

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - JEFFERSON MIDDLE SCHOOL (4620016) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

Taylor McCain, 6th ELA

Janae Breakfield, 7th and 8th Math

David Watts, 8th Social Studies, Parent

Hannah Archer, 8th ELA

Megan White, Auxiliary Staff

Cynthia Shields, 7th Math

James Powell, Assistant Principal

Heather Martin, Assistant Principal

Lesley Campbell, Principal

Sarah Robinson, Media Specialist, Parent

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Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

The Schoolwide Planning Team meets at least twice each school year to review and update the plan. Each meeting has a focal point and data is reviewed to develop the expected outcome. We conduct a comprehensive needs assessment each year and we use that data to help formulate and update the plan. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Data has been accumulated from each grade level to include informal and formal observation tools. Administrators conduct weekly PLC's with subject area teachers and routinely look at data.

School Plan - Demographics

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Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2020-21																		
2021-22																		
2022-23																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Jefferson Middle School is located in the rural town of Columbia, Mississippi which has a population of nearly 6,000 people. Jefferson Middle School is comprised of 6th-8th grade students with approximately 375 students. We have 51.2% African American, 46.9 Caucasian, and 1% Asian, and less than 1% Hispanic. Although it is located in a middle-class town, all students at Jefferson Middle School receive free and reduced lunch through a federal grant. There are several large businesses located in Columbia such as TL Wallace, Southern Tire Mart, Dungan Engineering, Jones, etc.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

As of the 2021 United States census, there were 5,914 people, 2,042 households, and 1,155 families residing in the city. The population density was 1,033.5 people per square mile (399.0/km). There were 2,821 housing units at an average density of 441.6 per square mile (170.5/km). The racial makeup of the city was 51.9% White, 42.34% African American, 0.26% Native American, 0.44% Asian, 2.63% from two or more races. Hispanic or Latino of any race were 2.46% of the population. 78% of people 25 years and older have a high school diploma and 13% of those people have a bachelor's degree or higher. 35% of people in Columbia are considered living in poverty. Columbia is located 81 miles south of Jackson, MS. There are 259 employer firms.

School Plan - Accountability Data

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Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	☐	☒	☐
2021-22	☐	☒	☐
2022-23	☐	☒	☐

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	31.00	42.00	47.00	32.00	48.66	51.00	49.70	39.80	49.00			
Growth All Students	40.19	52.40	63.00	28.31	61.44	72.00						
Growth Low 25%	33.78	51.20	30.00	28.02	48.75	33.10						
Accountability Grade	2020-21 Select... ▼			2021-22 C ▼			2022-23 C ▼					
Total Points				367.00			352.00					

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2020-21 Select... ▼						2021-22 Select... ▼						2022-23 Select... ▼											
Total Points																								

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - JEFFERSON MIDDLE SCHOOL (4620016) Public School - School Plan - Rev 0**Reading/Language Arts/Literacy (Progress Monitoring Instrument)**

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21						
2021-22						
2022-23						

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21				64.00	71.00	72.00	
2021-22				58.00	56.00	60.00	
2022-23				49.70	54.50	54.60	

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
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2020-21				59.00	71.00	74.00	
2021-22				36.00	51.00	67.00	
2022-23				54.40	42.20	51.20	

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21		50.30		
2021-22		60.20		
2022-23		51.00		

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

We are facing several challenges. We are 75% free and reduced which is an indication of poverty level which has a direct correlation to the level of education of most parents. The majority of these students are African American but there is a significant percentage of Whites as well. Where there is despair and lack of motivation. The majority of these students have a learning disability and are not reading on grade level. This has a direct impact on comprehension. Due to time restraints and lack of training, not all teachers have the knowledge of teaching a child to read.

Looking at our data we made significant gains during the 2018-2019 school year in comparison to the 2017-18 school year. Due to the COVID pandemic we lost a lot of the gains that were made. Our students with disabilities performance went down. In 2019 we had 11 students to score proficient or advanced in ELA (4) and Math (7). In 2021 we only had 7 to score proficient or advanced in ELA (4) and Math (3). We did not test during the 2019-2020 school year and we missed the whole fourth nine weeks of that year. At the start of the 20-21 school year a third of our students opted to be virtual. The majority did not return to campus until the second semester. This created an issue as far as instruction and because of that our proficiency went down.

