Comprehensive Progress Report

Mission:

We the staff of Jackson Middle School, will provide an inviting climate for students to learn the academic, behavior and social skills required to be successful.To accomplish this, our goals are:

- To use appropriate teaching strategies in order to improve comprehension, integrate instruction and increase student achievement.
- To seek parental and community involvement in the classroom and school.
- To integrate technology into all areas of the curriculum.

Vision:

Jackson Middle School's vision is to become a professional learning community, upholding a standard of excellence by fostering academic and social grov through creativity, caring, collaboration, and reflection.

In continual pursuit of the vision, we, the staff of Jackson Middle School, will provide an inviting climate for students to learn the academic, behavior and social skills required to be successful.

Goals:

By June 2025, Jackson Middle School will increase overall ELA EOG GL proficiency from 27.3% to 30.3%

By June 2025, Jackson Middle will decrease the number of lost instructional days due to In-School Suspensions and Out-of-School Suspensions from 805 to 725 days

By June 2025, Jackson Middle School will decrease students identified as chronically absent in Tier 3 and Tier 2 from 39% to 34%.

By June 2025, Jackson Middle School will increase overall Math EOG GL proficiency from 25.6% to 28.6%

! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Dat**

Initial Assessment:	• Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I; Comprehensive, Intervention, and Support; Innovative Partnership Grant; and Re-Start plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I, CSI, IPG, and Re-Start school. • Instructional Leadership team members participate monthly in a district professional learning community through a partnership with New Leaders in order to build the team capacity surrounding supporting and developing good teaching and learning structures, and outcomes for students utilizing student performance data. • Principal is involved in one-on-one coaching with a New Leaders coach in order to strengthen her ability to provide good coaching and support to the instructional leadership team to focus classroom observations and improved instructional delivery. • Assistant principals and grant coach are involved in coaching through Ed Direction to build their instructional leadership capacity. • District Math and Language Arts department provide the school with ongoing coaching and support with external partners (National Training Network and American Reading Company). • Collaboration, planning, and support from the district Restart director and Public Impact; and other cohort schools regarding the implementation of Opportunity Culture. • School support officer is involved in some school-based leadership team meetings. • School support officer conducts learning walks with the principal, assistant principals, and coaches in order to provide feedback and coaching support. • School support officer reviews and provides feedback on the school Indistar plans as outlined by Guilford County Schools. • District check sheet is provided to support school support officer with monitoring district expectations regarding the utilization of NC IndiStar system for school improvement. • School established a business advisory board through working with IPG partners to support the work of the Innovative Partnership grant.	Limited Development 05/26/2016
	Priority Score: 2 Opportunity Score: 2	Index Score: 4

How it will look when fully met:	Documented district supports and interventions in IndiStar system. School goals and funding allocations will be aligned with district and community relations.		**Lashonti Hines**	**12/01/202**
Actions		**2 of 5 (40%)**		
8/31/17	Continue to align district, school, and community goals.	Complete 06/30/2021	Fredrick Sellars	06/30/202
Notes:	We have submitted all plans that we are required to submit.			
5/26/21	The assistant principal and the IPG-Coach will receive weekly coaching from Ed Direction to build instructional leadership capacity . Update 2021-22 School Year: The IPG-Coach and the Admin team are getting weekly coaching visits from Ed Direction coaches Bertha Caldwell and Derrick Dalton. Funded through the IPG grant funds.	Complete 06/05/2023	Fredrick Sellars	06/30/202
Notes:	Ed Direction and The Stetris Group has availed themselves to school-wide coaching. This coaching has been replaced by the principal during the 2022-23 school because of the sustainability year.			
10/23/24	The Team will reassess this indicator in the Fall of 2025		Anthony Pass	08/15/202
Notes:				
5/26/21	The SLT will hold SLT elections and the team will meet regularly and make adjustments as needed to ensure continuous school improvement. Title I and Restart funds will be allocated through the SLT.		Anthony Pass	12/01/202
Notes:	The SLT had a retreat in August 2024 to discuss preliminary data and plans for the 2024-2025 school year.			
5/26/21	The ILT will determine a schedule to do learning walks across the school and discuss what they saw in classrooms and what strategies needed to be implemented to raise student achievement school-wide.		Anthony Pass	12/01/202
Notes:	Entire admin team will serve on ILT. A walk thru form has been created and is being used by the team.			
Implementation:		11/02/2023		
Evidence	11/2/2023			
Experience	11/2/2023			
Sustainability	11/2/2023			
KEY B1.03	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Dat**

