

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Stonewall Jackson Middle  
6000 STONEWALL JACKSON RD  
Orlando, FL 32807  
407-249-6430

### School Demographics

**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
82%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
86%

### School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
C

**2010-11**  
C

**2009-10**  
B

### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Jackson Middle

##### Principal

Jhunu Mohapatra

##### School Advisory Council chair

Kim Muehlbauer, Parent - SAC Chair

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Luz Schaefer	Assistant Principal
Robert Bearden	Learning Resource Specialist/Instructional Coach
Cayenne Dansby	Reading/Literacy Coach
Carol Conner	Math Coach
Beatriz Smith	International Baccalaureate Coordinator
Vanessa Jhon-DeMars	AVID Coordinator
Marlene Rivera	CCT
Gina Grant	Staffing Specialist
Lori Stanley	Testing Coordinator
Michael Wilson	Dean - 8th Grade
Danielle Alchin	Dean - 7th Grade
Kenneth Kuczer	Dean - 6th Grade
Shirley Hernandez	8th Grade Guidance
Jocaved Shulterbrondt	7th Grade Guidance
Julie Grammier	6th Grade Guidance
Viettka Jones	SAFE Coordinator

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

Eric Ocasio, Parent  
Ivonne Machin, Parent  
Sol Castro, Parent  
Rodolfo Munoz, Parent  
Zulaika I. Hernandez, Classified  
Vanessa Jhon, Teacher  
Gina Grant, Teacher  
Michael Wilson, Teacher  
Robert DiRisio Parent, SAC Chair  
Mrs. Daisy DiRisio Parent  
Elizabeth Martinez Teacher  
Alex Serrano Parent  
Marthe Alabre Teacher  
Rebecca Gonzalez Parent  
Jennifer McMurty Parent  
Sol Castro Teacher  
Tony Ortiz Community

**Involvement of the SAC in the development of the SIP**

The School Advisory Council will meet each month in the Media Center to review the School Improvement Plan, monitor the success of the activities listed within the plan throughout the year, offer suggestions to help the implementation of the School Improvement Plan throughout the year, and work together to write components in the spring for the School Improvement Plan for the following school year.

**Activities of the SAC for the upcoming school year**

1. The SAC committee will meet each month.
2. The SAC has developed the School Improvement Plan (SIP) in collaboration with the school administration.
3. The SAC committee participated in our 2013-14 Back to School Event for 6th, 7th and 8th Grade Students and Parents.
4. The SAC committee will participate in our Open House, Parent-Teachers Night, College and Career Night, Curriculum Night and other activities to be determined throughout the school year.

**Projected use of school improvement funds, including the amount allocated to each project**

Write Score \$2000  
Mac Computers for the Mac Academy \$8,000

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Jhunu Mohapatra</b>		
Principal	Years as Administrator: 7	Years at Current School: 0
<b>Credentials</b>	Ed.D (Ed Leadership) M.A (Mathematics) Certification: Leadership, Math 6-12, Math 5-9	
<b>Performance Record</b>	2012-2013 Principal, Winegard Elementary School grade: B FCAT Reading: 48% Learning Gains: 63% Learning gains L25%: 73% FCAT Math: 52% Learning Gains: 82% Learning gains L25%: 88% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 42% FCAT Science: 47% Biology EOC (if applicable): N/A AMO targets met: FCAT Math, Writing, R/M LG, R/M Bottom 25% LG AMO targets not met: FCAT Reading 2011-2012 Principal, Winegard Elementary School grade: C FCAT Reading: 51% Learning Gains: 77% Learning gains L25%: 69% FCAT Math: 38% Learning Gains: 57% Learning gains L25%: 54% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 67% FCAT Science: 41% Biology EOC (if applicable): N/A AMO targets met: FCAT Reading AMO targets not met: FCAT Math 2010-2011 Principal, Winegard Elementary School grade: B FCAT Reading: 66% Learning Gains: 68% Learning gains L25%: 67% FCAT Math: 60% Learning Gains: 62% Learning gains L25%: 79% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A	



FCAT Writing: 68%  
FCAT Science: 49%  
Biology EOC (if applicable): N/A  
AMO targets met: N/A  
AMO targets not met: N/A  
AYP Not Met

<b>Luz Schaefer</b>		
Asst Principal	Years as Administrator: 9	Years at Current School: 0
<b>Credentials</b>	Certified in Foreign Language - Spanish(grades K-12) ESOL Endorsement School Principal (all levels) Bachelors Degree in Zoology M.S. EDL	
<b>Performance Record</b>	2012-2013 Assistant Principal, Lancaster Elementary School School grade: D FCAT Reading: 37% Learning Gains: 54% Learning gains L25%: 59% FCAT Math: 42% Learning Gains: 46% Learning gains L25%: 55% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 34% FCAT Science: 47% Biology EOC (if applicable): N/A AMO targets met: Learning Gains L25% Reading and Math AMO targets not met: FCAT Reading, FCAT Math 2011-2012 Assistant Principal, Lancaster Elementary School grade: C FCAT Reading: 39% Learning Gains: 52% Learning gains L25%: 61% FCAT Math: 43% Learning Gains: 48% Learning gains L25%: 54% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 88% FCAT Science: 26% Biology EOC (if applicable): N/A AMO targets met: N/A AMO targets not met: FCAT Reading, FCAT Math 2010-2011 Assistant Principal, South Creek Middle School School grade: A FCAT Reading: 68% Learning Gains: 60% Learning gains L25%: 69% FCAT Math: 68% Learning Gains: 69% Learning gains L25%: 67% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 83%	

FCAT Science: 44%  
Biology EOC (if applicable): N/A  
AMO targets met: N/A  
AMO targets not met: N/A

Asst Principal	Years as Administrator:	Years at Current School:
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**Credentials**

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Robert Bearden</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 0
<b>Areas</b>	Data, Other	
<b>Credentials</b>	Learning Resource Specialist (LRS)/Instructional Coach Bachelor of Arts, Liberal Arts - Thomas Edison State College NJ FL Elementary Education - Grades K-6 FL Middle Grades Social Sciences - Grades 5-9 ESOL Certification - Primary/Secondary K-12 ESE Certification - Primary/Secondary K-12	
<b>Performance Record</b>	Curriculum Resource Teacher @ Winegard Elementary 2012-2013 School grade: B FCAT Reading: 48% Learning Gains: 63% Learning gains L25%: 73% FCAT Math: 52% Learning Gains: 82% Learning gains L25%: 88% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 42% FCAT Science: 47% Biology EOC (if applicable): N/A AMO targets met: FCAT Math, Writing, R/M LG, R/M Bottom 25% LG AMO targets not met: FCAT Reading 2011-2012 4th Grade Teacher @ Winegard Elementary VAM: 0.343222948 (Combined) School Rank - 1 School VAM: 0.099181676 District VAM: 0.032509258 0.342550616 (Reading) School Rank - 1 0.343934829 (Math) School Rank - 1 School grade: C FCAT Reading: 51% Learning Gains: 77% Learning gains L25%: 69% FCAT Math: 38% Learning Gains: 57% Learning gains L25%: 54% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 67% FCAT Science: 41% Biology EOC (if applicable): N/A AMO targets met: FCAT Reading AMO targets not met: FCAT Math 2010-2011 4th Grade Teacher @ Winegard Elementary School grade: B	

FCAT Reading: 66%  
Learning Gains: 68%  
Learning gains L25%: 67%  
FCAT Math: 60%  
Learning Gains: 62%  
Learning gains L25%: 79%  
ALG EOC (if applicable): N/A  
GEO EOC (if applicable): N/A  
FCAT Writing: 68%  
FCAT Science: 49%  
Biology EOC (if applicable): N/A  
AMO targets met: N/A  
AMO targets not met: N/A  
AYP Not Met

