Arts and Reading departments will meet in grade level teams to determine which skills and strategies need additional overlapping instruction. In PLC's, departments have created a tracking system for students to set their own individual academic and/or social goal(s) where applicable for each class. All students will have a student data folder to track formative assessments in reading/LA, math, science, history and writing. Students will set goals and track their data throughout the school year.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet weekly with the school wide mentor. The agenda is based off of teacher needs and observations. New staff members are assigned individual mentors who is trained by our county to support teachers various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. The school wide mentor observes new teachers on a quarterly basis to give additional assistance with the instructional model.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administration works with Professional Learning Communities to develop common planning for units of instruction. Using Domain 2, Planning and Preparing, as well as Domain 3, Reflecting on Teaching of the Marzano Art and Science of Teaching Instructional Model as a guide, teachers and administrators work together to develop unit plans that account for the needs of ELL, ESE, and students who lack support for school. Upon completion of the unit, teachers and administration assess student data in a reflection of subgroup performance in order to make instructional adjustments prior to the next unit to ensure learning for all students. Using this cyclical approach in conjunction with baseline data provided from state assessments and progress monitoring assessments, Jackson Heights expects one year's of growth in one year's time for all students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,500

The JHMS Bobcat Leadership plan is to meet each Tuesday and Thursday from 4-5:30 PM. We chose these two days as many of the targeted students are in Pop Warner football at the beginning of the year. Tuesday and Thursday are their practice days, however, we are in the process of obtaining bus transportation to take them from school to the practice fields. We believe this additional support will assist the young men in a stronger commitment to the program if transportation to practice is provided. We have a coach who has agreed to be at the field when the boys arrive to supervise them until practice starts.

This year we opened our selection process to include males in other ethnic groups, yet the majority of the young men are African-American. We are targeting 36 males who will be invited to participate in our tutorial group the Bobcat Leadership Academy. We will kick off our program with a spaghetti dinner for parents and students with a guest speaker from the community. Each session will begin with a character trait which connected with our Positive Support System. Afterwards, our focus will be on supporting students with their current academic coursework. When students attend both Tuesday and Thursday and meet all requirements for the week, we will add an extracurricular piece for 30 minutes on Thursday. We have included 8 teachers who will rotate on a biweekly basis (4 teachers week 1-2) and (4 teachers week 3-4) to provide consistency with academic support. Each student will be assigned a mentor from the JHMS staff who will also participate in the academy from time to time. We will be contacting Oviedo High School for African-American male students to provide as role models both in the gym and in the classroom. Speakers from the district and the community will also participate in the academy. Food service has agreed to pay for the weekly snacks. The supply fund will be used for additional snacks, spaghetti dinner and dressing for success. These boys will be given shirts, ties etc... to wear at various events we hold here at school. It is our belief that if we focus on the talents of these young men, while providing them academic support, will inspire these students to always be the best students they can possibly be.

Strategy Rationale

When reviewing previous school data we found that our African American subgroup has the lowest proficiency and highest achievement gap in both math and reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Woods, Cynthia, cynthia_woods@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Grades
9 weeks Exams
Common Assessments
FCAT
FSA
FPMA

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Mrs. Mansur-Blythe and Ms. Wasson will speak to students at all elementary feeder schools in the fall of 2015 to support incoming 6th graders. Rising 6th grader from our feeder schools will visit the campus at the end of the school year to learn about what to expect in middle school. Students are introduced to the administration team, provided with a tour of the school as well as provided lunch before returning to their zoned school.

Rising 8th graders receive on campus presentations during the fall from the Choices Department and Crooms Academy of Information Technology. The Choices Presentation provides a full range of magnet school options. The Magnet schools offer a curriculum designed around a specialized theme, distractive curriculum, or academic focus that "attracts" students to the school. Crooms Academy of Information Technology (AOIT) Presenters come to speak with our rising 8th graders in an effort to "recruit" new students. Unlike the other magnet schools, students are not specifically zoned to attend Crooms. Crooms AOIT "attracts" students with their innovative teaching and learning opportunities as well as their integrated curriculum which includes the latest in cutting edge technology.