Initial Assessment:		• School bylaws were created in order to ensure the effectiveness of the school-based leadership team. • School based leadership team is comprised of grade level, departmental, and support staff; elected by staff (every two years). • School leadership team utilizes parliamentary procedure to consistently drive the meeting, make decisions, and hold the team to the meeting norms. • School leadership team meets once a month to discuss school concerns, evaluate and update progress on IndiStar indicators. • Principal meets with instructional coaches weekly to discuss departmental data, standards pacing and progress, and corrective instruction needs. • ILT meetings are held once a month. • School leadership team conducts walkthroughs in order to calibrate findings and appropriate supports for teachers. • Opportunity Culture has been implemented in order to strengthen core instruction school-wide. • Team has created a walk through schedule in an effort to calibrate the teams instructional lens. • Professional learning communities meet once a week.	Limited Development 09/18/2018		
How it will look when fully met:		Bi-weekly school leadership team and instructional leadership team meetings are fully implemented with agenda. Minutes from the meetings will be posted in IndiStar. Indicators will be marked and observable as 'fully implemented'. Walk-through goals established and met. Impactful classroom lessons with high impact strategies will be observable.		**Donovan Waddell**	**08/15/202**
Actions			**0 of 1 (0%)**		
	9/18/18	Schedule monthly meetings to address Behaviors (PBIS) and Absenteeism (Attendance) both addresses MTSS. The Team will reassess this indicator in the fall of 2025 *Notes:* The PBIS Team has met. will have monthly meetings for PBIS and Attendance meetings.		Donovan Waddell	08/15/202.
KEY	**B2.03**	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Dat**

Initial Assessment:	**2022-2023** • School instructional leadership team and school-based leadership team meets bi-weekly in order to support the work of advancing the academic program. • School instructional leadership team is involved in monthly coaching support provided by New Leaders. • Opportunity Culture was implemented to include two multi-classroom leaders, and four extended impact teachers. • School master schedule has been created to allow protected opportunities for teachers to have common collaborative planning. • Professional learning community (PLC) meetings are held weekly. • PLC's are being led by school administration and multi-classroom leaders. • Teachers review curriculum resources, monitor standard progression, unpack curriculum, disaggregate student performance data, and evaluate student work samples during professional learning communities. • PLC's utilize the data cycle to drive process, and practices. • Teachers maintain PLC binders to track and monitor the work occurring in professional learning communities. • Corrective Instruction plans are created following district and common formative assessments. • Multi-Classroom leaders meet with the principal one-on-one weekly, as well as with the administrative team to discuss departmental updates and concerns. • Vertical team and Professional learning community meetings are being held to include all instructional staff. **2019-2020** • School implemented an instructional leadership team in order to support teachers. • Opportunity Culture was implemented to include two multi-classroom leaders, and four extended impact teachers. • Consistent instructional leadership team meetings are being held. • Vertical and Professional learning community meetings are being held to include all instructional staff. • Professional learning communities are being led by school administration and/or multi-classroom leaders. • Professional learning communities utilize the data cycle to drive process, and practices.	Limited Development 09/18/2018

	• Corrective Instruction plans are created following district and common formative assessments. • Planning for Instructional Leadership team collaborative walkthroughs during the 2021-2022 school year. **2018 - 2019** • Implement Instructional leadership Meeting (ILT) in to the 2018-2019 school year • Establish ILT bi-weekly meeting • Professional Learning Community (PLC)			
	Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	• Agendas and minutes of ILT, PLC's, and leadership team meetings will be attached in IndiStar. • ILT is completing walk-through and collaborating on ways to improve instruction. • Data analysis • Corrective instruction plans completed with targeted interventions to support student discrepancies. • Increase in student performance data. • School culture of continuous coaching and feedback. • Personalized Professional development to meet teacher need (support through the multi-classroom teachers)		**Charlotte Ingram-Brower**	**08/15/202**
Actions		**5 of 6 (83%)**		
11/9/22	Provided PD by using Restart Calendar flexibility in 21/22 to add additional teacher workdays.	Complete 06/10/2022	Fredrick Sellars	06/10/202
Notes:				
11/9/22	Used Restart Calendar flexibility in 22-23 to add additional student days at the beginning of the year to increase learning opportunities.	Complete 06/05/2023	Fredrick Sellars	06/10/202
Notes:	During those restart days prior to students coming to school the staff participated in professional development in August 2022. Staff will participate in professional development days in February 2023 as well.			
10/25/22	Staff will attend multiple days of Unbound Ed PD and district delivered PD content. Staff will use additional workdays for lesson planning from PD's.	Complete 06/05/2023	Fredrick Sellars	06/15/202
Notes:	This goal aligns with the use of Restart and Title I funding			
9/18/18	Outline all meeting dates with set agenda	Complete 10/02/2023	Fredrick Sellars	09/30/202
Notes:	When the ILT team meets there are agendas with items to discuss. This goal will continue during the 2021-2022 school year.			
9/18/18	Create a walk-through schedule for the ILT	Complete 09/28/2023	Fredrick Sellars	09/30/202