<b>Beatriz Brandao Smith</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 9
<b>Areas</b>	Other	
<b>Credentials</b>	International Baccalaureate Coordinator Bachelor of Arts in English - Catholic University, Recife, Brazil Master of Science in Educational Leadership- NOVA Southeastern University, FL Professional Educator's Certificate in ESOL - grades K-12 Professional Educator's Certificate in Elementary Education - grades K-6 Professional Educator's Certificate in Educational Leadership - all levels	
<b>Performance Record</b>	Jackson Middle School 2012 – 2013 School Grade: C Reading Mastery, 51% Reading Gains, 67% Lowest 25% Reading Gains, 65% Math Mastery, 44% Math Gains, 62% Lowest 25% Math Gains, 62% Science Mastery, 35% Writing Mastery, 35% AMO for Reading Mastery, 56% AMO for Math Mastery, 53% Jackson Middle School 2011 – 2012 School Grade: C Reading Mastery, 46% Reading Gains, 58% Lowest 25% Reading Gains, 59% Math Mastery, 43% Math Gains, 60% Lowest 25% Math Gains, 61% Science Mastery, 36% Writing Mastery, 73% AMO for Reading Mastery, 55% AMO for Reading Gains, 67% AMO for Lowest 25% Reading Gains, 70% AMO for Math Mastery, 55% AMO for Math Gains, 67% AMO for Lowest 25% Math Gains, 68% AMO for Science Mastery, 40% AMO for Writing Mastery, 80% Jackson Middle School 2010 – 2011 School Grade: C Reading Mastery, 63% Reading Gains, 59% Lowest 25% Reading Gains, 65% Math Mastery, 58% Lowest 25% Math Gains, 64% Science Mastery, 34% Writing Mastery, 77%	

Jackson Middle School did not make AYP (Adequate Yearly Progress) for the following subgroups and categories:  
Reading: White (77%, 166), Black (51%, 127), Hispanic (49%, 809), Economically Disadvantaged (51%, 997), Limited English Proficient (36%, 496), Students with Disabilities (22%, 168)  
Math: White (76%, 166), Black (43%, 127), Hispanic (46%, 809), Economically Disadvantaged (47%, 993), Limited English Proficient (32%, 498), Students with Disabilities (21%, 168)

<b>Vanessa Jhon-DeMars</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
<b>Areas</b>	Other	
<b>Credentials</b>	AVID Coordinator BA in History and Masters in Education Leadership Certified in English, Grades 5-9 Ed Leadership ESOL, K-12	
<b>Performance Record</b>	Jackson Middle School 2012 – 2013 School Grade: C Reading Mastery, 51% Reading Gains, 67% Lowest 25% Reading Gains, 65% Math Mastery, 44% Math Gains, 62% Lowest 25% Math Gains, 62% Science Mastery, 35% Writing Mastery, 35% AMO for Reading Mastery, 56% AMO for Math Mastery, 53% Jackson Middle School 2011 – 2012 School Grade: C Reading Mastery, 46% Reading Gains, 58% Lowest 25% Reading Gains, 59% Math Mastery, 43% Math Gains, 60% Lowest 25% Math Gains, 61% Science Mastery, 36% Writing Mastery, 73% AMO for Reading Mastery, 55% AMO for Reading Gains, 67% AMO for Lowest 25% Reading Gains, 70% AMO for Math Mastery, 55% AMO for Math Gains, 67% AMO for Lowest 25% Math Gains, 68% AMO for Science Mastery, 40% AMO for Writing Mastery, 80% Jackson Middle School 2010 – 2011 School Grade: C Reading Mastery, 63% Reading Gains, 59% Lowest 25% Reading Gains, 65% Math Mastery, 58% Lowest 25% Math Gains, 64% Science Mastery, 34% Writing Mastery, 77% Jackson Middle School did not make AYP (Adequate Yearly Progress) for the following subgroups and categories: Reading: White (77%, 166), Black (51%, 127), Hispanic (49%, 809), Economically Disadvantaged (51%, 997), Limited English	



Proficient (36%, 496), Students with Disabilities (22%, 168)  
Math: White (76%, 166), Black (43%, 127), Hispanic (46%, 809),  
Economically Disadvantaged (47%, 993), Limited English  
Proficient (32%, 498), Students with Disabilities (21%, 168)

Carol Conner		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor of Science in Civil Engineering with High Honors - 1980 Master of Arts in Mathematics Education - 2010 Professional Teaching Certificate in Mathematics (5-9) and Science (5-9)	
<b>Performance Record</b>	Math Teacher @ Jackson Middle School 2012 – 2013 School Grade: C Reading Mastery, 51% Reading Gains, 67% Lowest 25% Reading Gains, 65% Math Mastery, 44% Math Gains, 62% Lowest 25% Math Gains, 62% Science Mastery, 35% Writing Mastery, 35% AMO for Reading Mastery, 56% AMO for Math Mastery, 53% Math Teacher @ Jackson Middle School 2011 – 2012 School Grade: C Reading Mastery, 46% Reading Gains, 58% Lowest 25% Reading Gains, 59% Math Mastery, 43% Math Gains, 60% Lowest 25% Math Gains, 61% Science Mastery, 36% Writing Mastery, 73% AMO for Reading Mastery, 55% AMO for Reading Gains, 67% AMO for Lowest 25% Reading Gains, 70% AMO for Math Mastery, 55% AMO for Math Gains, 67% AMO for Lowest 25% Math Gains, 68% AMO for Science Mastery, 40% AMO for Writing Mastery, 80% Math Teacher @ Jackson Middle School 2010 – 2011 School Grade: C Reading Mastery, 63% Reading Gains, 59% Lowest 25% Reading Gains, 65% Math Mastery, 58% Lowest 25% Math Gains, 64% Science Mastery, 34% Writing Mastery, 77% Jackson Middle School did not make AYP (Adequate Yearly Progress) for the following subgroups and categories: Reading: White (77%, 166), Black (51%, 127), Hispanic (49%,	

809), Economically Disadvantaged (51%, 997), Limited English Proficient (36%, 496), Students with Disabilities (22%, 168)  
Math: White (76%, 166), Black (43%, 127), Hispanic (46%, 809), Economically Disadvantaged (47%, 993), Limited English Proficient (32%, 498), Students with Disabilities (21%, 168)

Cayenne Dansby		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS- Sociology and Communications MA - Elementary Education Elementary Education K-6 Reading K-12 ESOL K-12	
<b>Performance Record</b>	2012-2013 8th Grade Reading Teacher/Reading Coach, Jackson Middle School School grade: C FCAT Reading: 51% Learning Gains: 67% Learning gains L25%: 65% FCAT Math: 44% Learning Gains: 62% Learning gains L25%: 62% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 35% FCAT Science: 35% Biology EOC (if applicable): N/A AMO targets met: Learning Gains L25% Reading and Math AMO targets not met: FCAT Reading, FCAT Math 2011-2012 4th Grade Teacher, Engelwood Elementary School grade: D VAM: 0.199044762 (Combined) School Rank - 1 School VAM: - 0.092500605 District VAM: 0.032509258 0.086811336 (Reading) School Rank - 1 0.323748568 (Math) School Rank - 1 FCAT Reading: 51% Learning Gains: 77% Learning gains L25%: 69% FCAT Math: 38% Learning Gains: 57% Learning gains L25%: 54% ALG EOC (if applicable): N/A GEO EOC (if applicable): N/A FCAT Writing: 67% FCAT Science: 41% Biology EOC (if applicable): N/A AMO targets met: FCAT Reading AMO targets not met: FCAT Math 2010-2011 4th Grade Teacher, Engelwood Elementary School grade: C FCAT Reading: 54%	

Learning Gains: 56%  
Learning gains L25%: 61%  
FCAT Math: 53%  
Learning Gains: 62%  
Learning gains L25%: 83%  
ALG EOC (if applicable): N/A  
GEO EOC (if applicable): N/A  
FCAT Writing: 72%  
FCAT Science: 28%  
Biology EOC (if applicable): N/A  
AMO targets met: N/A  
AMO targets not met: N/A  
AYP Not Met  
Reading Gains, 67%  
Lowest 25% Reading Gains, 65%  
Math Mastery,  
Math Gains, 62%  
Lowest 25% Math Gains, 62%  
Science Mastery,  
Writing Mastery,  
AMO for Reading Mastery,  
AMO for Reading Gains,  
AMO for Lowest 25% Reading Gains,  
AMO for Math Mastery,  
AMO for Math Gains,  
AMO for Lowest 25% Math Gains,  
AMO for Science Mastery,  
AMO for Writing Mastery,  
2011-2012 School Grade: C  
VAM: 0.199044762 (Combined) School Rank - 1 School VAM: -  
0.092500605 District VAM: 0.032509258  
0.086811336 (Reading) School Rank - 1  
0.323748568 (Math) School Rank - 1  
Reading Mastery, 46%  
Reading Gains, 58%  
Lowest 25% Reading Gains, 59%  
Math Mastery, 43%  
Math Gains, 60%  
Lowest 25% Math Gains, 61%  
Science Mastery, 36%  
Writing Mastery, 73%  
AMO for Reading Mastery, 55%  
AMO for Reading Gains, 67%  
AMO for Lowest 25% Reading Gains, 70%  
AMO for Math Mastery, 55%  
AMO for Math Gains, 67%  
AMO for Lowest 25% Math Gains, 68%  
AMO for Science Mastery, 40%  
AMO for Writing Mastery, 80%  
2010-2011 School Grade: C  
Reading Mastery, 63%

