

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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jackson Heights Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Our Mission is to personalize education for individual student success.

2. School Environment

a. 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.

b. 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.

c. 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 (PBS) 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.

d. 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.

3. Early Warning Systems

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

a. 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 who meet 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	11	8	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	6	16	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	70	48	52	0	0	0	0	170

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	5	8	0	0	0	13

c. 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 Support Team dedicated to Multi-Tier System of Support which includes 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, Academic Intervention Program, Multi-Tier System of Support and our mentoring program.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 Skyward Family Access Portal, (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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mansur, Sarah	Principal
Woods, Cynthia	Assistant Principal
Furgione, Ashley	Administrative Support
Fernandez, Erik	Assistant Principal
Santana, Lymaris	Instructional Coach
McKown, Laura	Instructional Coach
Robinson, Sabrina	Instructional Coach

b. Duties

1. 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 and Erik Fernandez 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.

Claudomy Pierre, Dean of Students monitors school-wide discipline, supervision and provide support for teachers, students and parents.

Lymanis Santana Literacy Coach along with two additional instructional part-time coaches, Laura McKown and Sabrina Robinson support 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sarah Mansur-Blythe	Principal
Cynthia Woods	Principal
Summer Sala	Teacher
Chris Lebl	Education Support Employee
Terry Sewell	Parent
Johnetta Jarrett	Parent
Scott Hickey	Parent
Rachel McAllen	Parent
Shannon Felker	Parent
Jerry Speer	Business/Community
Lymaris Santana	Teacher
Jacqueline Alcivar	Teacher
J.P. Harkins	Business/Community
Ernest Addo	Parent
Tracy Kochmann	Parent
Kari King	Parent
Terri Martini Ash	Parent
Daun Cooper	Parent
Lisa Davidson	Parent
Besnike Markeci	Parent
Kelly Towle-Jennings	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan was shared with SAC during the October 2016 meeting. The starting balance was \$3367.89. Funds requests were made for substitutes, professional development, tutorial and transportation for Bobcat Leadership Academy.

b. Development of this school improvement plan

During our October meeting SAC will be invited to give input and suggestions regarding goals and targets for the 2016-2017 School Improvement Plan. Mrs. Mansur-Blythe discussed with the committee that the focus of the School Improvement Plan is to increase 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.

c. 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 substitutes for teachers who are supervising off campus activities during the school day.

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

Last year we asked SAC to provide funds to support transportation for our after school tutorial bus for which they allocated \$2000; funds for substitutes for professional development or staff with students during contact hours which is tied to the improvement goals and to support the School Improvement action plan for 2016-17. At our next meeting we will ask SAC to place additional funds in line items as needed at future dates.

- After-school tutorial bus - Allocated \$2000
- Substitutes for Professional Development or staff with students during contract hours
- Magazine subscriptions for non-proficient readers

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Santana, Lymaris	Instructional Coach
McKown, Laura	Teacher, K-12
Woods, Cynthia	Assistant Principal
Fernandez, Erik	Assistant Principal
Mansur, Sarah	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 in all content areas. 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.

D. Public and Collaborative Teaching

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

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

As educators, we are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students we serve. To develop a collaborative culture, teachers must learn to work in effective, high-performing teams. Time for collaboration is built into the school day and school calendar. Collaboratively agreed upon curriculum focuses on what students are 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 (PLC) 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.

2. 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.

3. 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 on teacher needs and observations. New staff members are assigned an 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 teachers 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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

Jackson Height Middle School's data specifically shows a significant proficiency gap in the performance of Economically Disadvantaged students during the 2013-2014 and 2014-2015 school years. To address this, the school has implemented the Bobcat Leadership Academy. The Bobcat Leadership Academy takes place every Wednesday, after school and it is staffed by three teachers. We currently have 24 students enrolled, of which 90% are Economically Disadvantaged.

- Students are broken into groups and receive 1.5 hour of tutoring and homework; teachers have access

to all student's records, grades, assignments, and also obtain feedback from their subject matter teachers as far as study guides, upcoming test etc.

- Students get 20 minutes of short character development lessons every other Wednesday and have

"dress for success" opportunities.

- Snacks are provided by Food Services free of charge since all students in the program qualify for Free

and Reduced Lunch.