When comparing 2020-2021 to 2021-2022, ELA has shown a proficiency increase average of 7.7 points and math has shown a proficiency increase average of 16.7 points. PLCs were consistent and effective for this school year. Teachers spent time analyzing material and data with an external provider and administrator. The need for deeper reading remediation, especially among students with disabilities, is apparent. African American students with disabilities are performing much lower than our Caucasian students.

The scores for the 2022-2023 show an increase in proficiency in many areas. The low 25 scores from last year did not show very much growth. This year we have refocused our intervention process and we have maximized the number of students being pulled and the amount of time they are serviced. Teachers are

focusing their efforts during planning and instruction to check for understanding with these students and provide them as much small group or individual instruction as possible.

We currently have 3 EL students for the school year 2023-2024.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

We implemented the following strategies: full inclusion of students with disabilities and a resource class. We have purchased online writing and vocabulary software programs for all students and a reading comprehension curriculum for students with disabilities. We have moved to a modified block schedule in the 7th and 8th grade. We have also restructured the sixth grade teachers into teams and that has reduced the class size and all sixth graders see their teachers every day. We have an Interventionist and two intervention assistants that provide additional interventions outside the classroom. Research from WWC practice guides indicates strong evidence that interventions have a statistically significant positive effect on student achievement. WWC considers a positive, statistically significant effect or large effect size (greater than 0.25) as an indicator of positive effects.
<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - JEFFERSON MIDDLE SCHOOL (4620016) Public School - School Plan - Rev 0☐ ☐ Not Applicable**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2020-21					
2021-22					
2022-23					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

☐ ☐ Not Applicable**Postsecondary Preparation Opportunities for Students**

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - JEFFERSON MIDDLE SCHOOL (4620016) Public School - School Plan - Rev 0**Out-of-School Suspensions**

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

Direct defiance and fighting are two discipline issues that have an impact on student achievement/ growth. These are the two major infractions that cause students to miss time out of class in In School Detention (ISD) or Suspension. Cell phone use is another discipline issue that results in a distraction from learning.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

One step is to make sure that students are receiving all of their assignments in ISD. Another step is to provide conflict resolution strategies to students to avoid fights. We make sure that teachers are providing make up work to students that miss class. Staff may also provide videos that students can watch in ISD or at home. We also use online classroom environment. All of these steps help students who have chronic absenteeism and/or discipline issues.

To decrease the number of students who are removed from the classroom due to discipline, we have implemented PBIS to address discipline issues to reduce students time out of instruction.

Many students misbehave because of academic frustration. The CSD has hired a total of four school resource officers (SROs) so now JMS has a full time SRO in an effort to provide a safe, supportive, and healthy environment. . The positive relationships developed among the SROs, the students, and the staff will help decrease the number of discipline issues which remove students from the classroom.

Policy has been changed so that cell phones are no longer allowed out during class instruction.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Jefferson Middle School uses the MTSS model to address behavior problems. Once students reach a certain number of discipline referrals we will initiate the process. They are placed on behavior plans and monitored. We also have a Positive Behavior Interventions Support (PBIS) model that we use. Part of our PBIS reinforcment system addresses chronic absenteeism.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

Jefferson Middle uses data to drive our decision making. We look at all data such as teacher made tests, MAAP tests, ELS test, and NWEA test results. The data from these various tests drives our instruction. We also use the MTSS model to shape our instruction and the time we use to instruct students. We also use a well rounded educational approach. We offer art, music, band, Spanish, and Cyber Foundations 1 and 2. We offer accelerated math and English classes grades 6-8 to challenge our top students. We also offer a Challenge program in 6th grade for our gifted students.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