Reading Gains, 59%  
 Lowest 25% Reading Gains, 65% Math  
 Mastery, 58%  
 Math Gains, 62%  
 Lowest 25% Math Gains, 64% Science  
 Mastery, 34%  
 Writing Mastery, 77%  
 Jackson Middle School did not make AYP  
 (Adequate Yearly Progress) for the  
 following subgroups and categories:  
 Reading: White, (77%, 166), Black (51%,  
 127), Hispanic (49%, 809), Economically  
 Disadvantaged (51%, 997), Limited  
 English Proficient(36%, 496), Students  
 with Disabilities (22%, 168)  
 Math: White (76%, 166), Black (43%,  
 127), Hispanic (46%, 809), Economically  
 Disadvantaged (47%, 993), Limited  
 English Proficient(32%, 498), Students  
 with Disabilities (21%, 168)

**Classroom Teachers**

**# of classroom teachers**

86

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

86, 100%

**# ESOL endorsed**

28, 33%

**# reading endorsed**

15, 17%

**# with advanced degrees**

39, 45%

**# National Board Certified**

, 0%

**# first-year teachers**

2, 2%

**# with 1-5 years of experience**

32, 37%

**# with 6-14 years of experience**

45, 52%

**# with 15 or more years of experience**

7, 8%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

We conduct monthly meetings with our New and Beginning Teachers to provide direction and professional development, which focuses on teaching strategies, classroom management and best practices. Our Beginning Teachers also receive mentoring in accordance with the OCPS Beginning Teacher Induction Program, which utilizes our veteran teachers as Mentors/Coaches.

We encourage Education Majors to complete their internship at Jackson Middle School, where their experience includes professional development designed to enhance their intern experience, expand their professional knowledge, and prepare and encourage them to seek employment with OCPS (and Jackson MS, in particular).

We also rely upon referrals from our existing staff when we are looking to fill vacancies.

The Assistant Principal of Instruction, the Instructional Coach and the Intern Coordinator work together to manage these processes.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teachers new to OCPS or to Jackson Middle School are assigned "buddies," to facilitate their transition to the new school environment. Buddies meet to review school-wide practices and strategies that will help the new teachers thrive at Jackson. The school also provides professional development opportunities that encourage new teachers to become actively involved in their PLCs and in the Jackson culture.

As per OCPS protocol, Beginning Teachers (anyone with less than a full year of teaching experience) are assigned a Mentor. The Mentor conducts weekly collaborative meetings, where all questions and/or concerns are addressed and resolved. Mentors also assist with lesson plan preparation, perform classroom observations and monitor the progress of the Beginning Teachers. Modeling and co-

teaching exercises are also provided to assist the Beginning Teachers.

Our 2013-2014 staff has only one Beginning Teacher, Stanley Dugan. Mr. Dugan is in the Math department, and his assigned Mentor is our Math Coach, Carol Conner. In addition to a common math bond, Ms. Conner and Mr. Dugan both came to education after successful careers in the private sector. Ms. Conner obtained her teaching credentials through an alternative program, and is currently assisting Mr. Dugan in the alternative certification process, as well.

Because we currently have a certified teacher covering a long-term sub position, there is one additional Beginning Teacher that has been assigned a Mentor. Samantha DeWoody is filling in for an ELA out on maternity leave. Because Ms. DeWoody has less than a full year of teaching experience, she has been given our Reading/Literacy Coach, Cayenne Dansby, as a Mentor. She will receive the Code of Ethics training onsite and attend mini-training versions of the Great Beginnings program.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

FCAT and Benchmark test results, in conjunction with identified research based programs, will be used to provide the baseline data that will identify and place students in the appropriate tier of the MTSS model.

Once the students are placed, appropriate data monitoring, recording and review will take place over a 4-6 week period.

If the student fails to improve, the MTSS team will be notified and a thorough study of the data will occur. The team will then determine the next appropriate intervention/tier movement.

If a student fails to improve after being placed in Tier 3, and sufficient and appropriate data collection and graphing has taken place, a meeting will be scheduled with the MTSS team. The MTSS team, including the school Psychologist, will meet to analyze the data collected through the results of the interventions and placements to decide on further actions.

The CRT and Coaches will provide professional development on the appropriate delivery of Tier 1/2/3 instruction/interventions. They are also responsible to develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

School-wide data chats will take place by PLC once a month with MTSS members to continuously track students at all levels of the MTSS model.

The MTSS team oversees the implementation of the process and ensures support and documentation to support academic/behavior instruction at the various tiers. The MTSS team also collects data in order to provide information to parents and stakeholders.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Jackson's MTSS team includes the principal, assistant principals, dean/MTSS coordinator, placement specialist, curriculum resource teacher, the reading coach, math coach, and the school psychologist.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to

support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

Staffing Specialist, Guidance Counselors, SAFE Coordinator: Participates in student data collection,



integrates core instructional activities/materials into Tier 1,2,3 instruction, and collaborates with general education teachers.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development

intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis,

intervention planning, and program evaluation; facilitates data based decision making activities.

Technology Coordinator: Develops or brokers technology necessary to manage and display data; provides

professional development and tech support.

Math/Reading Coaches and CRT: Experts in subject matter and research based intervention tools.

Identify students in need of Tier 2/3 interventions through the collection of data. Develop a plan to assess the needs of students and provide proactive/reactive interventions to meet the identifiable needs.

Continuously track the progress of students within the Low 25 realm.

Dean: Coordinates the MTSS process with all stakeholders listed above and is the point person for the MTSS process.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Our goal is to implement and coordinate the school's MTSS efforts through professional development, aggressive research and analysis of data to identify students' needs, and data driven intervention to satisfy those needs. To achieve this goal, the team will meet with PLCs on a monthly basis to review student data, social issues, new students, and to identify student success and students who are at risk. The team will make decisions based on data and information. Discussion will determine if there is a need for

professional development, program implementations, adjustments to schedules, and upward or downward transitioning in tier levels for students.

The focus for this year will be to continue building a strong foundation for the MTSS team, to provide MTSS training to new teachers, and to implement an MTSS Tracking System.

The MTSS team works in conjunction with other school teams to provide appropriate interventions, and assistance in selecting strategies based on student needs. The MTSS team also provides guidance, information, and support with data interpretation.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Reading, Math, Science, and Writing

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test

(FCAT), Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring, Orange County Public

Schools District Benchmark Assessments, Classroom Assessments and tests created in the reading programs

at the school (Systems 44, Read 180, Achieve 3000, and Imagine Learning), All In Learning and Performance Matters for common assessments and the collection and analysis of data.

Frequent and continuous collection and analyzing of data every Thursday by the instructional leadership team. School-wide monthly data chats.

Midyear: FAIR, OCPS District Benchmark Assessments, and Classroom assessments

End of Year: FAIR, PMRN, OCPS District Benchmark Assessments, and FCAT Frequency of Data Days: Twice

a month for data analysis.

Engagement/Behavior: PLASCOTrac, SMS (Student Management System), PBS (Positive Behavior Support System), Continuous analysis of data collection (Twice a month)

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Jackson Middle School Instructional Leadership Team's plan to support MTSS is listed below: For staff members new this year, the school-based MTSS team will provide a professional development on what MTSS is and how it works within the school. School-wide data chats will take place by PLC once a month with MTSS members to continuously track students at all levels of the MTSS model. The data will allow for the analyzing and addressing of curriculum focus based on student needs. Communication will be established with parents upon movement of students within the MTSS model. A clear definition of the tiers and our focus for improvement for the individual student will be created and shared.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 4,100

Our targeted students, will be those that fall between Levels 1 and 2 and Levels 2 and 3. Our intent is to provided intensive, small group instruction for our students to move them to the desired goals. The 2013 FCAT and the first set of Benchmark tests for the 2013-2014 school year will guide our program as to the specific needs of our students. Existing data points towards needs in Reading with a focus on fluency. The lack of fluency impedes on their ability to complete the FCAT. The data for Math indicates our students are weak in number sense, which is a foundation of Math success. There will also be a focus on test taking strategies, from which students will benefit. Our students will have the option of receiving tutoring before or after school, and on Saturdays. The intent of the program is to keep the student/teacher ration to no greater than 12/1. The curriculum for the program are researched based. For Reading the curriculum will be a combination of Read 180 and the Florida Reading Standards-Based Instruction series. For Math we will be using the grade level appropriate Florida Ready series.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Mini-Benchmark assessments will be used to monitor specific standards based progress. In addition, the Read 180 program provides monthly lexile testing, and the Math program provides a pre- and post-test. Consistent monthly assessments will provide the data we need to guide our instruction and to prove the effectiveness of our selected strategies.