- The last 40 minutes of the program is dedicated to sports and other activities, including computer time.

- At the end of the year, for the last two years, students visited their zoned high school to speak to seniors

who share similar backgrounds, but who graduated and had various plans for the future. They also

attended their graduation-many had never been to a graduation or had anyone in their family graduate

high school.

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. It is our belief that if we focus on the talents of these young men, while providing them academic support, we will inspire them to always be the best students they can possibly be.

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

FSA

Strategy: Before School Program

Minutes added to school year: 1,250

We are offering morning and afternoon sessions for each topic to allow for students to best fit them into their schedules. We plan on coinciding as many afternoon sessions as possible to coincide with BLA to offer transportation home to some. We will be having students sign up ahead of time so that we know how many teachers to have at each session.

Strategy Rationale

Students will receive additional instruction support on Civics based standards to show increased knowledge on the Civics EOC Exam by improving the pass percentage.

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

Common Assessments
Civics EOC Exam Results

Strategy: After School Program

Minutes added to school year: 2,500

We are planning to have 2 teachers on Wednesday afternoon (in conjunction with BLA). We plan to invite 48 kids - 24 will be working on Khan Academy and 24 will be divided up between 2 teachers (12 each) and specific math skills will be a focus in those groups. Then the Khan academy and small group instruction groups will be switched.

Strategy Rationale

Students will receive additional support on math standards to show increased knowledge on the Math FSA by making learning gains and/or increasing a level.

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

Common Assessments
FSA Math

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 will speak to students at all elementary feeder schools in the spring of 2017 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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

B. 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

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Provide a safe school environment.

G2. Administrators and Teachers at Jackson Heights will seek to develop appropriate relationship with their students, parents and each other to impact student achievement. We will implement research-based best practices of standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA, Math and satisfactory achievement in science and social studies.

Strategic Goals Detail

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

G1. Provide a safe school environment. 1a

G086285

Targets Supported 1b

Indicator	Annual Target
5Es Score: Safety	45.0

Targeted Barriers to Achieving the Goal 3

- Inconsistencies in Supervision
- Lack of Interventions during supervision

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implement and Monitor School-Wide Safety Plan
- Teacher present at all assigned supervision areas in a timely manner
- Conduct multiple all staff safety sessions
- Include safety tips in Bobcat Bytes Weekly
- Compliment & Acknowledge Staff who are outstanding with supervision
- Monitor school Cameras a specific times of the day
- Monitor discipline data quarterly to determine at risk areas of campus.
- Conduct 4 safety drills/2 Code Red Drills
- Work with Oviedo Police & Chief Chudnow to assess current safety issues

Plan to Monitor Progress Toward G1. 8

Documented visual data of staff in assigned areas consistently and discipline data.

Person Responsible

Erik Fernandez

Schedule

Quarterly, from 8/10/2016 to 9/27/2016

Evidence of Completion

Number/percentage of faculty and staff at assigned areas. Decrease in discipline referrals in the bathroom and hallway.

G2. Administrators and Teachers at Jackson Heights will seek to develop appropriate relationship with their students, parents and each other to impact student achievement. We will implement research-based best practices of standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA, Math and satisfactory achievement in science and social studies. **1a**

G086286

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	85.0
Math Gains	80.0
Math Lowest 25% Gains	65.0
Civics EOC Pass	90.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistencies in teaching to the appropriate standard and level of complexity.
- Differentiated Instruction
- Researched-Based Instructional Strategies

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iObservation Data
- Professional Development which is differentiated based on the needs survey of instructional staff.
- Specific Walkthrough Feedback
- Instructional Coaches will continue to model, observe and provide feedback for all teachers in all subject areas
- Professional Learning Communities
- Common Planning
- Common Assessments

Plan to Monitor Progress Toward G2. **8**

FSA 2016-17 Lowest 30% data for ELA and Math, common assessments and 9 weeks Exams

Person Responsible

Sarah Mansur

Schedule

Biweekly, from 9/26/2016 to 5/30/2017

Evidence of Completion

Core content areas will monitor proficiency of lowest quartile students on 9 week exams.

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. Provide a safe school environment. **1**

 G086285

G1.B1 Inconsistencies in Supervision **2**

 B229267

G1.B1.S1 Implement and monitor a school wide safety plan **4**

 S241773

Strategy Rationale

Provide a safe school and supportive environment

Action Step 1 **5**

Provide a safe school environment by implementing a school wide supervision plan.

