



Comprehensive Needs Assessment 2021 - 2022 School Report



**Jasper County
Jasper County Middle School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Dionka Jackson
Team Member # 2	Assistant Principal	Terrance Phillips
Team Member # 3	Teacher	Mary Tumlin
Team Member # 4	Teacher	Pam Burkhead
Team Member # 5	Teacher	David Pritchett
Team Member # 6	Teacher	Claire Cavender
Team Member # 7	Teacher	Amanda Billings

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Media Specialist	Mandie Behling
Team Member # 2	Teacher	Amy Rejmer
Team Member # 3	Counselor	Joshua Crouse
Team Member # 4	Teacher	Thomasa Bowdon
Team Member # 5	Instructional Coach	Stephanie Hayslip
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	SGT Chairman	Eric Favors
Stakeholder # 2	SGT Vice Chairman	Shelia Pounds
Stakeholder # 3	Paraprofessional	Laura Stallings
Stakeholder # 4	Community/ Business member	Michelle Celani
Stakeholder # 5	Community / Business member	Crystal Epps
Stakeholder # 6	parent	Sonya Morris
Stakeholder # 7	parent	Emily Beasley
Stakeholder # 8	Teacher	Cindy Roundtree

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	School improvement plans and assessment data is shared, reviewed, and discussed with SGT members, Better seeking team members along with faculty and staff members. This was done in meetings throughout the year and feedback is discussed according to data and implemented through course corrections.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	✓
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	✓
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	✓
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	✓
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	<p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p>	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	<p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p>	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	✓
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	✓
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Student health survey data, student discipline data, attendance data and the YOU Science career program from the 20/21 school year were reviewed and analyze.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The perception data tells us that 61% percent of JCMS students like school and 60% look forward to coming to school each day. While 82% of our students feel successful and 78% of our students think that JCMS has high standards for achievement. As we analyzed data for school connectedness and school climate, the data showed that 81% of our students agreed that they had never been bullied or threatened at school. It also showed that 85% our students agreed that there were clear rules for behavior however, only 61 % of our students felt they were recognized for good behavior. When analyzing the overall safety and physical environment, 70 % of students at JCMS felt safe while 87 % of our students stated that they knew what to do in case of an emergency and 67 % of our student felt that the building was well maintained. This data tells us that our focus for the 2021-2022 school should be directed at PBIS to recognize positive behavior and to improve our students perception of school safety. When looking at attendance data, 138 students at JCMS had 10 or more absences with our 8th grade white sub groups having the highest numbers. This data tells us that we need to identify and monitor students with attendance issues by implementing interventions such as setting goals with incentives, tracking attendance and grades while holding meetings to adjust as needed.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>JCMS uses a variety of process data such as athletic rosters, Fitness gram, club memberships, schedules, and student participation in competitive events, and academic competitions. Some examples are Geography Bee, spelling bee, Science Olympiad, FBLA, Science fair, Technology fair, Coder Z competition, Read-a-thon, Young Georgia Authors, Band Midfeast and Math-a-thon.</p>