During January/February of the school year, our rising 8th graders also receive visits from both Hagerty and Oviedo High Schools to discuss course descriptions and course options. Middle school and high school Guidance Counselors will use student data to better schedule students for acceleration in advanced, honors and AP course work.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

STEAM-related courses are continuing to expand at Jackson Heights Middle School as part of the new STEAM Program of Exploration. Our vision is for all students to have the opportunity to learn Science, Math and Technology through Engineering and the Arts. Each year our students participate in the STEM Expo at the Oviedo Mall to showcase their projects and innovations relating to STEM (Science, Technology, Engineering and Math). STEAM Electives offered to our students are as follows: GEOGRAPHIC INFORMATION SERVICES (GIS) - Designed to give students the opportunity to explore geospatial technology, gain basic geospatial skills, and learn how these skills can be applied to the Science, Technology, Engineering, and Mathematics (STEM) and Agriculture, Food, and Natural Resources sectors. ART 2D AND STEAM LAB - Bridges the gap between all content areas to prepare students for a future where creativity and ingenuity will work hand in hand to solve real world problems. FUNDAMENTALS OF A/V AND PRINT TECHNOLOGIES (VIDEO PRODUCTION I) - Introduces students to the fundamentals of digital video and graphics production. Students become engaged in the full production process and use current video and audio-editing software. This course helps students develop basic skills for any profession that involves video or graphics production, such as graphic design, broadcasting, television and film-making. FUNDAMENTALS OF TELECOMMUNICATIONS (VIDEO PRODUCTION II) - Explores digital video and graphics production

at greater depths and utilizes more advanced software, such as the Adobe CS6 Creative Suite.

FUNDAMENTALS OF VISUAL AND PERFORMING ARTS - (NEWS CREW) - Engages students in all components of television news broadcasting. Students work in teams to run entire news programs using high-definition, digital studio equipment. ROBOTICS I AND ROBOTICS II - Utilizes the EV3 LEGO robots for classroom instruction and problem-solving activities that make learning science, technology, engineering, and mathematics engaging and fun for students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

iJOURNEY; YOUR PATHWAY TO CAREER EXPLORATION is designed to help students explore their interests, career opportunities, and learn about communication and digital citizenship along the way. Students will gain information necessary to become successful students and future contributors to an increasingly digital society. The course is a completely blended learning classroom experience. Students participate in teacher led discussions and activities as well as self-guided online instructions. Students adventure through the isles of journey (6 modules) to explore their interests, career opportunities, and learn about communication and digital citizenship along the way. The best part is this class prepares students to take the IC3 certification test: Living Online.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

JHMS currently offers BioScience which provides a foundation of many scientific disciplines including medicine biochemistry, botany, genetics, molecular biology, ecology and microbiology. Students have the opportunity to fine tune the science skills that they have acquired and implement them with hands on research and lab practices. This course links interested rising 9th graders to the BioScience Technology Program of Emphasis courses offered by Oviedo High School which are designed as predominately laboratory based with a focus on utilizing bioscience equipment such as thermocyclers, horizontal and vertical gel electrophoresis, micropipettes, spectrophotometers, centrifuges, and other advanced laboratory equipment currently used in the bioscience industry.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

JHMS provides high school classes for Algebra 1, Geometry and Spanish 1. Students have an increased opportunity for taking Advanced Placement/IB courses prior to graduation. Pre-AP US History prepares students for the advanced placement coursework in high school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards. 1a

G074469

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	71.0

Resources Available to Support the Goal 2

- Instructional coaches will continue to model, observe and provide feedback for all teachers in all subject areas.
- Students will set individual academic goals their student data folders
- Increased the use of SCPS resources (DTL teachers on assignment TOA, cPalms, cMaps, DBQ, etc.)
- Peer Coaching of the Instructional Model
- Professional Learning Communities
- Common Planning
- Bobcat Leadership Academy (extended and differentiated instruction)
- All stakeholders will KNOW each of students targeted in the Bobcat Leadership Academy.
- Increased accountability for Curriculum Leaders regarding the use of the instructional model in their departments.
- Professional Development that is differentiated based on the needs and skills of instructional staff.

Targeted Barriers to Achieving the Goal 3

- After school transportation
- Professional Development

Plan to Monitor Progress Toward G1. 8

Instructional strategies in all content areas

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/8/2015 to 4/29/2016

Evidence of Completion

Data, observation, grades, attendance, discipline data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards. **1**

 G074469

G1.B2 After school transportation **2**

 B194454

G1.B2.S1 Ask SAC to cover cost of transportation for Bobcat Leadership Academy Tutorial **4**

 S205993

Strategy Rationale

Some students are not within walking distance and have no other form of transportation to attend the program.

Action Step 1 **5**

Ask SAC to fund bus transportation for Bobcat Leadership Academy Tutorial

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/8/2015 to 4/28/2016

Evidence of Completion

SAC minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Tutorial Transportation

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/8/2015 to 4/28/2016

Evidence of Completion

Attendance, grades, discipline data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Transportation

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/8/2015 to 4/28/2016


Evidence of Completion

Attendance

G1.B4 Professional Development 2

 B194456

G1.B4.S1 Student Data Systems Training, Quality Differentiated Professional Development on the Instructional Model 4

 S205994

Strategy Rationale

For staff to understand why we are targeting black males and use classroom strategies for academic success.