**Who is responsible for monitoring implementation of this strategy?**

Michael Wilson, 8th Grade Dean and ATS Coordinator.  
Robert Bearden, CRT and Co-Coordinator

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Cayenne Dansby	Reading Coach
Beatriz Smith	AP/IB Coordinator
Marlene Rivera	CCT
Gina Grant:	Staffing Specialist
Jhunu Mohapatra	Principal
Michael Wilson	LRS/MTSS
Lori Stanley	Testing Coordinator
Vanessa DeMars	AVID Coordinator
Luz Schaefer	API

**How the school-based LLT functions**

The Literacy Team and other interested staff members of our Curriculum Council meet on a monthly basis to organize literacy events, review literacy strategies used in Jaguar Time, discuss data, and gather information that is shared with all school members.

The LLT also conducts weekly classroom visits to see how reading and writing strategies are being implemented in the curriculum and how it aligns to the AVID strategies of Writing, Inquiry, Collaboration, Organization, and Reading.

### **Major initiatives of the LLT**

1. The LLT will ensure that the Language Arts and Reading teachers are using the PLC process to deconstruct standards, create higher-order questions across all content classrooms, and create common assessments to drive instruction that addresses both NGSSS and the CCSS.
2. Increase community awareness and involvement in the literacy activities taking place at JMS through Family Night events, Book Fairs, Open House, etc.
3. Increase participation in Accelerated Reader.
4. Initiate mini-benchmarks in Language Arts classes that produce immediate feedback to teachers in PLC's.
5. Extend participation of Literacy through the After-School All-Star Program students that are level 1 and level 2.
6. Increase circulation in the media center through promotions, incentives, and special events.
7. Implement Next Generation Read180 and Achieve 3000 programs in reading classes.
8. In addition to the four Orange Writes! prompts, the LLT will be promoting Writes of Spring - a writing exercise sponsored by Orlando Repertory Theatre (including a professional development workshop for our Language Arts teachers)

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Literacy strategies are being implemented school-wide through both content area classes and reading classes. Aligned with the students' literacy strategies, professional development will be held addressing the same content, but at the teacher level.

LRS and Literacy Coach will be providing Thinking Maps training for teachers unfamiliar with the organizers and how to implement them with reading.

Every teacher meets with administration to go over the previous year's FCAT reading data, current Benchmark data, and Reading program data. In this meeting administration stresses to the teachers their responsibility in teaching reading no matter what subject they teach.

Cafe style Professional Development will be delivered to help increase teacher expertise in teaching reading and writing strategies for all teachers based on needs.

School wide vocabulary platform targeting academic vocabulary will be introduced.

Reading programs to include Read 180 Next Generation, Achieve 3000, and System 44 as prescribed by district placement guidelines.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

N/A

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Jackson is an International AVID (Advancement via Individual Determination) Demonstration School. As such, we employ college readiness strategies and practices on a school wide basis. Students are exposed to different careers in professional and technical fields through guest speakers, field trips, and the mentoring/tutoring program. The school has adopted a school-wide college readiness plan that includes writing, reading, collaboration, inquiry and organizational strategies that are to be used by all teachers at the school.

In addition, one of the school-wide college readiness goals is to increase college knowledge for all students by encouraging all students to become familiar with basic college information, engaging in web-searches for colleges and performing visits to colleges via virtual tours of campuses.

The Multimedia Arts & Communications (MAC) Academy Jackson Middle School is in its second year. The MAC Academy was design to cultivate academic excellence by empowering students to achieve and create technology solutions for a global society.

Students can:

- \* earn high school credit in 8th grade
- \* earn college credit through Career Pathways
- \* earn industry certification
- \* work toward Florida Gold Seal Vocational Scholars Award

An advisory board comprised of colleges, community members, district personnel, and school staff meet quarterly to discuss curriculum, partnerships, and ways for our students to continue through articulation with our feeder high school.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

- \* Guidance counselors conduct class visits throughout the school year to talk about student's academic and their goals.
- \* Guidance counselors meet with each student regarding their academic schedule and career goals to develop a plan of action.
- \* IB and AVID Coordinator and Guidance Counselors held seminars and conferences to provide additional information and guidance.
- \* In February, students begin with Pre-registration for the following year. Teachers and guidance counselors discuss course offerings and counsel students in courses they may wish or have to take.
- \* 7th Grade students complete a special half-credit course, Civics and Career Planning, through Social Studies that focuses on career exploration.
- \* The 7th Grade Guidance Counselor facilitates the computer-based Interest Inventory survey, which is designed to assist students in selecting a career and future education path.

### Strategies for improving student readiness for the public postsecondary level

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	51%	No	60%
American Indian				
Asian	84%	93%	Yes	86%
Black/African American	53%	51%	No	57%
Hispanic	50%	45%	No	55%
White	75%	63%	No	78%
English language learners	39%	26%	No	45%
Students with disabilities	32%	20%	No	39%
Economically disadvantaged	52%	46%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	342	27%	32%
Students scoring at or above Achievement Level 4	298	24%	28%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	849	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	205	65%	70%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	128	38%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	15%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	54	16%	21%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	150	38%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	44%	No	58%
American Indian				
Asian	95%	93%	No	96%
Black/African American	48%	44%	No	54%
Hispanic	48%	36%	No	53%
White	74%	63%	No	77%
English language learners	38%	20%	No	44%
Students with disabilities	31%	12%	No	38%
Economically disadvantaged	49%	39%	No	54%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	297	22%	33%
Students scoring at or above Achievement Level 4	222	16%	20%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	673	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	79	62%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	297	100%	100%
Middle school performance on high school EOC and industry certifications	242	82%	82%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	54%	58%
Students scoring at or above Achievement Level 4	43	21%	24%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	38%	0%
Students scoring at or above Achievement Level 4	51	57%	0%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	17%	30%
Students scoring at or above Achievement Level 4	78	18%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		30
Participation in STEM-related experiences provided for students	300	22%	50%



**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	510	38%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	173	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	63	36%	50%
Passing rate (%) for students who take CTE industry certification exams		67%	70%
<b>CTE program concentrators</b>			
CTE teachers holding appropriate industry certifications	2	100%	67%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	240	18%	15%
Students who fail a mathematics course	41	5%	4%
Students who fail an English Language Arts course	33	4%	3%
Students who fail two or more courses in any subject	27	3%	2%
Students who receive two or more behavior referrals	132	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	219	16%	15%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

By the end of the 2014 academic year, we would like to increase our average participation by 50% for all parental organizations ( AVID,IB,SAC,PTSA,MSPLC and parental involvement trainings). The Administrative Team will support, monitor, and continue to provide opportunities for all parents to partner and become involved with the school. Through a variety of opportunities out parents will become active participants in the school culture.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
AVID	18	50%	50%
IB	23	50%	50%
SAC	20	50%	50%
PTSA	20	50%	50%
MSPLC	25	50%	50%

## Goals Summary

- G1.** Recognizing the impact of parental involvement on student academic achievement, we would like to increase attendance and/or participation through all parental organizations (AVID, IB, SAC, PTSA, MSPLC).
- G2.** Because our Science and Writing FCAT results were disappointingly low in 2013, we would like to provide the necessary support to ensure increased student achievement in both Science and Writing.
- G3.** Increase the number of students with learning gains in both reading and math, including the bottom 25% for each subject.

## Goals Detail

**G1.** Recognizing the impact of parental involvement on student academic achievement, we would like to increase attendance and/or participation through all parental organizations (AVID, IB, SAC, PTSA, MSPLC).