All Professional Learning (PL) is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. All Professional Development (PD) activities are aligned to MS College- and Career- Readiness Standards and Curriculum Frameworks state academic standards and are designed to minimize achievement gaps. The following PD activity topics will address identified needs: academic teaching strategies, identifying and overcoming biases and barriers to equity, classroom management of instruction, using technology as an instructional tool, meeting needs for special needs students and struggling subgroups, parent/family engagement, differentiated instruction, reading skills, manipulative-based math instruction, behavior interventions, training on unit- writing, and/or the writing process. The types of professional development activities that will be implemented to address these topics include Professional Learning Community (PLC) time embedded during the school day for all instructional staff and through high quality online PD available on demand to all staff. To promote diversity and to increase growth opportunities, staff may join multiple PLC' s which may include but is not limited to grade-level PLC, subject-area PLC, leadership PLC, and/or school-wide PLC. School-wide PLC's will meet at least once a month to report and evaluate progress. During these PLCs, data is analyzed to ensure that students for low-income settings or who are minorities are being taught at a higher-rate in order to close the achievement gap. To be sure that the teachers are equipped to handle this, the school works to hire students who are highly effective and qualified.

According to the needs assessment, the staff needs professional development in using data to plan/drive/reflect on/improve instruction, in using technology as an instructional tool, and in performance-based activities/assessments. These professional development needs will be met through on going job-embedded PD provided b y the Professional Development Specialist and/or administrators and through PLC's. PLC's ongoing review/analysis of student achievement data indicates a need to improve Tier I instruction. Professional development activities are planned to increase teacher observations/feedback, modeling best practices, peer observations, and use of cameras to self-evaluate and outside-evaluate. Our evidence-based professional development will be based on the teacher growth rubric and teacher surveys. We will target areas of teacher instruction such as small group instruction, differentiated instruction, using data, and/or MTSS. Page 14 of 28 5/20/2022 10:04:58 AM John Hattie's research meta-analysis indicates professional development has a .41 effect size in increasing student achievement. <http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/> <http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

n/a

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	27	27	0	2	9			27.00	
2021-22	33	33	0	0	5			33.00	
2022-23	33	33	0	0	3			33.00	

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

All Professional Learning (PL) is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. All Professional Development (PD) activities are aligned to MS College- and Career- Readiness Standards and Curriculum Frameworks state academic standards and are designed to minimize achievement gaps. The following PD activity topics will address identified needs: academic teaching strategies, identifying and overcoming biases and barriers to equity, classroom management of instruction, using technology as an instructional tool, meeting needs for special needs students and struggling subgroups, parent/family engagement, differentiated instruction, reading skills, manipulative-based math instruction, behavior interventions, training on unit- writing, and/or the writing process. The types of professional development activities that will be implemented to address these topics include Professional Learning Community (PLC) time embedded during the school day for all instructional staff and through high quality online PD available on demand to all staff. To promote diversity and to increase growth opportunities, staff may join multiple PLC' s which may include but is not limited to grade-level PLC, subject-area PLC, leadership PLC, and/or school-wide PLC. School-wide PLC's will meet at least once a month to report and evaluate progress. During these PLCs, data is analyzed to ensure that students for low-income settings or who are minorities are being taught at a higher-rate in order to close the achievement gap. To be sure that the teachers are equipped to handle this, the school works to hire students who are highly effective and qualified.

According to the needs assessment, the staff needs professional development in using data to plan/drive/reflect on/improve instruction, in using technology as an instructional tool, and in performance-based activities/assessments. These professional development needs will be met through on going job-embedded PD provided b y the Professional Development Specialist and/or administrators and through PLC's. PLC's ongoing review/analysis of student achievement data indicates a need to improve Tier I instruction. Professional development activities are planned to increase teacher observations/feedback, modeling best practices, peer observations, and use of cameras to self-evaluate and outside-evaluate. Our evidence-based professional development will be based on the teacher growth rubric and teacher surveys. We will target areas of teacher instruction such as small group instruction, differentiated instruction, using data, and/or MTSS. Page 14 of 28 5/20/2022 10:04:58 AM John Hattie's research meta-analysis indicates professional development has a .41 effect size in increasing student achievement. <http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/> <http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Our teachers meet weekly for PLC's and twice a semester for grade level meetings and we have monthly school wide professional development. We also have specific data meetings that include the curriculum director and the director of accountability to monitor student growth/achievement and to determine next steps toward students meeting standards. PLC's improve teaching practices and increase student achievement. School schedules provide sufficient time for all teachers to plan, to observe one another, and to collaborate on improvements. The staff needs professional development in using data to plan/drive/reflect on/improve instruction, in using technology as an instructional tool, and in performance-based activities/assessments. These professional development needs will be met through ongoing job-embedded PD provided by the Professional Development Specialist and/or administrators and through PLC's. PLC's ongoing review/analysis of student achievement data indicates a need to improve Tier I instruction. Professional development activities are planned to increase teacher observations/feedback, modeling best practices, peer observations, and use of cameras to self-evaluate and outside-evaluate. Professional development may also be provided for teachers, principals, administrators, instructional interventionists, and/or other district personnel through attending other conferences/workshops (including workshops on non-contractual work days and in-house and outside trainers as needed) that aid in helping all students reach high standards, attaining proficiency or better on state assessments, promoting equity, and other areas of need.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