Person Responsible

Erik Fernandez

Schedule

Quarterly, from 9/26/2016 to 5/30/2017

Evidence of Completion

Discipline data for number of incidences outside of classroom.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student discipline will be reviewed to determine number of incidences outside of classroom. Teachers will be monitored for consistencies in supervision.

Person Responsible

Erik Fernandez

Schedule

Weekly, from 9/26/2016 to 5/30/2017

Evidence of Completion

Documented notes of visual monitoring of assigned supervision areas (weekly) and monitoring discipline data (quarterly).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Visual monitoring of assigned areas of supervision for faculty and staff based on the school wide supervision plan.

Person Responsible

Erik Fernandez

Schedule

Weekly, from 9/26/2016 to 5/30/2017

Evidence of Completion

Documented notes of visual observations with quarterly discipline reports to determine the effectiveness of school wide supervision plan.

G2. Administrators and Teachers at Jackson Heights will seek to develop appropriate relationship with their students, parents and each other to impact student achievement. We will implement research-based best practices of standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA, Math and satisfactory achievement in science and social studies. 1

G086286

G2.B1 Inconsistencies in teaching to the appropriate standard and level of complexity. 2

B229269

G2.B1.S1 Lesson plans will be monitored by administrative team on a weekly basis. Feedback will be given as needed. 4

S241775

Strategy Rationale

Lesson plans need to be specifically linked to the standards and the instructional plans. Levels of complexity need to be identified in those plans as well as the strategies that will be used to reach the expected outcome. Common boards need to match the lesson being taught.

Action Step 1 5

Maintain Common Boards and Lesson Plans that focus on the standards.

Person Responsible

Sarah Mansur

Schedule

Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Weekly lesson plan checks and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teach Standards-Based lesson/activities that meet or exceed DOK of standard.

Person Responsible

Sarah Mansur

Schedule

Daily, from 8/15/2016 to 5/30/2017

Evidence of Completion

Weekly review of lesson plans and classroom walkthroughs. High yield strategies should be evident during instruction.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Focus on Student Centered Learning

Person Responsible

Sarah Mansur

Schedule

Weekly, from 8/10/2016 to 5/30/2017


Evidence of Completion

High level of engagement and student understanding. Proficiency on all assessments.

G2.B2 Differentiated Instruction 2

 B229270

G2.B2.S1 Teachers will identify in plans and on common boards how they will differentiate the needs of all the students they teach. 4

 S241776

Strategy Rationale

A one size fits all mentality does not always help ALL students learn. Instruction should be based on the needs of the students we teach.

Action Step 1 5

Provide Professional Development opportunities on building relational capacities between teachers and students which includes instructional processes that yield high effect size instructional strategies.

Person Responsible

Sarah Mansur

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Attendance Sheet and/or Learning Logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Follow-up on use of high effect size instructional strategies

Person Responsible

Sarah Mansur

Schedule

Weekly, from 9/26/2016 to 5/30/2017

Evidence of Completion

Classroom walk-through data and feedback.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Instructional coaches also modeling high effect size reading strategies

Person Responsible

Sarah Mansur

Schedule

Monthly, from 9/26/2016 to 5/30/2017


Evidence of Completion

Coaches logs

G2.B3 Researched-Based Instructional Strategies 2

 B229271

G2.B3.S1 JHMS teachers will use research based high yield strategies while teaching. 4

 S241777

Strategy Rationale

Student achievement improves when teachers use strategies with high effect size.

Action Step 1 5

Teachers will be provided professional development and coaching on high yield strategies. Administration will look for implementation of strategies during walkthrough observations.

Person Responsible

Sarah Mansur

Schedule

Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Observations will indicate ratings in high yield elements.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Principal will use iObservation reports to monitor observations of Assistant Principals.