### Targets Supported

- Writing
- Science - Middle School
- STEM - All Levels
- Parental Involvement
- EWS - Middle School

### Resources Available to Support the Goal

- Parental education courses.
- Bi-Weekly communication sent home in Spanish and English.
- Welcoming, friendly, customer service attitude from entire staff to all parents.
- Translation Service available during the meetings.

### Targeted Barriers to Achieving the Goal

- High Mobility Rate.
- Large ELL population
- Communication between languages.
- Nervous and anxious parents intimidated by the school system.

## Plan to Monitor Progress Toward the Goal

Utilizing all the data collected from the monthly meetings and the ESOL Classes for Parents, determine if the number of parents attending school events is being maintained, if numbers are decreasing or if attendance is increasing.

### Person or Persons Responsible

Assistant Principal, IB and AVID coordinators, CT

### Target Dates or Schedule:

Monthly, or as warranted by the schedule of events

### Evidence of Completion:

Attendance records for classes and at school-related events will show if barriers have been overcome and goal reached.

**G2.** Because our Science and Writing FCAT results were disappointingly low in 2013, we would like to provide the necessary support to ensure increased student achievement in both Science and Writing.

### Targets Supported

- Writing
- Science - Middle School
- STEM
- STEM - All Levels
- Parental Involvement

### Resources Available to Support the Goal

- Literacy practices across content areas - Professional Development
- AVID WICOR Strategies and Resources - Professional Development
- Contracted with Write Scores to score Orange Writes! prompts and provide remediation tools and training
- Partnership with City of Orlando for After School All Stars program

### Targeted Barriers to Achieving the Goal

- Large ELL population; many struggle with literacy skills and academic vocabulary.
- Insufficient opportunities for officially scored writing exercises
- The Science FCAT covers materials from grades 6 and 7 that are not covered/reviewed in the 8th grade pacing guide/curriculum.

### Plan to Monitor Progress Toward the Goal

We will monitor student progress in Writing through the data received from Write Score. Science progress will be monitored through the results of the four benchmark tests being administered prior to the FCAT.

#### Person or Persons Responsible

The 8th Grade ELA and Science teachers, Literacy Coach, LRS

#### Target Dates or Schedule:

During the regularly scheduled PLC data meetings

#### Evidence of Completion:

Data Tracking reports will show the student achievement/growth as it is received and entered

**G3.** Increase the number of students with learning gains in both reading and math, including the bottom 25% for each subject.

#### Targets Supported

- Parental Involvement
- EWS - Middle School

#### Resources Available to Support the Goal

- Enhanced technology - Achieve 3000, Read 180 and Imagine Learning
- AVID WICOR Strategies and Resources - Professional Development
- Acaletics Math enrichment program
- Before/After School and Saturday Tutoring programs
- Compass Learning - remediation program

#### Targeted Barriers to Achieving the Goal

- High percentage of Economically Disadvantaged (ED) students who do not have access to resources outside of the classroom and very limited instructional support at home
- A significant portion of our Bottom 25% in Reading and Math are also emerging ELL students with limited language support outside of the school environment.
- Students who might otherwise test well in Math proficiency are handicapped by their inability to read and/or interpret the wording in the Math test problems.

### Plan to Monitor Progress Toward the Goal

Throughout the year we will be using Benchmark testing results and mini-BM testing results, in conjunction with the various program assessments, to identify and track student achievement. As warranted, focus will shift to the appropriate skills.

#### Person or Persons Responsible

Teachers, Literacy and Math Coaches, LRS, API, Principal

#### Target Dates or Schedule:

Monthly (minimum) during the PLC data meetings

#### Evidence of Completion:

Student progress will be charted and displayed in the Data Meeting Room

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Recognizing the impact of parental involvement on student academic achievement, we would like to increase attendance and/or participation through all parental organizations (AVID, IB, SAC, PTSA, MSPLC).

**G1.B1** High Mobility Rate.

**G1.B1.S1** Consolidate all meetings to be on the same day once a month.

#### **Action Step 1**

Create Meeting Calendar and Select dates and times for the meetings throughout the year.

#### **Person or Persons Responsible**

Principal, Assistant Principal, IB coordinator, AVID coordinator, CT

#### **Target Dates or Schedule**

Second week of school and update as necessary

#### **Evidence of Completion**

Attendance Sheets at meetings, School messenger reports, School climate survey.

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Attendance Sheets at meetings will be collected and attendance records examined for changes (+,-)

#### **Person or Persons Responsible**

Assistant Principal, IB and AVID coordinators, CT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Binder with copies of attendance sheets. Create spreadsheet data to monitor number of parents present to each meeting.

### Plan to Monitor Effectiveness of G1.B1.S1

Verify that parental attendance maintains or grows in number from month to month.

**Person or Persons Responsible**

Assistant Principal, IB and AVID coordinators, CT

**Target Dates or Schedule**

Monthly - after each meeting

**Evidence of Completion**

Attendance sheets maintained in record log for the school year

**G1.B1.S2** Contact parents to remind them of school events through School Messenger, translated in Spanish.

**Action Step 1**

School Messenger phone calls

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

weekly

**Evidence of Completion**

School messenger reports.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G1.B1.S3 Advertise important dates on the school marquee.

### Action Step 1

Include English/Spanish translations of upcoming events on the school marquee

#### Person or Persons Responsible

Assistant Principal, IB and AVID coordinators, CT

#### Target Dates or Schedule

Throughout the year, as events occur

#### Evidence of Completion

The publicized events will appear on the marquee

## Plan to Monitor Fidelity of Implementation of G1.B1.S3

The marquee will be checked daily for announcements of upcoming school-wide events

### Person or Persons Responsible

Assistant Principal, IB and AVID coordinators, CT

### Target Dates or Schedule

As events occur throughout the school year

### Evidence of Completion

The marquee will be updated accordingly



### Plan to Monitor Effectiveness of G1.B1.S3

Parents will be polled to see how they learned about school-wide events

#### Person or Persons Responsible

Assistant Principal, IB and AVID coordinators, CT

#### Target Dates or Schedule

As events occur throughout the school year

#### Evidence of Completion

Poll results will be used to determine effectiveness of using the school marquee as an advertising tool

### G1.B1.S4 Send home bi-weekly updates in English and Spanish.

#### Action Step 1

The Principal's newsletter will be translated into Spanish and sent home with the appropriate ELL students.

#### Person or Persons Responsible

School secretary in conjunction with the Principal

#### Target Dates or Schedule

Throughout the year - each time the newsletter is generated in English

#### Evidence of Completion

Copies of the Principal's Newsletter are maintained on file

### Plan to Monitor Fidelity of Implementation of G1.B1.S4

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**Plan to Monitor Effectiveness of G1.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B2 Large ELL population**

**G1.B2.S1 Parental Education courses- ESOL class for parents.**

**Action Step 1**

ESOL class for parents.

**Person or Persons Responsible**

CT, Teacher Leader, District (provides resources)

**Target Dates or Schedule**

Weekly, Beginning early October 2013 and continuing throughout the school year

**Evidence of Completion**

Attendance, sign in sheets for classes.

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

Attendance of classes

**Person or Persons Responsible**

CT, ESOL teacher leader

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Sign In sheets

**Plan to Monitor Effectiveness of G1.B2.S1**

Attendance

**Person or Persons Responsible**

CT, ESOL teacher leader

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Sign In sheets

**G1.B3** Communication between languages.

**G1.B3.S1** Translation Services available during meetings.

**Action Step 1**

Identify bilingual teachers who are willing to help during meetings.

**Person or Persons Responsible**

CT, Guidance counselors

**Target Dates or Schedule**

week prior to scheduled meeting.

**Evidence of Completion**

Emails

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Translation services for parents who do not speak English.

**Person or Persons Responsible**

CT, Guidance counselors

**Target Dates or Schedule**

Monthly parental meetings.

**Evidence of Completion**

Climate survey online- parents ( Surveymonkey.com)

## Plan to Monitor Effectiveness of G1.B3.S1

Translation Service for parents who do not speak English.

### Person or Persons Responsible

CT, guidance counselors, selected bilingual teachers.

### Target Dates or Schedule

monthly

### Evidence of Completion

Climate survey- teachers ( surveymonkey.com)

## G1.B4 Nervous and anxious parents intimidated by the school system.

### G1.B4.S1 Welcoming front office staff.

#### Action Step 1

To provide stellar customer service to all parents who come to the school.

#### Person or Persons Responsible

Front office staff

#### Target Dates or Schedule

Everyday

#### Evidence of Completion

Polite and welcome personnel with a helpful attitude towards everyone who walks into the front office.