In order to retain teachers, we use several strategies such as a mentoring program, shared-leadership opportunities, PLC involvement, etc. Once we hire teachers we provide new teacher training and mentors for all teachers. We also use surveys as a way to gather teacher input on issues so that we can assist them. The most effective teachers are engaged in the school's instructional decision-making concerning curriculum instructional strategies, assessment and resource allocation. High performing teachers are looked to as PLC leaders and continue their own growth by serving as mentors to new teachers. A substantive new teacher mentoring program helps new teachers build new skills and supports continuous growth. The strongest teachers are matched with the students who need them the most. Student schedules are reviewed to ensure low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students. New teachers (with one to two years of experience and/or new to the district) are assigned mentor teachers under the Teacher Mentoring Plan which is used at all the schools. Ongoing mentoring and monitoring throughout the year provide support for new teachers.

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1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

We have selected parents to be a part of the school wide planning committee. We meet at least once a year to allow the parents to provide input. We also ask for parent input via the parent survey. We currently have two EL students on our campus this year. We have provided the parents of our EL students a survey in their home language to provide input. We also provide a translator during meetings.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

We use the parent surveys to determine what activities parents want. All activities have an academic focus. We also have an active PTO that provides input as well. The parent survey at the end of the year will be used to evaluate the effectiveness of the plan. The parent survey is given during the spring of every year to plan for the upcoming year. Our PTO also meets at least once a 9 weeks to gather input and determine progress and make needed revision. All schools in the CSD are Title I schools. The CSD will provide the coordination, technical assistance, and/or other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. The CSD will work with stakeholders which may include but is not limited to Columbia-Marion County Public Library, Excel By Five initiative, school staff, parent teacher organizations, district parent committee, Marion County Development Partnership, and/or the Marion County Collaborative by providing ongoing two-way communication toward planning and implementing effective PFE activities. The CSD will provide parenting tips via school newsletters and/or websites, will provide parental engagement templates for use by local schools (examples: School-Parent Compacts, Annual Meeting PowerPoint, etc.), will assist schools in utilizing effective ways to communicate with parents (such as online calendars of events posted on web sites, online parent communication services, etc.), will assist schools in scheduling volunteer opportunities for parents, and/or will assist schools in addressing identified barriers to parental engagement.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

We use the school and district website to provide programs to parents that cannot come to the school. We also use Facebook to inform parents about various activities. We record videos that can be viewed by parents as well

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

During the schoolwide annual title 1 meeting we discuss the plan and answer any questions that the parents may have. The plan is available online via MCAPS which may be translated into multiple languages. The CSD will ensure the information provided to parents (state assessment data, parent's right to know, parent programs, meetings, relative professional development, handbooks, and/or other parent-related activities) is in an understandable and user-friendly format, and to the extent practicable, in a language the parents can understand (translated to languages spoken in the home). TransAct, online

resources, and/or translators are used to ensure accurate translations are understandable and have uniform format. Parent information may be posted to school websites, copies may be mailed, newspaper or other media may be used, online parent communication services, and social media may be used which may include but is not limited to school Facebook pages.

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1. Summarize successes your school has experienced and why.

