

Jasper Middle School

School Improvement Plan At-a-Glance 2023-2024

Overarching Need 1: There is a lack of effective Tier 1 instruction

Goal 1: To increase the percentage of students scoring level 3 and 4 on GA Milestones by 3% in all content areas during 2023-2024 school year (as measured by historical grade level data and historical cohort data).

FY 23 5th Grade ELA from 32.4% to 35.4%

FY 23 5th Grade Math from 31.4% to 34.1%

FY 23 5th Science from 34.8% to 37.8%

FY 23 6th Grade ELA from 35.4% to 38.4%

FY 23 6th Grade Math from 31.5% to 34.5%

Action Step 1:

Teachers will use the Georgia Standards for Excellence guidance and administer common assessments.

1. Teachers will plan and analyze data during monthly PLC and weekly content area planning.
2. The academic coach will provide training on how to effectively use resources from the DOE. The academic coach will also provide guidance on creating, implementing, and disaggregating data from common assessments across all content areas.
3. The administrators will lead the leadership team in developing expectations for monthly PLC and weekly content area planning, develop a protocol, and a check for fidelity of implementation.

Action Step 2:

Teachers will use technology to supplement rigorous instruction.

1. Teachers will plan in weekly content meeting and monthly PLC and implement in their classrooms. A variety of inquiry-based, personalized learning and project based resources will be utilized. This will include supplementing the core instruction program with IXL, Progress Learning, and Reading Plus reading assessments and other applicable programs.
2. The academic coach will provide training on effective use of technology and online resources for all content areas.
3. Administrators will conduct formal and informal walkthroughs and provide feedback.

Action Step 3:

Teachers will disaggregate formative and summative data.

1. Assessments will be analyzed to plan for instruction, intervention and personalized learning.
2. The academic coach and the MTSS/PLC coach will provide training on how to effectively examine data from both formative and summative common assessments during content planning and PLCs.
3. The administrators will review lesson plans, schedule designated times for PLC meetings and Develop a master schedule that will provide time for collaborative planning.

Action Step 4:

Provide remediation and tiered support for students.

1. Provide contract services through 49% teachers and paraprofessionals to support tier 2 and tier 3 students.
2. Provide school tutoring opportunities for all students.
3. Provide remediation for identified students in need of additional support in all content areas
4. Develop a master schedule to include intervention time in content blocks.
5. Develop time in connections classes for students to enhance math skills through a nine-weeks course.

Action Step 5:

Build Parent Capacity

1. The administration will ensure that activities and notifications for building parent capacity are conducted and disseminated throughout the school year.
2. The academic coach will train teachers to have meaningful conversations regarding student progress, strategies/resources for home.
3. Build parent capacity by providing opportunities or training on relevant resources (content specific home assistance, infinite campus, Milestones, benchmarks, IXL, other applicable programs/needs). Provide study tips and family connection on a monthly basis, through in-person meetings and/or electronic/hard copies of resources. Parent conferences will be scheduled as needed to address student progress academically and behaviorally.
4. The school will hold quarterly Parent Academy meetings with teacher or other school representatives presenting to parents, as well as, open discussion topics.

Action Step 6:

Provide Professional Learning in pedagogy and content development

1. Teachers will plan engaging lessons from PLCs - note: there will be an expectation to utilize these plans in the classroom
2. The academic coach and MTSS/PLC coach will provide needed PL to staff on content specific topics as well as support staff that require out of district PL through the implementation and redelivery process.
3. The administrators will lead the leadership team in developing expectations for engaging learning environment, develop a protocol, and check for fidelity of implementation.

Action Step 7:

Writing Across the Curriculum/Utilization of Thinking Maps

1. Utilize the state curriculum maps and pacing guides for writing across all contents. Create and utilize common assessments and analyze student work to drive instruction. Utilize Thinking Maps for teaching writing across all content areas.
2. Participate in department meetings for all academics. Devise protocol and expectations for reading and writing in all academics and check for fidelity of implementation. Assure training and support is being provided to teachers in implementing said protocols and expectations. Provide informal, walkthrough feedback to assist teachers in implementing writing in academics.
3. The academic coach, MTSS/PLC coach, and teacher trainers in Thinking Maps will provide ongoing training on writing in all content areas through PLCs, classroom modeling, and content specific professional learning, following the Thinking Maps model. Teachers will participate in training from contracted services, out-of-district conference, and one-day trainings that are part of on-going, classroom, focused, job-embedded, and sustained professional learning.

Overarching Need #2: Lack of support to students with self-regulation skills and strategies to help them manage their emotions and behaviors

Goal 2:

During the FY24 school year, at least 85% of students in each grade level will be in Tier I for State Reportable ODRs, with fewer than 2 office discipline referrals.

Action Step 1

Implement social/emotional skills training at least twice monthly.

1. Students will be involved in social and emotional training with a teacher twice monthly.
2. The school counselor will meet with classes once per month.

Action Step 2:

Establish and implement classroom management expectations and protocols for all students.

1. Administrators will provide staff and students with JMS School Handbook that includes the JMS behavior expectations and matrix.

Administrators will follow the behavior matrix to address office referrals.

Administrators will ensure that teachers struggling with classroom management techniques receive support from academic/instructional coach or mentor.

2. Administration and PBIS committee members will train staff on the newly developed behavior matrix.
3. Utilize counselor support and peer mediation strategies for recurring issues.
4. Utilization of de-escalation strategies, protocols, and curriculum

Action Step 3:

Consistent implementation of our behavior incentives

Staff will utilize the school wide token economy system to encourage prosocial behaviors.

Staff will provide regular opportunities for students to use tokens.

Action Step 4:

Providing parent resources

Build parent capacity by providing resources to parents and guardians on social and emotional learning.

Action Step 5:

Provide teacher training working with students with social and emotional issues

All staff will implement strategies learned in de-escalation training. We will also utilize the counselor support system for conflict resolution.