Notes:	Ms. Brown has scheduled walk-throughs for the ILT team and feedback is provided to teachers. This goal will continue during the 2021-2022 school year.			
10/23/24	The team will reassess this indicator in the fall of 2025.		Charlotte Ingram-Brower	08/15/202
Notes:				
Implementation:		11/02/2023		
Evidence	11/2/2023			
Experience	11/2/2023			
Sustainability	11/2/2023			
Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	Practice 1B: Monitor short-and long-term goals			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:	• Principal creates an observation schedule to ensure all staff receives formal and informal evaluations. • Principal monitors the completion of formal observations through the North Carolina Effectiveness System (NCEES) system. • Principal meets weekly with administrative team and academic coaches to ensure classroom walkthroughs are being conducted, and feedback is being provided to teachers. • Multi-Classroom leaders utilize a coaching tracker to document feedback, action steps, and coaching support provided to teachers under their leadership. • Tiered system of support is utilized to determine appropriate levels of supports for teachers. • Teachers that require additional support are assigned more frequent coaching walkthroughs, modeled lessons, and intense one-on-one coaching support. • Instructional leadership team provides feedback on lesson plans, Canvas pages, and classroom walkthrough analysis. • Feedback is provided to teachers via email, NCEES forms, and/or verbally. • Administration monitors coaching feedback to determine if appropriate modifications/progress has been made, and if additional support is necessary. • Planning for teacher data presentations on formative assessment data.	Limited Development 05/26/2016		

How it will look when fully met:	• Increased overall school composite as evidence through EOG proficiency and student growth • Increased administrative presence in classrooms to observe instruction • Decrease in student disciplinary issues • Increased student engagement • Increase in teacher retention rates • Coaching tracking logs • Feedback logs for all teachers • PD designed according to observations and teacher feedback		**Lashonti Hines**	**08/15/202**
Actions		**0 of 4 (0%)**		
8/31/17	The ILT team will conduct collaborative walk-throughs monthly		Lashonti Hines	04/27/202
Notes:				
10/14/24	Jackson Middle School will use Title 1 funds to support with the funding of MCLs and EITs to assist the principal with coaching teachers.		Lashonti Hines	06/30/202
Notes:	We currently have two MCL 3s, one EIT 3, and one EIT 1			
10/23/24	The team will reassess this indicator in the fall of 2025.		Lashonti Hines	08/15/202
Notes:				
8/31/17	Host data talks for teachers and admin		Lashonti Hines	12/01/202
Notes:	Completed 1 of the 3 whole staff data talks. Completed multiple data talks during PLC and vertical team meeting This goal will continue during the 2021-2022 school year.			
KEY **D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:	Training for all teachers will be in-house, as well as provided by the district. Strategies will be embedded into our core instruction so that most or all students can be impacted.	Limited Development 10/26/2023		
How it will look when fully met:	When fully implemented, SWD will meet or exceed expected growth in all tested areas.		**Dwayne Davidson**	**08/15/202**
Actions		**1 of 5 (20%)**		
10/26/23	Create and execute a scheduled walk-through schedule designed to provide meaningful feddback	Complete 09/07/2023	CeCe Matson	06/14/202
Notes:				

