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Walter Clinton Jackson Middle School

11/14/2

Comprehensive Progress Report

Mission:

At Jackson Middle School, we cultivate a learning community where bold and curious learners thrive. Through collaboration, purposeful leadership, and innovative STEM experiences, we empower every student to discover their strengths, embrace challenges, and make a meaningful impact in their world. We are committed to equity, excellence, and belonging for all.

Vision:

At Jackson Middle School, we empower bold and curious learners who work together, lead with purpose, and use STEM to make a purposeful impact.

Goals:

- Goal 1: The Guilford Experience – At Jackson Middle School, 90% of students will engage in a structured career exploration experience each year (grades 9-12).
- Goal 2: Strong Academics – By June 2026, Jackson Middle School will increase its overall composite score from 29.4 to at least 33, while continuing to meet or exceed growth (growth index ≥ 1.5).
- Goal 3: FAM-S – By May 2026, Jackson Middle School will be rated as "Operational" on FAM-S Item #22 by implementing integrated, data-based problem solving across all tiers for attendance, academics, behavior, and social-emotional outcomes.

I = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership		
Effective Practice:		Practice 1B: Monitor short- and long-term goals		
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (\$171)		
<i>Initial Assessment:</i>		<p>Human Resources:</p> <ul style="list-style-type: none"> 2 Partial MCLs (Multi-Classroom Leaders) in Math and Reading using Restart and Title I. The role is to support instructional leadership and coaching in core content areas. MTSS Coordinator using Title I. The role is to support Tiered Instruction and Social-Emotional Learning (SEL) across all grade levels and tiers during intervention block. <p>Time Allocation:</p> <ul style="list-style-type: none"> MCLs have dedicated coaching blocks and PLC facilitation time to lead alignment meetings for Math and Reading teachers across all grade levels. MTSS Coordinator schedules regular tiered meetings and SEL integration planning and serves as the lead for intervention block. <p>Financial Resources:</p> <ul style="list-style-type: none"> Strategic use of Restart and Title I funds to support instructional leadership and intervention systems. 		
How it will look when fully met:		By June 2026, Jackson Middle School will increase its overall composite score from 29.4 to at least 33, while continuing to meet or exceed growth (growth index ≥ 1.5).		
Actions		<p>10/17/24 In 2024 - 2025, the principal used Restart funding flexibility and title 1 funds to help fund 2 MCL positions in Reading and Math and 2 EIT positions in Math and ELA. Spring 2025 Restart funds were used to support with the purchase of a RT.</p> <p><i>Notes:</i></p>		
1 of 5 (20%)		Complete 06/30/2025	Lashont Adeleke	06/17/202
Anthony Pass				08/25/202

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<p>10/2/25 Use Title 1 funds to support family engagement events aligned to career exploration and academic goals by purchasing food for family STEM nights, Report card pickup nights, feeder pattern night, and family engagement and refreshments for academic recognition events and goal-setting conferences. This is to increase parent participation and engagement and strengthen school-home partnerships.</p> <p><i>Notes:</i></p> <p>10/16/25 In 2025 - 2026 school year, Restart funds were used to purchase 2 partial MCLs with one position being split with Title 1funding. These positions support teacher growth and student achievement by conducting regular coaching cycles, walk throughs, and PLCs with teacher teams.</p> <p><i>Notes:</i></p> <p>9/22/25 Data-Driven Instructional Practices</p> <ul style="list-style-type: none"> Implement weekly PLCs focused on analyzing student data (benchmark assessments, common formative assessments) to inform instruction. Use targeted interventions for students performing below grade level, with progress monitored bi-weekly. <p><i>Notes:</i></p> <p>9/22/25 Instructional Coaching & Professional Development</p> <ul style="list-style-type: none"> Provide monthly professional development sessions focused on high-yield instructional strategies, differentiation, and engagement. Utilize instructional coaches to support teachers with lesson planning, modeling, and feedback cycles. Provide quarterly professional development on integrated MTSS practices and data-based decision making. Conduct monthly fidelity checks using walkthroughs and staff feedback to ensure consistent implementation across classrooms. <p><i>Notes:</i> In 2025-2026 the principal purchased a Teacher Leader/ Curriculum Facilitator with Title I Funds.</p> <p>Core Function: Domain 2: Talent Development</p> <p>Effective Practice: Practice 2B: Target professional learning opportunities</p>		<p>Lashonti Adeleke</p> <p>05/29/202</p>
<p>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)</p>	<p>Implementation Status</p>	<p>Lashonti Adeleke</p> <p>06/30/202</p>
		<p>Lashonti Adeleke</p> <p>08/25/202</p>
		<p>Noelle Victor</p> <p>08/25/202</p>