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Implementation of full inclusion of SPED students is definitely working. Because of inclusion, our SPED students are now receiving far better instruction in the classroom, and the addition of the resource class has allowed their teacher time to work with students outside of class in small groups. The CSD schools are becoming more successful identifying and meeting the immediate needs of students. Across the district, according to the latest MAAP scores, reading trends are up slightly. Contributing factors include a commitment of strong instruction taking place daily. Also, the ongoing diagnostic and benchmark assessments along with additional data points work well to identify learning gaps. Ongoing Professional Learning Communities (PLCs) use this data to plan for and take action to fill the learning gaps. These plans and action steps include proactive as well as reactive Tier I, II, and III interventions. All staff work together in the intervention process

2. Summarize challenges your school has experienced and why.

This is a summary of what is not working as quickly as we would like. Identified academic needs include increasing proficiency in reading, increasing proficiency in math, increasing proficiency in science, and increasing the number of students graduating college and career ready. Our greatest academic need is for all students to be literacy proficient. Proficiency must be a priority from the time a student enrolls in school through graduation. As indicated in our needs assessment, we have grades of students who are below the state proficiency average. Students identified with learning gaps are placed in the Multi-tiered Systems of Support (MTSS) to close these learning gaps.

Students are not able to effectively use technology to take state assessments. We need more practice using technology daily and we need for students to effectively utilize the keyboard to type written responses. Due to poverty of families, most students do not have computers at home. In order to increase equity among students, we must have additional technology resources available to students throughout the school day. Since 2018-2019 school year, the Columbia School District has been one-to-one device throughout the school day. Through daily use, students will become more proficient using technology which in turn will reduce/eliminate the negative impact of the technology skills required for state testing. As shown in the needs assessment, students are not mastering grade-level standards in a timely manner. Too many students are failing classes, being retained, and performing below grade-level.

We have too many students in Tier II-III: (According to William N. Bender in Differentiating Instruction for Students with Learning Disabilities, optimally 15% should be a Tier II and 5 % should be at Tier III. We should only have 10% in SPED and we have over 20% in SPED. Our new Director of Accountability is working to restructure the MTSS process to better identify struggling students and to better meet the needs of students

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

- Continue to maintain growth and proficiency in mathematics
- Improve 8th grade ELA scores through increasing rigor
- Continue to close the gap between students with IEPs and regular education students

b. College and Career Readiness

- Begin to offer ACT prep courses
- Extend electives to provide students with opportunities in vocational careers

c. School Climate and Culture

- Continue to support teachers through PLCs in order to better the climate and culture
- Create opportunities for stakeholders to take part in school functions - Picnic with Parents, Muffins with Military, First Priority, etc.

d. Curriculum and Instruction

- Continue to use rigorous materials that are research based

e. Professional Development

- Find professional development for SPED teachers to help close the achievement gap.
- Find professional development for ELA teachers to increase rigor in 8th grade

f. Parent and Family Engagement

- Continue to host Picnic with Parents, Muffins with Military, quarterly parent conferences

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

The activities supported with Section 1003 funds support the existing school and district goals which are also supported by local funds, MAEP funds, Title I funds, Title II funds, SPED funds, Title IV, part A funds, and 21st CCLC funds. All funds are used to support goals to increase student achievement. CSD Federal Programs Director, JMS Principal, and the JMS Leadership Team are working together to effectively use funds to meet school improvement goals.

The 2018-2019 school year was the first year for Jefferson Middle School to be a Title I school and to receive Title I funds. Title I funds will be used to meet the goals for all students to show growth in ELA and Math: We will use Title I funds to hire teachers to provide more individualized learning and improve instruction

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - JEFFERSON MIDDLE SCHOOL (4620016) Public School - School Plan - Rev 0**Plan Items ()****1) District-Level: Reading/Language Arts, Math, Science, and U.S. History - School-Level: Reading/Language Arts, Math, Science, and U.S. History**

Description:

District-Level: All students will increase proficiency in Reading/Language Arts, Math, Science, and U.S. History as indicated on state assessments.

Performance Measure:

District-Level: All students will show growth and/or obtain/maintain proficient or better (or level 3 or above) on state assessments and/or pass and score above the state average on the MKAS.

1.1) District-Level: Address teaching and learning needs related to academic problems - School-Level: Address teaching and learning needs related to academic problems

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

AS 1.1.1) Quality Instructional Staff

Description:

Employ certified/licensed/qualified instructional staff to provide support for all students. Hire staff to provide instruction, interventions, and/or any activities/instructional strategies to improve student achievement, behavior, and/or attendance.

