Walter Clinton Jackson Middle School 10/28/2026

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: Strong Academics – By June 2027, Jackson Middle School will increase its overall composite score from 29.4 to at least 33 while continuing to meet or exceed expected growth. Focus will be placed on improving outcomes for Students with Disabilities and Multilingual Learners through targeted instruction, intervention, and progress monitoring.

Goal 2: Guilford Guarantee – By June 2027, 100% of Jackson Middle School students will participate in a structured career exploration experience each year, 100% of seventh-grade students will complete YouScience, and 100% of eighth-grade students will complete a Career Development Plan aligned to future career interests and high school opportunities.

Goal 3: Intervention and Student Supports – By May 2027, Jackson Middle School will strengthen its intervention system through consistent implementation of a structured daily intervention block, integrated data-based problem solving, and targeted supports for all students, resulting in improved academic performance, student engagement, and intervention fidelity across all grade levels.



! = 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.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Human Resources: • 1 Reading EIT supported with Title I funds. The EIT expands the reach of effective instruction by serving a larger number of students while also contributing to instructional leadership, collaboration, and the sharing of effective practices within the Reading department. Financial Resources: • Strategic use of Title I funds to support instructional leadership and intervention systems.	Limited Development 10/26/2023		
How it will look when fully met:			By June 2027, Jackson Middle School will increase its overall composite score from 29.4 to at least 33 while continuing to meet or exceed expected growth. Focus will be placed on improving outcomes for Students with Disabilities and Multilingual Learners through targeted instruction, intervention, and progress monitoring.		**Anthony Pass**	**06/11/2027**
Actions				**1 of 5 (20%)**		
		9/24/26	Guilford Guarantee – By June 2027, 100% of Jackson Middle School students will participate in a structured career exploration experience each year, 100% of seventh-grade students will complete YouScience, and 100% of eighth-grade students will complete a Career Development Plan aligned to future career interests and high school opportunities.		Tonisha Coburn	05/06/2027
		Notes:	During weekly enrichment, students will participate in career exploration activities aligned with their YouScience results, identified aptitudes, and career interests.			
		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.	Complete 05/16/2026	Lashonti Adeleke	05/29/2027
		Notes:				

9/22/25	Data-Driven Instructional Practices • 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.		Noelle Victor	05/29/2027
Notes:				
9/22/25	Instructional Coaching & Professional Development • 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.		Noelle Victor	05/30/2027
Notes:	In 2025-2026 the principal purchased a Teacher Leader/ Curriculum Facilitator with Title I Funds.			
10/17/24	During the 2026-2027 school year, Title I funds were strategically allocated through Advanced Teacher Roles to support one EIT position in Reading.		Lashonti Adeleke	06/17/2027
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 Date

Initial Assessment:	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.	Limited Development 05/26/2016		
How it will look when fully met:	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. When this objective is fully met: • 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. We will use the following data sources to measure progress and success: • 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		**Lashonti Adeleke**	**05/25/2027**
Actions		**1 of 4 (25%)**		
9/23/25	1. Implement and Monitor Daily Intervention Block: • 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.	Complete 06/11/2026	Noelle Victor	08/25/2026

Notes:				
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. 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.		Lashonti Adeleke	05/29/2027
Notes:	In October 2025 Math and ELA teachers did half-day PD with district content leaders and in December 2025 Science teachers did half-day PD with district leaders.			
9/23/25	2. Cross-Tier Data Review and Problem Solving: • 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.		Noelle Victor	08/25/2027
Notes:				
9/23/25	3. Staff Training and Fidelity Checks: • 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.		Noelle Victor	08/25/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	80% of participating SWD and EL students demonstrate positive growth trends across at least two progress-monitoring data points **· NWEA and interim assessment data show improved performance for SWD and EL students compared to prior windows** **· EOG subgroup performance reflects increased proficiency rates and expected growth achievement** **· 80% of participating SWD and EL students demonstrate positive growth trends across at least two progress-monitoring data points** **· NWEA and interim assessment data show improved performance for SWD and EL students compared to prior windows** **· 90% of tutoring sessions meet planned dosage (2–3x/week) and group size (1:3–1:4)** **EOG subgroup performance reflects increased proficiency rates and expected growth achievement**	Limited Development 05/26/2016		

How it will look when fully met:	• Full implementation of Multi-Tiered Systems of Support based on the FAM-S (Facilitator Assessment of MTSS- School) data. • MTSS Coordinator sharing updates consistently to the school based leadership team. • School master schedule allows time for instructional staff to collaborate regarding student needs and performance data. • Teachers will be providing appropriate differentiated grade level instruction based on course standards and objectives. • Instructional practices will be employed and evident to support: Exceptional Children, 504 plans, and English as a Second Language Learners (EL). • Full implementation of the American Reading Company Framework, National Training Network (NTN), and Open Up Math resources. • Students will be assigned the appropriate level courses for core instruction based on assessment data, and engaged in appropriate grade level content based on their individual performance levels.		**Anthony Pass**	**08/25/2027**

Actions		**2 of 4 (50%)**		
2/5/26	2. Schedule tutoring 2–3x/week during the school day (intervention block/pull-out), group size 1:3–1:4, using district approved tutors. Create two targeted pull-out tutoring groups in Reading: Tutor #1 supports EL reading (academic vocabulary, comprehension, language scaffolds). Tutor #2 supports SWD reading (explicit skill building + accommodations aligned to IEP needs)	Complete 05/28/2026	Noelle Victor	05/29/2026
Notes:	March 2026- Students were assigned new intervention groups were they could get targeted remediation based on data from interim assessment data, NWEA and classroom data. Students will start going to Math and Reading two days a week each and 8th grade science one day a week. Day-time tutors come in during the school day to provide small group instruction and via pullouts. April Update- Targeted instruction professional development for our SWD and ELL students will be held on 4/11/2026. Saturday review sessions will be held in May 2026. Tutoring ended on May 29, 2026. Enrichment ended on 5/28/26 and Saturday School ended on 5/30/26.			

2/5/26	3. April Saturday “Kickoff Review Session” to launch review season with SWD/EL priority standards and test readiness routines	Complete 05/30/2026	Anthony Pass	05/29/2026
Notes:	We used TSI funds to have teachers come in on Saturday and plan for our ML students and SWD and invited selected students to come in on Saturdays for Saturday School.			
2/5/26	Implement bi-weekly progress checks; regroup students every 4–6 weeks based on responsiveness.		Kristina Butler	09/29/2026
Notes:				
2/5/26	1. Identify and place SWD/EL students into tutoring groups using EVAAS data + benchmark data + NWEA data; prioritize those below proficiency and/or below expected growth as provided by the district in the Data Hub		Noelle Victor	06/15/2027
Notes:				

Core Function:	**Domain 3: Instructional Transformation**
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**

	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 Date
Initial Assessment:			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.	Limited Development 08/31/2017		
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		**Tonisha Coburn**	**06/25/2027**
Actions				**0 of 3 (0%)**		
9/23/25			1. Grade 6 – STEM Career Exposure: • Partner with Toyota and other industry professionals to host quarterly career talks and STEM panels. • Track student participation and engagement through reflection journals or exit tickets after each session.		Charlotte Ingram-Brower	06/25/2027

Notes:				
9/23/25	2. Grade 7 – Industry Immersion & Self-Discovery: • 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.		Rosemary Colon	06/25/2027
Notes:				
9/23/25	3. Grade 8 – Career Planning & Postsecondary Readiness: • 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.		Tonisha Coburn	06/25/2027
Notes:				