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<p><i>Initial Assessment:</i></p>	<p>At Jackson Middle School, we are committed to using performance and observation data to drive school improvement and professional development. Our current efforts include Daily Intervention Block, Cross-Tier Data Review and Problem Solving, and Staff Training and Fidelity Checks.</p>	<p>Limited Development 05/26/2016</p>	<p>Lashonté Adeleke 08/25/202</p>
<p>How it will look when fully met:</p>	<p>Jackson Middle School will be rated as "Operational" on FAM-S Item #22 by implementing integrated, data-based problem solving across all tiers for attendance, academics, behavior, and social-emotional outcomes.</p> <p>When this objective is fully met:</p> <ul style="list-style-type: none"> All instructional and support decisions will be grounded in regularly reviewed performance and observation data. Teachers will adjust instruction and interventions in real time based on classroom-level and school-wide data. PD will be directly aligned to trends identified in observation and student performance data. MTSS and leadership teams will use data to proactively address challenges and celebrate successes. EC and Tier 2/3 students will receive timely, tailored support based on consistent data reviews. 		
<p>Actions</p>	<p>We will use the following data sources to measure progress and success:</p> <ul style="list-style-type: none"> NWEA, IAs, and other progress monitoring Educlimber and SEL data Classroom observation data from walkthroughs Staff feedback from PD sessions MTSS documentation and intervention tracking tools 	<p>0 of 4 (0%)</p>	

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	<p>10/2/25 Use Title 1 Funds to allow for 1/2 day PD among math teachers and ELA teachers for work related to PLCs, data analysis, and intervention planning by purchasing substitutes so that all teachers can engage. Support will be provided by MTSS coordinator, MCL, NTN coach, and district coach.</p> <p>Title 1 Funds will also be used to support instructional activities, intervention block, and student engagement with the purchase of supplies, materials, and incentives to increase student engagement and ownership and improve intervention effectiveness and classroom management.</p> <p>Notes:</p>		Lashont Adeleke	05/29/2021
	<p>9/23/25 1. Implement and Monitor Daily Intervention Block:</p> <ul style="list-style-type: none"> Launch a structured intervention block Monday–Friday with targeted activities: Monday: SEL lessons using evidence-based curriculum. Tuesday: Leveled reading groups based on student tracked data. Wednesday: Tiered Math and Reading interventions. Thursday - Friday: Problem-Based Learning (PBL) projects to promote collaboration and critical thinking. Use attendance and engagement data to monitor effectiveness weekly. <p>Notes:</p>		Noelle Victor	08/25/2021
	<p>9/23/25 2. Cross-Tier Data Review and Problem Solving:</p> <ul style="list-style-type: none"> Establish monthly MTSS team meetings to review attendance, academic, behavior, and SEL data across all grade levels. Use data to adjust interventions and support, ensuring EC and Tier 2/3 students receive appropriate services. <p>Notes:</p>		Noelle Victor	08/25/2021
	<p>9/23/25 3. Staff Training and Fidelity Checks:</p> <ul style="list-style-type: none"> Provide quarterly professional development on integrated MTSS practices and data-based decision making. Conduct monthly fidelity checks using walkthroughs and staff feedback to ensure consistent implementation across classrooms. <p>Notes:</p>		Noelle Victor	08/25/2021
<p>Core Function:</p>	<p>Domain 3: Instructional Transformation</p>			
<p>Effective Practice:</p>	<p>Practice 3B: Provide rigorous evidence-based instruction</p>			
<p>KEY A1.07</p>	<p>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5086)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Dat</p>