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>JCMS events show a demographically diverse population of participants in all sports, clubs, and competitive events. All students are provided with numerous opportunities to participate in any events, clubs, and competitions sponsored at our school. The process data tells us that increased funding is needed to continue to provide and expand programs and opportunities with diverse populations of students.</p>
<p>What achievement data did you use?</p>	<p>JCMS used 2021 preliminary Milestones data, NWEA MAP data, and write score data to identify student needs, design instruction, create our school improvement plan, and monitor implementation.</p> <p>Georgia Milestones results were as follows:</p> <p>In 6th grade math, 48% of students scored at levels 2,3,4, 10% were at levels 3,4 and 2% were at level 4. In 7th grade math, 72% of students were at levels 2,3,4, 30% were at levels 3,4 and 7% were level 4. In 8th grade, 60% of students were levels 2,3,4, 19% were at levels 3,4 and 3% were level 4.</p> <p>In 6th Grade reading, 59% were levels 2,3,4, 25% were levels 3,4, and 6% were level 4. In 7th grade, 64% were levels 2,3,4, 46% were levels 3,4, and 5% were level 4. 8th -73% were levels 2,3,4, 39% were levels 3,4, and 2% were level 4.</p> <p>In 8th grade social studies, (overall decline) 8th -65% were levels 2,3,4, 26% were levels 3,4, and 3% were level 4.</p> <p>In 8th grade, science:(overall decline) In 8th grade -36% were levels 2,3,4, 12% were levels 3,4, and 1% were level 4.</p> <p>8th - Physical Science -82% were levels 2,3,4, 39% were levels 3,4, and 34% were level 4.</p> <p>Map data results:</p> <p>JCMS gives the MAP Growth Assessment for Reading and Math 3 times per year, Fall, Winter, and Spring. We analyze the percentage of students at the low (21%), Low Average (21-40%), Average (41-60%), High Average (61-80%), and High (80%) levels.</p> <p>6th -39% of our students were Average to High (41%) at EOY. 58% of our students tested in the low to low average range at BOY and at EOY it rose to 61%. There was an increase in 2% into the High Average and High categories.</p> <p>7th -58% of our students were Average to High (41%) at EOY. 48% of our students tested in the low to low average range at BOY and at EOY it dropped to 43%. There was an increase in 5% into the High Average and High categories.</p> <p>8th -53% of our students were Average to High (41%) at EOY. 49% of our students tested in the low to low average range at BOY and at EOY it dropped to 47%. There was a decrease in 2% into the High Average and High categories.</p> <p>Sub groups:</p> <p>According to Math MAP data:</p> <p>41% of 6th grade African Americans met growth targets.</p> <p>77% of 6th grade Hispanics met growth targets.</p> <p>46% of 6th grade whites met growth targets.</p> <p>66% of 7th grade African Americans met growth targets.</p> <p>57% of 7th grade Hispanics met growth targets.</p>

	<p>62% of 7th grade whites met growth targets.</p> <p>49% of 8th grade African Americans met growth targets. 64% of 8th grade Hispanics met growth targets. 44% of 8th grade whites met growth targets.</p> <p>Math MAP Subgroup data</p> <p>44% of 6th grade Economically Disadvantaged students met growth targets 50% of 6th grade PEC students met growth targets 60% of 6th grade gifted students. 58% of 7th grade Economically Disadvantaged students met growth targets 50% of 7th grade PEC students met growth targets th grade gifted students met growth. 49% of 8th grade Economically Disadvantaged students met growth targets 56% of 8th grade PEC students met growth targets 33% of 8th grade gifted students met growth.</p> <p>According to Reading MAP data:</p> <p>30% of 6th grade African Americans met growth targets. TFS % of 6th grade Hispanics met growth targets. 36% of 6th grade whites met growth targets.</p> <p>52% of 7th grade African Americans met growth targets. 43% of 7th grade Hispanics met growth targets. 49% of 7th grade whites met growth targets. 6th grade gifted students.</p> <p>31% of 8th grade African Americans met growth targets. 36% of 8th grade Hispanics met growth targets. 39% of 8th grade whites met growth targets.</p> <p>Reading MAP sub group Data</p> <p>28 % of 6th grade Economically Disadvantaged students met growth targets 32% of 6th grade PEC students met growth targets TFS in 6th grade gifted subpopulations in reading. 49 % of 7th grade Economically Disadvantaged students met growth targets 50% of 7th grade PEC students met growth targets 50% of 7th grade gifted students met growth. 34% of 8th grade Economically Disadvantaged students met growth targets 58% of 8th grade PEC students met growth targets 22% of 8th grade gifted students met growth.</p>
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What does your achievement data tell you?	<p>According to Georgia Milestones the data showed us that JCMS needs to implement Instructional supports to improve tier 1 instruction in math and literacy as they are areas of weakness. The data also tells us that there was a significant decline in 8th grade science and social studies. According to MAP, 6th grade math and literacy continues to be areas of concern, whereas 7th grade students seem to be showing consistent growth. Hispanic students across all grade levels are performing well in reading and math. Our African American sub groups will need to be a focus in math and literacy as well as our white population across all grade levels.</p>
What demographic data did you use?	<p>We used NWEA MAP by gender, and ethnicity.</p> <p>According to Math MAP data:</p> <p>41% of 6th grade African Americans met growth targets. 77% of 6th grade Hispanics met growth targets. 46% of 6th grade whites met growth targets.</p> <p>66% of 7th grade African Americans met growth targets. 57% of 7th grade Hispanics met growth targets. 62% of 7th grade whites met growth targets.</p> <p>49% of 8th grade African Americans met growth targets. 64% of 8th grade Hispanics met growth targets. 44% of 8th grade whites met growth targets.</p> <p>Math MAP Subgroup data</p> <p>44% of 6th grade Economically Disadvantaged students met growth targets 50% of 6th grade PEC students met growth targets 60% of 6th grade gifted students. 58% of 7th grade Economically Disadvantaged students met growth targets 50% of 7th grade PEC students met growth targets 50% of 7th grade gifted students met growth. 49% of 8th grade Economically Disadvantaged students met growth targets 56% of 8th grade PEC students met growth targets 33% of 8th grade gifted students met growth.</p> <p>According to Reading MAP data:</p> <p>30% of 6th grade African Americans met growth targets. TFS % of 6th grade Hispanics met growth targets. 36% of 6th grade whites met growth targets.</p> <p>52% of 7th grade African Americans met growth targets. 43% of 7th grade Hispanics met growth targets. 49% of 7th grade whites met growth targets.</p> <p>31% of 8th grade African Americans met growth targets. 36% of 8th grade Hispanics met growth targets. 39% of 8th grade whites met growth target.</p> <p>MAP sub group Data</p> <p>28 % of 6th grade Economically Disadvantaged students met growth targets 32% of 6th grade PEC students met growth targets</p>