	10/17/24	In 2023-24 and 2024-25 used restart funding flexibility to help fund 2 MCL positions supporting Math hand ELA, these positions teacher growth hand student achievement by conducting regular coaching cycles, walk throughs, and PLCs with teacher teams.		Lashonti Hines	06/30/202.
	Notes:				
	10/26/23	Monthly Grade Level PL's to support all teachers		Deanna Johnson	06/30/202.
	Notes:				
	10/26/23	Monitor progress of SWD on all district assessments (IA's, NWEA's)		Stephanie Hendrix	06/30/202.
	Notes:				
	10/23/24	The team will reassess this indicator in the fall of 2025.		Dwayne Davidson	08/15/202.
	Notes:				
Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	**C3.04**	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Dat**

Initial Assessment:	It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. **As a school, Jackson Middle School has implemented the following :** • Created new interview procedures that include on-site visitation and model lessons. • Screening/interviewing processes of applicants through departmental support teams. • Including multi-cultural leaders and lead teachers on initial interviews. • District level new teacher support programs (GCS ACT, Right Start, TFA) • School based induction coordinator, on-site mentors and buddy teachers. • School Implemented Opportunity Culture which incentives teachers for school performance data. • Coaching support from school based administration and/or multi-classroom leaders.	Limited Development 05/26/2016

How it will look when fully met:	• 100% highly qualified staff • Reduction in suspension • Increase in EOG/EOC proficiency • Retention of highly qualified staff.		**Corey English**	**08/15/202**
Actions		**2 of 3 (67%)**		
8/31/17	Create a pre-screening template for all positions	Complete 08/31/2022	CeCe Matson	12/17/202
Notes:	Update: We will continue this goal during the 2021-2022 school year. This will go well with distributing leadership. We have a a pre-screening form			
9/21/20	Utilize interview processes to include staff from all departments and support staff in order to create more inclusive hiring practices. Update: We will continue this goal during the 2021-2022 school year.	Complete 06/12/2023	Fredrick Sellars	05/17/202
Notes:	School staff is represented in the interview process. September 2022- 8th grade math vacancy- Team 8th grade Science teacher, 8th grade Math teacher, 8th grade Social Studies teacher and Principal. 8th grade social studies vacancy- 8th grade Science teacher, 8th grade Math teacher, 8th grade Social Studies teacher, Assistant Principal and IPG Coach. Update: 2/6/2023: We currently have one vacant TA position. Mr. Sellars is currently reviewing applications. update- The JMS interview team interviewed for a possible science vacancy.			
10/23/24	The team will reassess this indicator in the fall of 2025.		Tammy Walker	08/15/202
Notes:				

Core Function:	Domain 2: Talent Development			
Effective Practice:	Practice 2B: Target professional learning opportunities			
KEY C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:	• Data is reviewed monthly at faculty meetings to determine progress towards school improvement goals. These meetings include data analysis, progress monitoring and action steps. • Quarterly data days to be implemented during weekly PLCs • Teachers create plans to address areas of deficiency to include addressing misconceptions in class through bell ringers and exit tickets, learning hub, operation xcel, CIS, and other supports	Limited Development 05/26/2016		

How it will look when fully met:	• On-going content and student ability data talks • Student data conferencing to be conducted by admin, counselors, teachers, and additional school supports • Teachers will share their learning and the effectiveness of strategies gained from school PD		**Corey English**	**06/30/202**
Actions		**1 of 3 (33%)**		
11/6/23	Used Restart calendar flexibility in 2022-23 to add 8 extra student days to the calendar to provide additional time for content exposure in Math and ELA	Complete 06/10/2024	Deanna Johnson	06/10/202
Notes:				
10/23/24	MCLs will meet with teachers monthly for grade level meetings to conduct mini PDs to support with the improvements of our problem of instructional practice. MCLs will meet with teachers weekly for PLCs to support with data analysis, content support, curriculum implementation, and student work.		Corey English	06/30/202
Notes:				
10/25/22	MCLs will meet with admin bi-monthly to discuss teacher/student data and plan next steps to support teachers during PD or PLCs		Lashonti Hines	06/30/202
Notes:	Used Title I and Restart budget flexibility to help fund 2 MCL's that work with 6th-8th teachers in Math and ELA			
Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:	• Data analysis are completed during professional learning communities weekly surrounding teacher created common assessments, district level formative assessments, and informal classroom observations. • Day time tutors were hired to support math classes • Mandatory grade level meetings are held monthly with multi-classroom leaders to provide mini PDs based on the needs observed through walk throughs, student input, teacher input, and admin input. • Student conferences are held to discuss student progress on set goals weekly.	Limited Development 05/19/2016		