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<p><i>Initial Assessment:</i></p>	<p>At Jackson Middle School, we are actively working to ensure that all teachers employ effective classroom management strategies and positively teach and reinforce classroom rules and procedures. Our current efforts include Teaching and Reinforcing Expectations, Building Positive Relationships, and Establishing Consistent Routines.</p>	<p>Limited Development 08/31/2017</p>		
<p>How it will look when fully met:</p>	<p>95% of teachers will demonstrate implementation of positively taught classroom rules and procedures, as evidenced by: Walkthrough observation data showing use of proactive management strategies; and a 20% reduction in office referrals compared to the previous school year.</p> <p>When this objective is fully met:</p> <ul style="list-style-type: none"> All teachers will consistently implement and reinforce rules and routines using positive, proactive strategies. Behavioral incidents and disciplinary actions will decrease due to proactive management and strong relationships. Teachers will continuously refine their classroom management practices through coaching and peer collaboration. <p>We will use the following data sources to measure progress and success:</p> <ul style="list-style-type: none"> Classroom walkthrough data Educlimber Recognition system tracking (student participation and impact) 	<p>0 of 4 (0%)</p>	<p>Lashont Adeleke</p>	<p>05/29/2021</p>
<p>Actions</p>	<p>10/2/25 Use Title 1 funds to provide high-quality professional development aligned to SIP goals to improve instructional practices and classroom climate and increased fidelity of MTSS and intervention block implementation.</p> <p>Notes:</p>		<p>Noelle Victor</p>	<p>08/25/2021</p>
<p>9/23/25</p>	<p>Teaching and Reinforcing Expectations Introduction and Modeling: Teachers regularly introduce, model, and practice classroom rules and procedures. Visual Supports: Use of anchor charts, visuals, and student-friendly language to reinforce expectations. Ongoing Practice: Rules and procedures are revisited throughout the year, not just at the beginning.</p> <p>Notes:</p>			

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	<p>9/23/25 Building Positive Relationships Daily Greetings: Staff greet students each morning to foster connection and set a positive tone. Student-Centered Engagement: Teachers learn about students' interests and backgrounds to create inclusive environments. Recognition Systems: Positive reinforcement strategies such as shout-outs, point systems, and classroom incentives are used consistently.</p> <p>Notes:</p> <p>9/23/25 Establishing Consistent Routines Predictable Structures: Routines are in place for transitions, group work, and independent tasks. Behavioral Supports: Use of cues, timers, and student roles to maintain structure and engagement. Proactive Management: Seating arrangements, proximity control, and engagement techniques are used to prevent disruptions.</p> <p>Notes:</p>		Donovan Waddell	08/25/2021
<p>Core Function: Effective Practice:</p>	<p>Domain 3: Instructional Transformation Practice 3C: Remove barriers and provide opportunities</p>		Anthony Pass	08/25/2021
<p>KEY</p>	<p>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)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>At Jackson Middle School, we are actively developing and implementing a grade-specific, intentional, and ongoing transition support plan that aligns with our vision and the Toyota Driving Possibilities STEAM initiative. Grade 6 – STEM Career Exposure, Grade 7 – Industry Immersion & Self-Discovery, and Grade 8 – Career Planning & Postsecondary Readiness.</p>	<p>Limited Development 08/31/2017</p>		

How it will look when fully met:

At Jackson Middle School, 90% of students will engage in a structured career exploration experience each year (grades 6–8).

When this objective is fully met:

- Students will experience a coherent, scaffolded journey from grade to grade, with clear connections between learning experiences and future aspirations.
- Students will confidently articulate their interests, strengths, and career goals, supported by data from YouScience and real-world exposure.
- All students, including EC populations, will have equitable access to career exploration, planning tools, and postsecondary pathways.
- Monthly data reviews using Cicero, the Driving Possibility App, and internal spreadsheets will inform continuous improvement.

We will use the following data sources to measure progress and success:

- Student Portfolio
- YouScience reports and Career Development Plans
- Participation logs for field trips, panels, and college visits
- Cicero Implementation and outcome metrics
- Monthly updates to the Implementation Plan Spreadsheet
- IEP transition goal documentation for EC students

Actions

0 of 3 (0%)

9/23/25 1. Grade 6 – STEM Career Exposure:

Charlotte Ingram-

08/25/2021

- Partner with Toyota and other industry professionals to host quarterly career talks and STEM panels.

Brower

- Track student participation and engagement through reflection journals or exit tickets after each session.

Notes:

9/23/25 2. Grade 7 – Industry Immersion & Self-Discovery:

Rosemary Colon

08/25/2021

- Coordinate field trips to local STEM industries introduced in 6th grade.

- Administer the YouScience assessment to all 7th-grade students and hold advisory sessions to interpret results.

- Ensure EC students receive tailored support to connect assessment results to postsecondary transition goals.

Notes:

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<p>9/23/25 3. Grade 8 – Career Planning & Postsecondary Readiness:</p> <ul style="list-style-type: none">• Guide students in developing a Career Development Plan using YouScience results and industry experiences.• Organize at least two college tours and one intentional career fair annually.• Provide EC students with individualized transition planning that includes training, education, employment, and independent living goals where appropriate.		Chelsey Johnson	08/25/2021
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