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

Stellar customer service.

#### Person or Persons Responsible

Assistant principal.

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Parent feedback- " how would you rate our performance today?" survey.

## Plan to Monitor Effectiveness of G1.B4.S1

Stellar customer service.

### Person or Persons Responsible

Assistant principal

### Target Dates or Schedule

Monthly

### Evidence of Completion

Culturally relevant survey.(parents)

**G2.** Because our Science and Writing FCAT results were disappointingly low in 2013, we would like to provide the necessary support to ensure increased student achievement in both Science and Writing.

**G2.B1** Large ELL population; many struggle with literacy skills and academic vocabulary.

**G2.B1.S1** ELA classes will focus additional time and attention on specific academic vocabulary to support Science and Math, and enriched vocabulary to support Writing.

### Action Step 1

Marzano vocabulary strategies will be reviewed and encouraged to ensure that language skills increase for students in Writing, Science, Reading and Math.

### Person or Persons Responsible

ELA teachers, Literacy Coach and LRS

### Target Dates or Schedule

Starting October 2013 and continuing throughout the school year

### Evidence of Completion

Lesson plan reviews and classroom walk-throughs

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Classroom walk-throughs will be conducted by the ILT to ensure that vocabulary-rich lessons are being taught in vocabulary-rich classroom environments

#### **Person or Persons Responsible**

Instructional leadership team, ELA teachers, CT

#### **Target Dates or Schedule**

On going activity each quarter

#### **Evidence of Completion**

The use of Word Walls in the classrooms, including non-written representations to deepen understanding, and the use of graphic organizers (Thinking Maps) to identify synonyms, antonyms and analogies

### **Plan to Monitor Effectiveness of G2.B1.S1**

Common assessments targeting vocabulary can be used to demonstrate mastery or identify weaknesses

#### **Person or Persons Responsible**

The grade level PLCs, Literacy Coach, LRS

#### **Target Dates or Schedule**

Ongoing throughout the year

#### **Evidence of Completion**

Assessment results, which should be charted and compared across the PLC to ensure enhanced understanding in all classrooms

### **G2.B1.S2 Imagine Learning can be used for ELL learners who are struggling with emerging English**

#### **Action Step 1**

ELL students will be given opportunities to work on the computer-based Imagine Learning, a research-based program that positively impacts student literacy and language abilities

#### **Person or Persons Responsible**

ELA/Reading teachers, Literacy Coach, LRS

#### **Target Dates or Schedule**

Beginning in October and continuing throughout the year

#### **Evidence of Completion**

Students will be accessing the program through the PCs

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Teachers will need to submit a schedule for their ELL students who need the additional language support

#### **Person or Persons Responsible**

ELA/Reading teachers, Literacy Coach, LRS

#### **Target Dates or Schedule**

Beginning in October and continuing throughout the year

#### **Evidence of Completion**

Review of lesson plans and classroom walk-through observations

### **Plan to Monitor Effectiveness of G2.B1.S2**

Student vocabulary assessment scores should show steady improvement throughout the year, which should also be evident in improved reading comprehension scores

#### **Person or Persons Responsible**

ELA/Reading teachers, Literacy Coach, LRS

#### **Target Dates or Schedule**

Beginning in October and continuing throughout the year

#### **Evidence of Completion**

Data - the results of the common assessments created to measure vocabulary performance

## **G2.B2** Insufficient opportunities for officially scored writing exercises

**G2.B2.S1** We will participate in the four Orange Writes! prompts and have them scored by the independent agency, Write Score. WS feedback includes skill-based mini-lessons teachers can use for prompt, specific remediation.

### **Action Step 1**

After completing the Orange Writes! prompts, the 8th Grade essays will be submitted to Write Score for scoring feedback and remediation recommendations. Teachers can then use the suggested mini-lessons to target the identified weaknesses.

#### **Person or Persons Responsible**

ELA teachers, Literacy Coach, LRS

#### **Target Dates or Schedule**

September, October, November and January

#### **Evidence of Completion**

Results will be communicated electronically

#### **Facilitator:**

LRS and Literacy Coach

#### **Participants:**

8th Grade ELA teaching staff

## **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Writing prompts will be administered as per the OCPS calendar, and follow-up mini-lessons will be introduced prior to the following prompt.

#### **Person or Persons Responsible**

The 8th Grade ELA teachers, Literacy Coach and LRS

#### **Target Dates or Schedule**

Selected dates in September, October, November and January

#### **Evidence of Completion**

Essays must be turned in to the LRS for submission to Write Score



## Plan to Monitor Effectiveness of G2.B2.S1

Prompt writing results will be communicated to teachers electronically and reviewed by the PLC to determine common weaknesses and areas in need of additional instructional focus. Mini-lesson results will be reviewed during PLC data meetings to ensure student growth.

### Person or Persons Responsible

8th Grade ELA teachers, Literacy Coach, LRS

### Target Dates or Schedule

As the results are received - September, October, November and January

### Evidence of Completion

Student scores should show continuous improvement if teachers are fully utilizing the resources available through the Write Score program

**G2.B2.S2** Document Based Questions (DBQ) will be incorporated into the Social Studies and Science curriculum. Studies have demonstrated that the use of DBQs has a direct and positive impact on FCAT Writing scores, if used at least 2-3 times prior to testing.

### Action Step 1

The very specific practice of using DBQ exercises will be introduced to the Social Studies curriculum as a means of strengthening the students' writing skills.

### Person or Persons Responsible

District Support (training), Social Studies staff, Literacy Coach, LRS

### Target Dates or Schedule

October (training), followed by December and February practice exercises

### Evidence of Completion

The DBQs produce written evidence of the students' ability to effectively respond to document-based questioning.

### Facilitator:

District support personnel

### Participants:

Social Studies staff, Literacy Coach and LRS

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

During the implementation of DBQ lessons, the Literacy Coach and LRS will conduct walk-throughs to ensure that the lessons are being carried out effectively

#### **Person or Persons Responsible**

Social Studies teachers, LRS and Literacy Coach

#### **Target Dates or Schedule**

October, December and February

#### **Evidence of Completion**

LRS and Literacy Coach will be able to review students' work to ensure that lessons are completed with fidelity

### **Plan to Monitor Effectiveness of G2.B2.S2**

In studies, the use of DBQs is directly linked to improved writing performances, so we should see better scores (especially in the area of providing evidence) on the subsequent prompts submitted to Write Score

#### **Person or Persons Responsible**

The ELA and Social Studies PLCs should relect as a common unit on the effectiveness of the DBQ program, Literacy Coach and LRS

#### **Target Dates or Schedule**

After each of the Orange Writes prompts in October, November and January

#### **Evidence of Completion**

Scores should show steady increase

**G2.B2.S3** We will invite our students to enter the Writes of Spring 2014 creative writing contest, which promotes literacy and creative writing in youth. The program is sponsored by Orlando Repertory Theatre, and they are offering a two-hour professional development workshop for OCPS teachers.

### **Action Step 1**

Students will be asked to write a response to a specific prompt. From submissions received from throughout the region, the Rep will pull pieces from multiple student entries and create an original play. The play will be staged at the Orlando Rep in the spring.

#### **Person or Persons Responsible**

ELA Teachers, Literacy Coach, RLS

#### **Target Dates or Schedule**

Submissions are due by October 25, 2013.

#### **Evidence of Completion**

Student final products submitted to the Rep.

#### **Facilitator:**

Alex Jane Bailey, teaching artist at the Orlando Repertory Theatre

#### **Participants:**

ELA teaching staff

### **Plan to Monitor Fidelity of Implementation of G2.B2.S3**

Students will be given specific instructions for contest entries, and provided classroom time to complete their submissions.

#### **Person or Persons Responsible**

ELA teachers, Literacy Coach, LRS

#### **Target Dates or Schedule**

September - October 2013

#### **Evidence of Completion**

Lesson plans, Classroom observations, Student work

## Plan to Monitor Effectiveness of G2.B2.S3

Finished submissions will be evaluated for quality and compliance.

### Person or Persons Responsible

ELA teachers, Literacy Coach, LRS

### Target Dates or Schedule

October 2013

### Evidence of Completion

Writing samples will be scored and compared to students' previous writing efforts for growth and improvement

**G2.B3** The Science FCAT covers materials from grades 6 and 7 that are not covered/reviewed in the 8th grade pacing guide/curriculum.