Person Responsible

Sarah Mansur

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

iObservation reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Increased student learning on 9 week exams

Person Responsible

Sarah Mansur

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

9 week exam data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M322580	Documented visual data of staff in assigned areas consistently and discipline data.	Fernandez, Erik	8/10/2016	Number/percentage of faculty and staff at assigned areas. Decrease in discipline referrals in the bathroom and hallway.	9/27/2016 quarterly
G2.MA1 M322587	FSA 2016-17 Lowest 30% data for ELA and Math, common assessments and 9 weeks Exams	Mansur, Sarah	9/26/2016	Core content areas will monitor proficiency of lowest quartile students on 9 week exams.	5/30/2017 biweekly
G1.B1.S1.MA1 M322578	Visual monitoring of assigned areas of supervision for faculty and staff based on the school wide...	Fernandez, Erik	9/26/2016	Documented notes of visual observations with quarterly discipline reports to determine the effectiveness of school wide supervision plan.	5/30/2017 weekly
G1.B1.S1.MA1 M322579	Student discipline will be reviewed to determine number of incidences outside of classroom....	Fernandez, Erik	9/26/2016	Documented notes of visual monitoring of assigned supervision areas (weekly) and monitoring discipline data (quarterly).	5/30/2017 weekly
G1.B1.S1.A1 A312919	Provide a safe school environment by implementing a school wide supervision plan.	Fernandez, Erik	9/26/2016	Discipline data for number of incidences outside of classroom.	5/30/2017 quarterly
G2.B1.S1.MA1 M322581	Focus on Student Centered Learning	Mansur, Sarah	8/10/2016	High level of engagement and student understanding. Proficiency on all assessments.	5/30/2017 weekly
G2.B1.S1.MA1 M322582	Teach Standards-Based lesson/ activities that meet or exceed DOK of standard.	Mansur, Sarah	8/15/2016	Weekly review of lesson plans and classroom walkthroughs. High yield strategies should be evident during instruction.	5/30/2017 daily
G2.B1.S1.A1 A312920	Maintain Common Boards and Lesson Plans that focus on the standards.	Mansur, Sarah	8/15/2016	Weekly lesson plan checks and classroom walkthroughs	5/30/2017 weekly
G2.B2.S1.MA1 M322583	Instructional coaches also modeling high effect size reading strategies	Mansur, Sarah	9/26/2016	Coaches logs	5/30/2017 monthly
G2.B2.S1.MA1 M322584	Follow-up on use of high effect size instructional strategies	Mansur, Sarah	9/26/2016	Classroom walk-through data and feedback.	5/30/2017 weekly
G2.B2.S1.A1 A312921	Provide Professional Development opportunities on building relational capacities between teachers...	Mansur, Sarah	8/10/2016	Attendance Sheet and/or Learning Logs	5/30/2017 monthly
G2.B3.S1.MA1 M322585	Increased student learning on 9 week exams	Mansur, Sarah	8/15/2016	9 week exam data	5/30/2017 quarterly
G2.B3.S1.MA1 M322586	Principal will use iObservation reports to monitor observations of Assistant Principals.	Mansur, Sarah	8/15/2016	iObservation reports	5/30/2017 monthly
G2.B3.S1.A1 A312922	Teachers will be provided professional development and coaching on high yield strategies....	Mansur, Sarah	8/15/2016	Observations will indicate ratings in high yield elements.	5/30/2017 weekly

V. Professional Development Opportunities

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

G2. Administrators and Teachers at Jackson Heights will seek to develop appropriate relationship with their students, parents and each other to impact student achievement. We will implement research-based best practices of standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA, Math and satisfactory achievement in science and social studies.

G2.B2 Differentiated Instruction

G2.B2.S1 Teachers will identify in plans and on common boards how they will differentiate the needs of all the students they teach.

PD Opportunity 1

Provide Professional Development opportunities on building relational capacities between teachers and students which includes instructional processes that yield high effect size instructional strategies.

Facilitator

Melissa Roy

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 5/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a safe school environment by implementing a school wide supervision plan.				\$0.00
2	G2.B1.S1.A1	Maintain Common Boards and Lesson Plans that focus on the standards.				\$0.00
3	G2.B2.S1.A1	Provide Professional Development opportunities on building relational capacities between teachers and students which includes instructional processes that yield high effect size instructional strategies.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Jackson Heights Middle School			\$800.00
			<i>Notes: PD Funds</i>			
4	G2.B3.S1.A1	Teachers will be provided professional development and coaching on high yield strategies. Administration will look for implementation of strategies during walkthrough observations.				\$0.00
					Total:	\$800.00