	<p>TFS in 6th grade gifted subpopulations in reading.</p> <p>49 % of 7th grade Economically Disadvantaged students met growth targets</p> <p>50% of 7th grade PEC students met growth targets</p> <p>50% of 7th grade gifted students met growth.</p> <p>34% of 8th grade Economically Disadvantaged students met growth targets</p> <p>58% of 8th grade PEC students met growth targets</p> <p>22% of 8th grade gifted students met growth.</p>
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What does the demographic data tell you?	<p>The data shows that we must continue to provide tutoring opportunities in math and literacy for all of our sub groups. The data also tells us that we need to focus on accelerating our gifted sub group. According to literacy data, reading and writing will need to be a focus with emphasis on Tier one instruction.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>According to trends at Jasper County Middle School, there are several teacher and student needs. Creating an academically challenging learning environment, differentiation to meet the specific needs of students, and providing timely data driven interventions are all needs. The instructional coach, teachers, and administrators are also in need of ongoing professional learning that focuses on using data effectively, increasing academic rigor, and meeting the individual needs of students. Training opportunities such as, gifted endorsements, data teams training, and differentiation are all needs. Jasper County Middle School teachers and instructional coach currently meets once a week to collaboratively plan for quality instruction. They also meet once a week collaboratively to review data and/or to receive job embedded professional learning. JCMS teachers analyze MAP data quarterly to identify and target students' academic needs which is implemented through an extended learning time.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a result of data collection and discussion with teachers, it is evident that JCMS teachers and leaders use systems to ensure effective implementation of curriculum assessment and instruction. Teachers are apart of the problem solving and decision-making process. However, there is a need for on-going professional learning to support leaders in implementing school improvement processes as well as a need to continue to grow teacher leaders to help facilitate and support school processes. The role of the instructional coach is a continued need at JCMS school to provide support and training for teachers and paraprofessionals. School leadership needs to continue to work on learning how to effectively use processes to analyze data that improves student achievement.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Professional learning is an ongoing focus at JCMS and by having a full time instructional coach to provide instructional support such as informal observations and coaching cycles for teachers this year will help improve teacher performance and student achievement. Defining the expectations of professional learning, differentiating of professional learning for staff according to their individual needs are all important trends that need to be addressed. As a result of the current state of education, using and providing multiple designs for professional learning is need at JCMS. While continuing to add additional resources and processes to support and sustain professional learning is yet another need to build teacher capacity.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>JCMS has a parent resource center that is available to parents throughout the year. Teachers create a monthly newsletter that is available online and copies are sent home with students each month. JCMS uses remind as a means of communication between parents and teachers. JCMS also designed curriculum orientation presentations for parents and students to review throughout the year. JCMS hosts several events such as, Virtual STEAM nights along with 6th grade orientation and open house to welcome parents to their school. Parent attendance to these events continues to be a challenge for JCMS. Therefore their is a continued need at JCMS to continue to provide opportunities to build parent and community capacity of student academic achievement and assessments.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>JCMS maintains a supportive and well-managed learning environment by consistently implementing process and procedures that allows teachers and leaders to maintain and a safe and orderly school. However, there is a definite need to continue to schedule a time for extended learning and student advisement. It is also a need to provide resources or tools along with training staff to teach students how to set goals, self guide learning, and actively monitor their own progress. Due to current circumstances, technology and resources for distant learning has been a challenge for the middle school.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The financial and demographic trends identified in the district and at JCMS middle school are: 1) A very low tax base that results in reduced revenue and a limited local budget with reduced fund balances. 2) High poverty within the district and community creates a high number of at-risk middle school students needing specialized instruction and services. 3) Reduced funds within the district to utilize on those students most at risk and in need of specialized instruction.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>JCMS students in 6th and 8th grade had significant drops in reading and math according to MAP projected growth targets. Transitioning from a year of Covid and digital instruction for most of the year JCMS students are need of direct instruction in reading and writing. Students need direct instruction in math also. Research based and evidence based methods must be utilized during tier 1 instruction and teachers need additional professional learning on how to read data, analyze, and design instruction for individual students as it relates to mastery of standards.</p>