How it will look when fully met:		• Evidence through lesson planning and professional learning community minutes of addressing specific misconceptions/mistakes will occur weekly to address areas of deficiency. • Increase in overall class/individual proficiency and growth on district assessments, weekly conferencing, and content based common assessment. • Increase in proficiency on Math and Reading End of Grades Test		**Lashonti Hines**	**06/10/202**
Actions			**0 of 4 (0%)**		
	10/14/24	Title 1 funds are used to purchase supplies and materials as a supplement to support with minimizing the learning gaps our students come in with based on EVAAS and NWEA testing.		Lashonti Hines	06/30/202
	Notes:				
	10/22/24	Jackson Middle School has began to offer extended learning opportunities for students through Learning Hub, CIS, and Operation Xcel		Anthony Pass	06/30/202
	Notes:				
	10/22/24	Jackson Middle School will offer Professional Development to teachers during staff meetings to train staff on support they may need to provide to parents to assist them with student work at home		Lashonti Hines	06/30/202
	Notes:				
	10/23/24	Restart money will be used to support with the hiring of MCLs to support teachers and also to provide PD for teachers to support with data analysis and instructional strategies.		Lashonti Hines	06/30/202
	Notes:				
Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	**A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:		Currently Jackson Middle School is utilizing the following methods to help address issues/concern surrounding student discipline: • Positive Behavior Intervention Support (PBIS) Team o Monthly PBIS team meetings to evaluate data o PBIS Celebrations • Educators Handbook • Peer mentors for all new teachers • Monthly staff meetings as an opportunity for PDs	Limited Development 08/31/2017		

How it will look when fully met:	Jackson Middle School will use the following data points to support the "fully met" rating: • Data from Educators Handbook • District Discipline data reports • Reduction in suspension • Reduction in classroom distraction • Increase in EOG/EOC scores • Retention of highly qualified teachers		**Amatus Proctor**	**08/15/202**
Actions		**3 of 7 (43%)**		
10/14/19	As a part of Opening Staff Meeting, staff will receive training on Educators Handbook and clarity on what constitutes major infractions vs minor infractions.	Complete 08/08/2022	Cynthia Monroe	08/08/202:
Notes:	All teachers are responsible for this, and PBIS team members will monitor. Purchased software with Title I funds. Teachers received PBIS classroom expectations, duty spots assignments as well school-wide expectations in August 2022. 2022-23 Update: The PBIS store will be a motivator for students to behave this school year.			
8/31/17	Present information to staff on required components of school-wide classroom management plans. This action aligns to SIP Goal #3: Reduce the number of instructional days lost.	Complete 11/22/2022	Cynthia Monroe	03/25/202:
Notes:	During this meeting the PBIS team modified the school-wide expectations and put them in the hallways, classroom and bathrooms. The team will review the school-wide expectations with teachers per grade-level as they return to school.Update: The PBIS team met on 10/31/22 to discuss how the team could assist in improving student attendance. Teachers will turn in thier classroom managment plans by 11/4/22. The attendance team met on 11/2/22 to discuss the student attendance at JMS. The attendance team was made aware of the number of days students has been absent from school and where we are with the number of students who are on track to being chronically absent. The team discussed ways to have discipline interventions that would result in OSS days to having students serve those days in school. Students who are just absent would get phone calls and home visits. 12/10/22: Teachers have submitted the plans and have been reminded to use that as a guide before calling for an administrator for minor infractions. Update: Classroom management is a constant conversation during grade level meetings. Silent lunch, detention and sending students to other grade levels are assist JMS with reducing the number of instructional days lost.			