**G2.B3.S1** In the weeks prior to the 8th Grade Science FCAT, the 6th and 7th Grade Science teachers will rotate into the 8th Grade classrooms and provide specific, targeted lesson reinforcement on the Science disciplines not covered in the 8th Grade curriculum, but present on the FCAT. The reviews will be provided by the teachers most familiar with teaching the content.

### Action Step 1

The PLC will need to create a schedule that allows the 6th, 7th and 8th grade Science teachers to rotate between classes - providing opportunities for the experts in their fields to offer 8th grade students the most effective review possible for the FCAT Science test in April.

### Person or Persons Responsible

The entire Science PLC - 6th, 7th and 8th, the LRS and the API

### Target Dates or Schedule

Late March into early April 2014

### Evidence of Completion

The completed rotation schedule

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

The ILT will monitor the Science classes to ensure that the rotation/review is occurring as planned

#### **Person or Persons Responsible**

Science teachers, LRS, API

#### **Target Dates or Schedule**

Late March - early April 2014

#### **Evidence of Completion**

Direct classroom observation

### **Plan to Monitor Effectiveness of G2.B3.S1**

Sections of the Science benchmark tests can be re-administered to ensure that students' knowledge and understanding of the older material has increased.

#### **Person or Persons Responsible**

Science teachers, LRS and API

#### **Target Dates or Schedule**

Early April - approximately one week before FCAT testing begins

#### **Evidence of Completion**

Test results will be shared, reviewed and if possible, final remediation can be planned

**G3.** Increase the number of students with learning gains in both reading and math, including the bottom 25% for each subject.

**G3.B1** High percentage of Economically Disadvantaged (ED) students who do not have access to resources outside of the classroom and very limited instructional support at home

**G3.B1.S1** Utilize our technology at school during normal hours and beyond through specifically targeted supplemental tutoring programs in Reading and Math.

**Action Step 1**

Students will have access to specialized, research-based tools that are designed to increase reading fluency and comprehensions skills.

**Person or Persons Responsible**

Reading teachers, ATS Coordinator, Literacy Coach, LRS and API

**Target Dates or Schedule**

Beginning in October and continuing throughout the school year

**Evidence of Completion**

The ATS program

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

ATS Program Coordinator will monitor tutoring groups to ensure compliance with program designs

**Person or Persons Responsible**

ATS Coordinator, Selected tutors, API, LRS, Literacy Coach

**Target Dates or Schedule**

Beginning in October and continuing until FCAT testing begins in the spring

**Evidence of Completion**

Walk-through data

### Plan to Monitor Effectiveness of G3.B1.S1

Improvements in reading skills should be evident in mini-BM assessments, and through completion of program-based exercises

#### Person or Persons Responsible

ATS Coordinator, Selected tutors, API, LRS, Literacy Coach

#### Target Dates or Schedule

Beginning in October and throughout the duration of the ATS program

#### Evidence of Completion

Collected and shared data

### G3.B1.S2 Increase technology resources available to students

#### Action Step 1

Add computers to new/existing PC labs on campus

#### Person or Persons Responsible

Principal, Tech Coordinator

#### Target Dates or Schedule

September and ongoing as needed and when possible

#### Evidence of Completion

More PCs available for use

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Weekly updates from Tech Coordinator on campus PC status

#### Person or Persons Responsible

Tech Coordinator, Principal

#### Target Dates or Schedule

Beginning in September and continuing throughout the year

#### Evidence of Completion

Status reports

### Plan to Monitor Effectiveness of G3.B1.S2

Verify use of technology during tutoring sessions, and monitor results of computer-based exercises

#### Person or Persons Responsible

ATS Coordinator, Selected tutors, LRS, API

#### Target Dates or Schedule

Beginning in October and throughout the year

#### Evidence of Completion

Program usage data

**G3.B2** A significant portion of our Bottom 25% in Reading and Math are also emerging ELL students with limited language support outside of the school environment.

**G3.B2.S1** Engage students in support programs designed to build language while enhancing reading skills

#### Action Step 1

Utilize district-recommended supplemental programs during Intervention

#### Person or Persons Responsible

Reading teachers, Literacy Coach, LRS, API

#### Target Dates or Schedule

Beginning in September and continuing throughout the year

#### Evidence of Completion

Classroom walk-throughs, Lesson Plan reviews

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Verify use of programs - Read 180 and Achieve 3000 - through review of program data

#### Person or Persons Responsible

Literacy Coach, LRS, API

#### Target Dates or Schedule

Beginning in September and continuing throughout the year

#### Evidence of Completion

Usage reports will be reviewed during PLC data meetings



## Plan to Monitor Effectiveness of G3.B2.S1

The data from the programs will be reviewed during PLC meetings to determine that targeted skills are showing continuous improvement

### Person or Persons Responsible

Reading teachers, Literacy Coach, LRS, API, Principal

### Target Dates or Schedule

Monthly during PLC data review meetings

### Evidence of Completion

PLC meeting minutes

**G3.B3** Students who might otherwise test well in Math proficiency are handicapped by their inability to read and/or interpret the wording in the Math test problems.

**G3.B3.S1** Introduce Acaletics, a research based program that will strengthen the Math skill foundation for our Bottom 25% - through continuous review of question structure, vocabulary, skill drilling and test-taking strategies.

### Action Step 1

Incorporate the Acaletics program into the math curriculum to provide a stronger foundation for our struggling math students

### Person or Persons Responsible

Trainers from Acaletics, Teachers, Math Coach, LRS, API

### Target Dates or Schedule

Beginning in October and throughout the school year

### Evidence of Completion

Contract with Acaletics

### Facilitator:

Representatives from Acaletics and subsequent trainings can be facilitated by the Math Coach and/or selected teachers

### Participants:

Math instructional staff

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Classroom walk-throughs will be conducted to ensure that the Acaletics model is being implemented with fidelity in the selected classes

#### **Person or Persons Responsible**

Math Coach, LRS, API

#### **Target Dates or Schedule**

Upon acquisition of program and ongoing throughout the year

#### **Evidence of Completion**

Direct observation and completed exercises

### **Plan to Monitor Effectiveness of G3.B3.S1**

Periodic assessments are administered to measure effectiveness of program and student growth

#### **Person or Persons Responsible**

Teachers, Math Coach, LRS and API

#### **Target Dates or Schedule**

As scheduled via the Acaletics program director

#### **Evidence of Completion**

Resulting data, which will be reviewed during PLC data meetings

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Jackson Middle School is a Title I school and we receive money to spend on implementing our school improvement goals. Using Title I dollars we are able to purchase teaching and coaching positions, provide all students with the necessary supplies to learn, and provide staff development for our faculty. We adhere to

all the Title I program requirements and collect all required documentation throughout the school year. We work with the Title I department of Orange County Public Schools through monthly check points and compliance monitoring.

Title I Funds will be used to pay for teacher registration for AVID Summer Institute to help maintain our status as a National AVID Demonstration School.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrants and English Language Learners. Our Curriculum Compliance Teacher works closely with the Title III contacts to ensure that teachers and students have the materials needed to support learning.

Jackson Middle School works with the Orange County Public Schools Homeless Department to make sure we are providing services to any of our students who may become homeless. These services include free breakfast and lunch, bussing to and from their temporary accommodations to our school, and other services as needed.

Our school guidance counselors, SAFE Coordinator, and our registrar work with families who may find themselves in need of shelter, clothing and food as needed.

The District Homeless Social Worker works with the school to provide resources (clothing, supplies, programs) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with our reading and literacy goals to purchase reading teachers and reading materials.

Violence Prevention Programs

SAFE Coordinator will present professional development to teachers in order to increase awareness of bullying behaviors and learn techniques to implement in classrooms to prevent violence in school. Students also receive information and education through non-violence and antidrug programs.

Furthermore, SAFE will implement the Middle School Bullying Prevention program; which consists of schoolwide anti-bullying rules, school wide classroom curriculum and establish interventions for individuals and community involvement. The District Character Development Curriculum will also be implemented on a monthly basis. School wide activities include Red Ribbon Week, Bullying Prevention Week, No Name Calling

Week and classroom activities which involve student empowerment against violence.

Nutrition Programs: 85% of JMS receives free/reduced lunches. As a result, JMS has been given the opportunity to get universal breakfast. All students are entitled to receive free breakfast.