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>PEC case managers monitor attendance of students, contact parents regarding absences and have ongoing communication with the families they serve. JCMS special education students participate in a phonics program in grades 6-8, which is used as an intervention with students with disabilities to increase literacy. JCMS teachers and administrators work to ensure that students are placed in the least restrictive environment. JCMS master schedule allows for special education teachers to pull students to monitor progress during advisement period.</p>
Challenges	<p>An increase of case numbers in middle school has become a challenge for teachers to manage all of the students needs effectively. A need for continued professional learning of regular education teachers, paraprofessionals who support the pec classrooms, and special education teachers to improve co-teaching model.</p>

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase the number of students scoring at or above proficient on state assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	JCMS will reduce the number of students with 10 or more absences by 1%.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase the number of students scoring at or above proficient on state assessments.

Root Cause # 1

Root Causes to be Addressed	lack of direct instruction, implementation of research based instructional strategies, and lack of PL on data analysis, need for training in implementing differentiated instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - JCMS will reduce the number of students with 10 or more absences by 1%.

Root Cause # 1

Root Causes to be Addressed	Mental and emotional health, anxiety, poor grades, and poverty.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Some issues, such as grades, and emotional health can be address.
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School Improvement Plan 2021 - 2022



Jasper County
Jasper County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
School Name	Jasper County Middle School
Team Lead	Dionka Jackson

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students scoring at or above proficient on state assessments.
Root Cause # 1	lack of direct instruction, implementation of research based instructional strategies, and lack of PL on data analysis, need for training in implementing differentiated instruction.
Goal	80% of JCMS students will score developing, 40 % will score proficient, and 10 will score distinguished on GA Milestones in reading and math.