10/14/19	PBIS Team will create an incentive based point system that will allow students to purchase items from the Trojan Store.	**Complete 06/05/2023**	Cynthia Monroe	06/10/202
Notes:	Update: This will be continued during the 2021-2022 school year, and will be funded through Title I funds and IPG. Update 2022-2023: Title I funds are used for the PBIS rewards and the YDC position is paid out of Title I money. Title I funds will also be used for field trips for students who earn the incentives. The PBIS team has ordered the points system for the PBIS points and rewards system. Students and staff now have access to the PBIS app and online platform to give and receive points. The PBIS team met on 10/31/22 and is working with teachers to find opportunities during the day to reward students with PBIS points. Update: PBIS has gotten off to a great start. Students are receiving points and rewards. 1st Quarter: Students who did not have any discipline issues and came to school during the the two weeks were rewarded with a dance, slushes and popcorn. Mini-rewards included music during lunch and students were able to sit with their peers during their lunch as well. The PBIS store was open as well. 2nd Quarter the reward will be a Valentines Dance. Students who meet the criteria will be invited to go. The mini-reward will be open lunch with their peers. Admin will give teachers duty-free lunch and will monitor students during their lunch periods. These rewards assist in reducing discipline and increasing student attendance.			
10/14/19	PBIS team will conduct monthly meetings in order to review pertinent discipline data.		Cynthia Monroe	06/30/202
Notes:				
10/23/24	The team will reassess this indicator in the fall of 2025.		Corey English	08/15/202
Notes:				
10/21/20	Teachers will provide students with SEL openers and closers activities twice a week to help ensure that students are entering and leaving classrooms in a positive state of mind. This aligns with SIP Goal: Reducing number of loss instructional days.		Anthony Pass	12/10/202

Notes:	The SEL department has provided teachers with resources to provide students with SEL activities for the entire school year. Teachers have provided students with SEL activities through Teams and Canvas. Update: During our MTSS/TEA time students are participating in SEL activities twice a week. Update: MCL Johnson sends them out on Sunday evenings so that teachers will be able to share them with their students on Monday and Tuesdays. Students and Staff are able to utilize mental heath services through our mental health counselor and or the Keller Foundation. Our school counselors are also available for support as well.			
11/10/20	MCLs will complete full coaching cycles with identified teachers and/or grade levels that require additional classroom management support. This action aligns to SIP Goal: Reducing the loss of instructional days.		Lashonti Hines	12/10/202.
Notes:	Although this will be an ongoing action, MCLs will complete their first coaching cycle by October 31, 2024.			
KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:		• Weekly Professional Learning Communities led by Multi-Classroom leaders and school administrators • All instructional staff will participate in Multi-tiered systems of support (MTSS) webinars during grade level meetings on a weekly basis • Instructional Leadership Team meetings Bi-weekly • Collaborative Instructional Leadership Team walk through's • Weekly Instructional Leadership Sub-Committee meetings (admin and Multi-Classroom leaders) • Implemented opportunity culture with Multi-Classroom Leaders and Extended Impact Teachers • Unpacking standards • Provide feedback and support with lesson planning • Collaborative Planning	Limited Development 09/18/2018		

How it will look when fully met:	• Collaborative Lesson Planning. • Staff participation in professional development opportunities, coaching visits, and professional learning communities. • Professional Learning Team minutes. • Increase in testing data (formative, common assessments, district benchmarks, and state end-of-grade assessments. • Increase in students engagement through student talk and appropriate vocabulary. • Observance of high yielding impact strategies in classroom observations and walk through's. • Full Implementation of the Project Lead the Way Curriculum Pathways in CTE classrooms with a focus on: robotics, coding, computer science, and application development.		**Corey English**	**06/30/202**
Actions		**7 of 10 (70%)**		
10/29/19	Multi-Classroom leaders and administrative staff will attend the UnBound Ed conference to strengthen instructional lenses, and inform practices. This aligns with SIP Goal #1: JMS will increase the school composite score from 30.3 to a minimum 33%.	Complete 07/21/2020	Anthony Pass	07/01/202
Notes:	The admin team and coaches attended the conference in July. Used Title I and Restart budget flexibility to help fund 3 MCL's that work with 6th-8th teachers in Math and ELA teacher in 21-22 and 22-23.			
9/18/18	The Stetris Group will be providing a seven part series on Healthy Living through STEM for staff in October 2021- May 2022. Update 2022-2023: IPG Funds will be used to do culminating school-wide activities for STEM event in the Spring of 2023.	Complete 04/15/2022	Fredrick Sellars	04/15/202
Notes:	We are working with Ed Direction to plan PD for Restart Week on 2/21/22. We are working with The Stetris Group to plan PD for parents and staff in the Spring of 2022. We we will be doing a Parent Resource Center for our Parents late Fall or early Spring.			