Benchmark Indicator:

School Board minutes indicating staff hired, lesson plans and/or teaching schedule indicating additional support provided to students, and student state assessment data will show 1% increase in

Person Responsible:

Lesley Campbell

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and Benefits	\$190,964.18

1.2) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

AS 1.2.1) Professional Development Coordinator

Description:

The District Professional Development Coordinator will observe classroom instruction and offer feedback to the teachers and the principals on strategies for implementation of the state frameworks/CCRS and differentiated instruction. The District Professional Development Coordinator will be paid for with District funds.

Benchmark Indicator:

Staff surveys on Professional Development needs.

Person Responsible:

Lesley Campbell

Estimated Completion Date:

9/30/2025

S 1.3) District-Level: Instructional & Educational Materials/Services - School-Level: Instructional & Educational Materials/Services

Description:

District-Level: Purchase supplemental instructional and educational materials and/or services that support the scientifically research based curriculum of the district.

AS 1.3.1) Instructional & Educational Materials

Description:

Purchase supplemental instructional and educational materials that support student learning.

Benchmark Indicator:

1% annual increase in student proficiency on state assessments.

Person Responsible:

Lesley Campbell

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$17,717.92

S 1.4) District-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science) - School-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science)

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading, mathematics, and science.

AS 1.4.1) Resources Parental

Description:

Purchase materials, services, and supplies to educate parents and to provide two-way communication. Purchase may include but is not limited to flyers, paper for flyers/announcements, folders, texts, multi-media, software, technology equipment, and/or training services.

Benchmark Indicator:

Records of purchases, event sign-in sheets, parent survey participation will increase 10%, and student state assessment data will show 1% increase in proficient and advanced for each tested area

Person Responsible:

Lesley Campbell

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$2,457.19

S 1.5) District-Level: Address district or school achievement issues

Description:

District-Level: Remove barriers that keep high school students from participating in AP classes/exams, ACT, and dual college/dual enrollment.

S 2) District-Level: Provide a safe, healthy, and positive K-12 school climate (culture) - School-Level: Provide a safe, healthy, and positive K-12 school climate (culture)

Description:

District-Level: Each school year, policies and procedures will be followed to ensure the safety and well-being of all students. Students will receive opportunities to learn about alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics. As a result, the number of discipline referrals will be reduced.

Performance Measure:

District-Level: The number of student suspensions reported via MSIS will decrease 1% annually.

S 2.1) District-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs) - School-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drug problems as a means of insuring a safe, drug-free environment for the student population.

AS 2.1.1) School Resource Officer

Description:

A School Resource Officer will conduct student and/or staff safety training, will conduct safety inspections, and will patrol campuses during school and special events.

Benchmark Indicator:

Agendas, sign-in sheets, reports, and/or student behavior data will show a 1% decrease in discipline referrals

Person Responsible:

School Resource Officer

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A		\$10,000.00

AS 2.1.2) Positive Behavior, Character Development, and Bully-Prevention

Description:

Positive Behavior, Character Development, and Bully-Prevention programs will be supported/implemented by all applicable CSD staff. Ongoing professional development, supplies, and resources will provide successful implementation that will promote a safe, healthy, and positive school climate and culture.

Benchmark Indicator:

Student discipline referrals will be reduced by 1% annually.

Person Responsible:

Lesley Campbell

Estimated Completion Date:

9/30/2025

3) District-Level: Ensure Federal, State, and Local Compliance - School-Level: Ensure Federal, State, and Local Compliance

Description:

District-Level: Meet federal and state requirements for spending federal funds to include but not limited to parental engagement funds, indirect costs, administration costs, and homeless set aside

Performance Measure:

District-Level: Meet 100% of Federal and State guidelines as stated in the assurances, EDGAR and/or Circulars, and/or monitoring instruments. Annual individual school district audits and MDE monitoring visits will have zero findings.

3.1) District-Level: Expend funds - School-Level: Expend funds

Description:

District-Level: Following EDGAR, circulars, and/or State/local policies/procedures, all funds will be allocated/spent throughout the year according to the approved plan

AS 3.1.1) Allocate other funds

Description:

Allocate funds to meet federal and state requirements for spending federal funds to include but not limited to parental involvement funds, indirect costs, administration costs, and homeless set aside.

Benchmark Indicator:

Fiscal accountability and responsibility.

Person Responsible:

Lesley Campbell

Estimated Completion Date:

9/30/2025