Action Step # 1

Action Step	Implementation of ELT Time (extended learning time) to remediate and accelerate students in math and reading. This time is designated in the master schedule for an hour a day. All students take a universal screener 2 to 3 times a year and are placed in classes with interventions aligned to their individual needs. Students are tiered according performance data. Students may receive acceleration or remediation in reading, writing and math. Data is reanalyzed quarterly and students are moved according to growth. Some tiered groups are placed on MTSS where as their data is reviewed weekly and instruction is adjusted. Some programs used include Dreambox, Read 180, Reading horizon,Edgenuity and IReady reading and math. The instructional coach will work with teachers to identify student needs, develop lessons, provide profession learning for interventions and strategies. Instructional coach will Monitor implementation and effectiveness of ELT time.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP Universal Screener data and expected growth targets. Data team meetings quarterly to review student progress and adjust schedules according to needs weekly lesson plans and teacher observations.
Position/Role Responsible	Principal/ Assistant Principal/Instructional Coach/ Teachers

Action Step # 1

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	This is an area of need. JCMS is working on building partnerships with the Jasper County Mentor program along with 4-h to help with accelerated groups, as well as Coderz and other other competitive groups to support students during ELT.
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Action Step # 2

Action Step	JCMS has implemented an Advisement time for teachers and students to review test data, set goals, receive tutoring or support, and monitor student progress which will help student achievement. The instructional coach will work with teachers to provide professional learning on conferencing and creating activities to provide during advisement time.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, student sign up sheets, MTSS folders, student conference sheets
Position/Role Responsible	Teachers/ Media specialist/ Interventionist
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	This is an area of need. JCMS is working on building partnerships with the Jasper County Mentor program, Youth development Authority, other community and competitive groups, such as, Coderz, Science fair, and Science Olympiad to support students during advisement.
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Action Step # 3

Action Step	Implement an instruction framework for Tier 1 instruction. All classes will implement the following structure in class. opening, work session, and closing. The instructional coach will create training materials, provide professional learning on the instructional framework, conduct informal observations, and provide teacher feedback as appropriate.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Instructional coach and administration will conduct informal and formal walkthroughs to determine fidelity and effectiveness. Weekly lesson plans, Collaborative planning minutes. Professional learning agenda and minutes for PL by instructional coach.
Position/Role Responsible	Instructional Coach/ Principal/ Assistant Principal
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implementation of Data Teams and Collaborative Planning in math and reading. The instructional coach will attend collaborative planning meetings, plan with teachers to create assessment calendars, and conduct data analysis meetings by content. Instructional coach will provide feedback on weekly lesson plans and assessments.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Instructional coach and administration will conduct informal and formal walkthroughs to determine fidelity and effectiveness. Weekly lesson plans, Collaborative planning minutes. Professional learning agenda and minutes for PL by instructional coach.
Position/Role Responsible	Instructional Coach/ Principal/ Assistant Principal
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Implement K-8 math curriculum IREADY (K-8). All teachers will implement IREADY math curriculum 6-8 grades. Instructional coach will provide professional learning and support to teachers implementing IREADY program. Instructional coach will also monitor pacing and effectiveness as well as conduct informal observations and provide feedback individual and/or group feedback as needed.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, collaborative agenda minutes, pacing guides, assessment data, PL agenda, minutes, and sign in sheets.
Position/Role Responsible	Teachers/ Instructional Coach
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	JCMS will design and implement a technology intervention lab to improve instruction for at risk students.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, collaborative agenda minutes, pacing guides, assessment data, PL agenda, minutes, and sign in sheets.
Position/Role Responsible	Instructional Coach, Administration, Steam Coordinator, and Media Specialists
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	JCMS will reduce the number of students with 10 or more absences by 1%.
Root Cause # 1	Mental and emotional health, anxiety, poor grades, and poverty.
Goal	Increase school attendance in grades 6-8 by decreasing the number of JCMS students with 10+ absences from 138 to 128.