2/19/20	JMS admin will meet with NCDPI, Title I, Re-Start and our School Support Officer to review budgets that will have a direct impact on JMS instructional needs. (Staffing positions, instructional supplies) These budgets are: Title I , CSI, IPG and Restart. This aligns with SIP #1: JMS will increase the school composite score from 30.3 to a minimum of 33%.	**Complete 09/01/2022**	Anthony Pass	09/01/202
Notes:	2022-2023 : JMS exited CSI for the 2022-2023 school year.The 2022-2023 school is the last year for the IPG. These meetings take place to ensure that the IPG funds align with the grant. These meetings have been taking place virtually due to Covid-19. The staff members whose positions are directly impacted those funds that fund their positions meet with those individuals on a regular basis. The principal meets regular with NCDPI, Title I, Federal Programs and the SSO. IPG Coach meets with NCDPI, Federal Programs...2021-2022: NCDPI has had face to meetings with individual schools and have continued those face to face to meetings during the 2022-2023 school year.			
10/14/19	The Instructional Leadership Team will create a school wide walkthrough tool to gather data of school wide core instruction.	**Complete 10/04/2022**	Fredrick Sellars	10/04/202
Notes:				
2/18/20	All students will be provided the opportunity to participate in the RACE (Robotics Apps Coding Engineering) program as an elective IPG- Funds budget provides the necessary funding for the course).	**Complete 06/05/2023**	Anthony Pass	05/10/202
Notes:	We will revisit this action once schools are reopened. Update: Students have been enrolled in the RACE Program. All students will have the opportunity to take the classes through the PLTW courses that are funded by the IPG. Update- JMS students competed in March and won 20 awards in Greensboro, NC and went to the national competition in Dallas, Tx to compete in June 2022. Students will participate in the STEM Show Case in April 2023. Students will be competing at the National Conference in Louisville, KY in July, 2023.			
10/21/20	Math Teachers will meet with Math NTN twice a month to discuss instructional practices, review student learning data, and provide coaching support as needed. Update 2022-23 CSI and Title I funding will be used to support this effort.	**Complete 06/05/2023**	Stephanie Hendrix	06/10/202

Notes:	Math teachers are meeting with the MCL and NTN coach twice a month to receive feedback. Update- The NTN coach conducts walk-thrus on a bi-weekly basis. The data she collects is provided to teachers and the principal. The teachers then uses that feedback to inform their practice with students.			
10/14/19	Teachers will participate in weekly PLCs with MCLs, School Administrators, and/or various IPS external partners. These sessions will also include teachers unpacking their respective grade level standards. Update: 2022-23. IPG funding will be utilized to continue these efforts.	Complete 06/05/2023	Anthony Pass	06/10/202
Notes:	IPG funds allow coaching opportunities through our external partners to assist in continuous school improvement.Update 2021-2022: Ed Direction provided PD during Grade-Levels/PLCs along with The Stetris Group. This was made possible through the IPG. Update- 2022-2023: Ed Direction will do four visits this year as part of the sustainability year where funded was reduced to $50, 000.00			
10/21/20	Teachers will participate in a site-based professional development during staff meetings to support the school's academic focus as well as the SIP goals		Lashonti Hines	06/30/202
Notes:				
10/14/19	All 6th-8th teachers will participate in vertical, collaborative monthly PLCs with assigned content partners to share instructional practices, review student data, and ways we can integrate across content areas.		Anthony Pass	06/30/202
Notes:				
10/23/24	The team will reassess this indicator in the fall of 2025.		Corey English	08/15/202
Notes:				
Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
A1.10	**All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)**	**Implementation Status**	**Assigned To**	**Target Dat**
Initial Assessment:	The team will reassess this indicator in the fall of 2025.	Limited Development 10/23/2024		
How it will look when fully met:	This indicator will be reassessed in the fall of 2025.		**Anthony Pass**	**08/15/202**
Actions		**0 of 1 (0%)**		
10/23/24	The team will reassess this indicator in the fall of 2025.		Anthony Pass	08/15/202
Notes:				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Dat
Initial Assessment:		• All meetings will be used as an opportunity for professional development of teachers to include: monthly staff meetings, grade level meetings, and mandated workdays • Students will attend Learning Hub for additional support with academic assignments, SEL, Spanish, and study skills • Planning rising 9th grade high school tours with the principal at the feeder high school. • Counselors complete high school four-year plans with students in the 8th grade. • Staff from high school specialty programs conducted face-to-face meetings with 8th graders • Open House and Title 1 events • student academic progress checks • Partnership with Operational Xcel	Limited Development 08/31/2017		
How it will look when fully met:		• Each student will have a completed goal setting portfolio, with documented conferences. • Students will exhibit study habits that show overall academic improvement. • Solid foundation of character development. • Completed career interest surveys by all students. • Each student will have a completed 4-5 year plan. • Cohesive vertical alignment among all grade levels.		**Deanna Odom**	**06/10/202**
Actions			**0 of 5 (0%)**		
	8/31/17	Ms. Odom will be Implementing an on-going interest survey for each grade level once in November, once in February, once in April and once in June. *Notes:* First year (6th - 8th) grade students will complete an interest survey. Second year it will only be part of 7th grade career counseling curriculum and any new 8th graders. 2021-22 Update: Students are scheduled to take the survey in November, 2022.		Deanna Odom	01/30/202.
	8/31/17	All 8th graders will have completed 2 to 4 year plan that includes the district's annual CTE Survey for 8th graders. Rising 9th graders will attend high school tours and high school options math magnet fairs to decide where they want to go for their high school years. JMS will also have a rising 6th grade night/tour. Mr. Haskins will be conducting the survey once in October 2021 and in March of 2022. The 8th grade students completed the survey in the Fall of 2021 and the Spring of 2022. This practice will continue during the 2022-23 school year.		Deanna Odom	04/20/202.