Career and Technical Education

School-wide use of AVID (Advancement via Individual Determination) strategies in partnership with the City of Orlando and the University of Central Florida will provide students with exposure to different careers in the

professional and technical fields through the guest speaker series and the mentoring/tutoring program.

Jackson Middle School recently applied and is waiting for confirmation on being accepted as one of the CAPE Academies in OCPS. We have developed a Multimedia Arts and Communication (MAC) Academy in which the students follow a progression of courses and receive high school credit in 8th grade after

successfully completing Intro to Informational Technology. The student also has an opportunity to receive industry certification and receive college credit.

An advisory board comprised of colleges, community members, district personnel, and school staff meet quarterly to discuss curriculum, partnerships, and ways for our students to continue through articulation with the our feeder high school.

The school has adopted a school-wide college readiness plan that includes writing, reading, collaboration, inquiry and organizational strategies that will to be used by all teachers at the school. These strategies will benefit all students and ensure that the school goal of increasing rigor for all students is achieved.

In addition, one of the school-wide college readiness goals is to increase college knowledge for all students by encouraging all students to become familiar with basic college information, engaging in web-searches for colleges and performing visits to colleges via virtual tours of campuses.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Because our Science and Writing FCAT results were disappointingly low in 2013, we would like to provide the necessary support to ensure increased student achievement in both Science and Writing.

### **G2.B2** Insufficient opportunities for officially scored writing exercises

**G2.B2.S1** We will participate in the four Orange Writes! prompts and have them scored by the independent agency, Write Score. WS feedback includes skill-based mini-lessons teachers can use for prompt, specific remediation.

#### **PD Opportunity 1**

After completing the Orange Writes! prompts, the 8th Grade essays will be submitted to Write Score for scoring feedback and remediation recommendations. Teachers can then use the suggested mini-lessons to target the identified weaknesses.

#### **Facilitator**

LRS and Literacy Coach

#### **Participants**

8th Grade ELA teaching staff

#### **Target Dates or Schedule**

September, October, November and January

#### **Evidence of Completion**

Results will be communicated electronically

**G2.B2.S2** Document Based Questions (DBQ) will be incorporated into the Social Studies and Science curriculum. Studies have demonstrated that the use of DBQs has a direct and positive impact on FCAT Writing scores, if used at least 2-3 times prior to testing.

### **PD Opportunity 1**

The very specific practice of using DBQ exercises will be introduced to the Social Studies curriculum as a means of strengthening the students' writing skills.

#### **Facilitator**

District support personnel

#### **Participants**

Social Studies staff, Literacy Coach and LRS

#### **Target Dates or Schedule**

October (training), followed by December and February practice exercises

#### **Evidence of Completion**

The DBQs produce written evidence of the students' ability to effectively respond to document-based questioning.

**G2.B2.S3** We will invite our students to enter the Writes of Spring 2014 creative writing contest, which promotes literacy and creative writing in youth. The program is sponsored by Orlando Repertory Theatre, and they are offering a two-hour professional development workshop for OCPS teachers.

### **PD Opportunity 1**

Students will be asked to write a response to a specific prompt. From submissions received from throughout the region, the Rep will pull pieces from multiple student entries and create an original play. The play will be staged at the Orlando Rep in the spring.

#### **Facilitator**

Alex Jane Bailey, teaching artist at the Orlando Repertory Theatre

#### **Participants**

ELA teaching staff

#### **Target Dates or Schedule**

Submissions are due by October 25, 2013.

#### **Evidence of Completion**

Student final products submitted to the Rep.

**G3.** Increase the number of students with learning gains in both reading and math, including the bottom 25% for each subject.

**G3.B3** Students who might otherwise test well in Math proficiency are handicapped by their inability to read and/or interpret the wording in the Math test problems.

**G3.B3.S1** Introduce Acaletics, a research based program that will strengthen the Math skill foundation for our Bottom 25% - through continuous review of question structure, vocabulary, skill drilling and test-taking strategies.

**PD Opportunity 1**

Incorporate the Acaletics program into the math curriculum to provide a stronger foundation for our struggling math students

**Facilitator**

Representatives from Acaletics and subsequent trainings can be facilitated by the Math Coach and/or selected teachers

**Participants**

Math instructional staff

**Target Dates or Schedule**

Beginning in October and throughout the school year

**Evidence of Completion**

Contract with Acaletics

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Recognizing the impact of parental involvement on student academic achievement, we would like to increase attendance and/or participation through all parental organizations (AVID, IB, SAC, PTSA, MSPLC).	\$1,500
G2.	Because our Science and Writing FCAT results were disappointingly low in 2013, we would like to provide the necessary support to ensure increased student achievement in both Science and Writing.	\$11,318
G3.	Increase the number of students with learning gains in both reading and math, including the bottom 25% for each subject.	\$63,800
Total		\$76,618

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Technology	Total
Title I	\$1,500	\$26,000	\$7,800	\$35,300
Title 1	\$30,000	\$8,818	\$0	\$38,818
Title I and III	\$0	\$2,500	\$0	\$2,500
Total	\$31,500	\$37,318	\$7,800	\$76,618

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Recognizing the impact of parental involvement on student academic achievement, we would like to increase attendance and/or participation through all parental organizations (AVID, IB, SAC, PTSA, MSPLC).

**G1.B2** Large ELL population

**G1.B2.S1** Parental Education courses- ESOL class for parents.

#### Action Step 1

ESOL class for parents.

#### Resource Type

Personnel

#### Resource

#### Funding Source

Title I

#### Amount Needed

\$1,500



**G2.** Because our Science and Writing FCAT results were disappointingly low in 2013, we would like to provide the necessary support to ensure increased student achievement in both Science and Writing.

**G2.B1** Large ELL population; many struggle with literacy skills and academic vocabulary.

**G2.B1.S2** Imagine Learning can be used for ELL learners who are struggling with emerging English

**Action Step 1**

ELL students will be given opportunities to work on the computer-based Imagine Learning, a research-based program that positively impacts student literacy and language abilities

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

Title I and III

**Amount Needed**

\$2,500

**G2.B2** Insufficient opportunities for officially scored writing exercises

**G2.B2.S1** We will participate in the four Orange Writes! prompts and have them scored by the independent agency, Write Score. WS feedback includes skill-based mini-lessons teachers can use for prompt, specific remediation.

**Action Step 1**

After completing the Orange Writes! prompts, the 8th Grade essays will be submitted to Write Score for scoring feedback and remediation recommendations. Teachers can then use the suggested mini-lessons to target the identified weaknesses.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

Title 1

**Amount Needed**

\$8,818

**G3.** Increase the number of students with learning gains in both reading and math, including the bottom 25% for each subject.

**G3.B1** High percentage of Economically Disadvantaged (ED) students who do not have access to resources outside of the classroom and very limited instructional support at home

**G3.B1.S1** Utilize our technology at school during normal hours and beyond through specifically targeted supplemental tutoring programs in Reading and Math.

**Action Step 1**

Students will have access to specialized, research-based tools that are designed to increase reading fluency and comprehensions skills.

**Resource Type**

Personnel

**Resource**

Tutoring program - before/after school and Saturdays

**Funding Source**

Title 1

**Amount Needed**

\$30,000

**G3.B1.S2** Increase technology resources available to students

**Action Step 1**

Add computers to new/existing PC labs on campus

**Resource Type**

Technology

**Resource**

Additional PCs

**Funding Source**

Title I

**Amount Needed**

\$7,800

**G3.B2** A significant portion of our Bottom 25% in Reading and Math are also emerging ELL students with limited language support outside of the school environment.

**G3.B2.S1** Engage students in support programs designed to build language while enhancing reading skills

**Action Step 1**

Utilize district-recommended supplemental programs during Intervention

**Resource Type**

Evidence-Based Program

**Resource**

Achieve 3000

**Funding Source**

Title I

**Amount Needed**

\$14,000

**G3.B3** Students who might otherwise test well in Math proficiency are handicapped by their inability to read and/or interpret the wording in the Math test problems.

**G3.B3.S1** Introduce Acaletics, a research based program that will strengthen the Math skill foundation for our Bottom 25% - through continuous review of question structure, vocabulary, skill drilling and test-taking strategies.

**Action Step 1**

Incorporate the Acaletics program into the math curriculum to provide a stronger foundation for our struggling math students

**Resource Type**

Evidence-Based Program

**Resource**

Acaletics Skill-Based direct instructional program

**Funding Source**

Title I

**Amount Needed**

\$12,000