Action Step # 1

Action Step	Implementation of district attendance protocol.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Infinite campus, Data collection, MTSS
Position/Role Responsible	Counselor/ teachers and attendance clerk
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Jasper County Mentoring Program, District Attendance team, LIPT, Department of family and children's services, family connection, Jasper County Sheriff and Juvenile probation agency
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Action Step # 2

Action Step	Implement PBIS incentives: All students can earn DOJO points for attendance. Students are given the opportunity to participate in attendance activities weekly or monthly. Students and classes are rewarded for perfect attendance monthly.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Weekly attendance reports, Class Dojo points, attendance of PBIS activities.
Position/Role Responsible	Principal/ Assistant Principal/ Teachers/ Counselor
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Decrease the number of out of school suspensions by implementing PBIS and MTSS process. Students will be identified and provided support according to behavioral data and needs and tiered accordingly. Implementation of an additional counselor for support with mental health
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A

Action Step # 3

Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Infinite campus discipline reports, Branching minds reports, tier 1 discipline data reports, Behavioral data, Class dojo reports, PBIS lesson plans and artifacts.
Position/Role Responsible	Principal/ Assistant Principal/ Counselor
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Jasper County Mentoring Program, District Attendance team, LIPT, Department of family and children's services, family connection, and juvenile probation agency
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>During school leadership meetings, departmental meetings, and collaborative planning meetings, data is shared with teachers as well as the school improvement plan. Teachers offer input, recommendations, and corrective actions. Teachers are apart of all impact checks with the district and share insight about the programs and supports that have been put in place. Monthly meetings are held with the school governance team where a needs assessment is completed and the school improvement plans is shared for input.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>JCMS creates a balanced master schedule where novice and induction are paired with veteran teachers. Teh instructional coach spends the first 6 weeks coaching new teachers. Schedules are created where as student do not have new teachers consecutive years. Data gained from various methods of evaluation and observation is used to assist leadership staff in their efforts to not place students with ineffective teachers for consecutive years. JCMS tries to retain and hire highly qualified faculty and staff.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Read 180- This is a Tier II & III, reading intervention that includes whole and small group instruction, vocabulary development, for students who score with in the 5580-850 lexile for 6th & 7th grade students.</p> <p>Reading Horizon-This is a tier 4 reading intervention for students with disabilities who score in the bottom quartile on MAP.</p> <p>IReady- This is a k-8 math program for all students ranging from tier 1 - tier 4 with Individualized and whole group lessons according to diagnostic to address achievement gaps and acceleration.</p> <p>Dreambox- This is a tier II & III math intervention for students who score below the 60% in MAP or level 1 or 2 on math EOG. This is a math program ranges from 3- 9th algebra. It has a required pace of 5 lessons per week. It starts students at mid grade of the previous year and student progress according to mastery.</p> <p>Flocabulary- This is a tier II & III vocabulary intervention that uses practice activities, songs, and assessments to build basic vocabulary.</p> <p>Vocabulary .com- This is a tier I & tier II vocabulary intervention that uses practice activities, assessments and competitions to extend vocabulary.</p> <p>Branching minds- This is a tier II & III MTSS tool used to address areas of need in behavior, literacy and math. It organizes data, communication, and interventions for students identified for MTSS</p>

<p>4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not applicable
6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	JCMS provides a 6th grade orientation night for students and parents transitioning to the middle school. JCMS works in collaboration with JCHS to offer high school CTAE and academic core classes for high school credit in 8th grade as well as registration nights for 8th students transitioning into high school. Pec lead teacher meets with 5 grade pec teachers to create transition plans for pec students who will be transitioning to middle school. JCMS middle school counselor meets with elementary counselor to review 504 plans of rising 6th grades to create plans for students coming into high school. This is same process is completed with 8th grade and 9th grade teachers also.
7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	JCMS implements PBIS to address tier 1 behavior issues. JCMS also uses a time out policy where as a student reports during advisement to receive instruction to teach expected behavior according to PBIS expectations. This is a tier I practice. Parent conferences are require after a certain number of tier I behavior infractions. Students are placed on MTSS according to discipline data where discipline interventions are used to promote a climate of consistent and progressive discipline for all students. This can consist of tracking behavior goals, schedule changes, being assigned a mentor, counseling referral etc.

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	
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