		Notes:	Components of the plan will include but not limited to: 1. Grade comparison to career interest survey 2. Academic discussion/reflection on their short and long term goals. 2021-2022 Update: Mr. Haskins has administered the survey for October. IPG will fund the STEM Nights.		
		8/31/17	PLCs will be used to address learning gaps with students via vertical alignment. Teachers will bring data from from formative assessments both district and school-wide to close learning gaps with students.	Deanna Odom	06/15/202
		Notes:			
		5/26/21	6th grade students and their families will be introduced to activities via the Innovative Partnership Grant such as Project RACE, STEM classes and the TSA club. Update: Students and their families were informed about the IPG during open house/Title I night and during classes. Students have the opportunity to participate in activities daily during classes. 2021-22 Update: Students and families were able to walk the schedule and were introduced to the PLTW classes that IPG is funding. Update: The IPG ends June, 30, 2023. JMS will continue to sustain the program after the grant ends.	Deanna Odom	06/15/202
		Notes:	Students returned f2f for the 2021-22 school year. Students are able to participate in hands on projects throuigh their PLTW classes. Technology Students of America will be holding f2f competitions on all levels and our students will be competing in those f2f competitions.		
		10/23/24	The team will reassess this indicator in the fall of 2025.	Whitney Chambers	08/15/202
		Notes:			
Core Function:			Domain 4: Culture Shift		
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals		
KEY	**E1.06**		**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Dat**

Initial Assessment:	• The school will utilize a Title I Parent Compact to outline the partnership between the school, parents, and students for academic success • Parent communication logs and Connect Ed messages • Part-time translator hired to help close the communication gap between non-English speaking parents and the school. • Communities in Schools increased partnerships • Continued Parent Resource night • Parent conferences • Communication to parents about grades, conferences, quarter ends, reading at home, tutoring, and other supports will be specifically shared through connect ed messages.	Limited Development 05/19/2016		
How it will look when fully met:	• Reinstatement of Parent, Teacher, and Student Association • Parent representation in SBLT • Increased participation at parent engagements activities as evidence by higher attendance.		**Lashonti Hines**	**06/30/202**
Actions		**0 of 2 (0%)**		
10/14/16	Translator will be utilized to support our communication with non-English speaking parents, to engaged them in the educational process to enhance the home school connections and connect ed messages are sent home weekly in multiple messages through email.		Lashonti Hines	06/30/202.
Notes:				
10/14/24	Jackson Middle School communicates with parents through weekly connected messages, emails and the school website in multiple languages about the curriculum, student grades and events.		Lashonti Hines	06/30/202.
Notes:	Jackson has planned the following Parent and Family Engagement Events: August 2024- Open House Title Meeting October 2024- Parent Teacher Conferences November 2024- Report Pickup Title I funds will be used to provide meals during family engagement events such as report card pickups, curriculum events and parent teacher conferences.			