Action Step 1 5

Review Data, Survey Instructional Needs, Monitor Instruction

Person Responsible

Sarah Mansur

Schedule

Biweekly, from 10/8/2015 to 4/28/2016

Evidence of Completion

Increased use of Instructional Model and Increased Student Results

Action Step 2 5

Student Data Folders - Set Goals after 1st 9 weeks exam

Person Responsible

Kellie Cashion

Schedule

Quarterly, from 10/20/2015 to 5/20/2016

Evidence of Completion

Teachers & Administrators will review folders and provide face to face data chats.

Action Step 3 5

Leading for Success Team - Administrators, Guidance Counselors, Curriculum Leaders, Instructional Coaches

Person Responsible

Sarah Mansur

Schedule

Monthly, from 9/9/2015 to 5/11/2016

Evidence of Completion

Team sets goals as assigned w/monthly report on goals focused on raising student achievement

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data Training Attendance, Actionable Steps for Implementation, Monitoring for Improvement

Person Responsible

Sarah Mansur

Schedule

Weekly, from 10/8/2015 to 4/28/2016

Evidence of Completion

Quality Instruction

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrators will support teachers during PLC's and staff development

Person Responsible

Brandon Hanshaw

Schedule

Monthly, from 10/8/2015 to 4/29/2016

Evidence of Completion

Review of the data in PLC's, student grades, and instructional practices monitored by all Administration.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor lesson plans for alignment to state standards & district Instructional plans

Person Responsible

Cynthia Woods

Schedule

On 5/23/2016

Evidence of Completion

Review of lesson plans, instructional plans and state standards monitored by all Administration.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Ask SAC to fund bus transportation for Bobcat Leadership Academy Tutorial	Woods, Cynthia	10/8/2015	SAC minutes	4/28/2016 weekly
G1.B4.S1.A1	Review Data, Survey Instructional Needs, Monitor Instruction	Mansur, Sarah	10/8/2015	Increased use of Instructional Model and Increased Student Results	4/28/2016 biweekly
G1.B4.S1.A2	Student Data Folders - Set Goals after 1st 9 weeks exam	Cashion, Kellie	10/20/2015	Teachers & Administrators will review folders and provide face to face data chats.	5/20/2016 quarterly
G1.B4.S1.A3	Leading for Success Team - Administrators, Guidance Counselors, Curriculum Leaders, Instructional Coaches	Mansur, Sarah	9/9/2015	Team sets goals as assigned w/monthly report on goals focused on raising student achievement	5/11/2016 monthly
G1.MA1	Instructional strategies in all content areas	Woods, Cynthia	10/8/2015	Data, observation, grades, attendance, discipline data	4/29/2016 weekly
G1.B2.S1.MA1	Transportation	Woods, Cynthia	10/8/2015	Attendance	4/28/2016 weekly
G1.B2.S1.MA1	Tutorial Transportation	Woods, Cynthia	10/8/2015	Attendance, grades, discipline data	4/28/2016 weekly
G1.B4.S1.MA1	Administrators will support teachers during PLC's and staff development	Hanshaw, Brandon	10/8/2015	Review of the data in PLC's, student grades, and instructional practices monitored by all Administration.	4/29/2016 monthly
G1.B4.S1.MA3	Monitor lesson plans for alignment to state standards & district Instructional plans	Woods, Cynthia	8/17/2015	Review of lesson plans, instructional plans and state standards monitored by all Administration.	5/23/2016 one-time
G1.B4.S1.MA1	Data Training Attendance, Actionable Steps for Implementation, Monitoring for Improvement	Mansur, Sarah	10/8/2015	Quality Instruction	4/28/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards.

G1.B4 Professional Development

G1.B4.S1 Student Data Systems Training, Quality Differentiated Professional Development on the Instructional Model

PD Opportunity 1

Review Data, Survey Instructional Needs, Monitor Instruction

Facilitator

Sarah Mansur-Blythe, Principal

Participants

All teachers

Schedule

Biweekly, from 10/8/2015 to 4/28/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Ask SAC to fund bus transportation for Bobcat Leadership Academy Tutorial				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$2,000.00
<i>Notes: Notes - Ask SAC to cover transportation costs \$4800</i>						
2	G1.B4.S1.A1	Review Data, Survey Instructional Needs, Monitor Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Jackson Heights Middle School	Other		\$0.00
3	G1.B4.S1.A2	Student Data Folders - Set Goals after 1st 9 weeks exam				\$0.00
4	G1.B4.S1.A3	Leading for Success Team - Administrators, Guidance Counselors, Curriculum Leaders, Instructional Coaches				\$0.00
					Total:	\$2,000.00