



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Hazel I. Jackson Middle School		113364002
<b>Address 1</b>		
431 South Ann Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lancaster	PA	17602
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Keith Miles		keithmiles@sdlancaster.org
<b>Principal Name</b>		
Jazmin Torres, Ed.D.		
<b>Principal Email</b>		
jetorres@sdlancaster.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717.291.6161		X25510
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Gregory M. McGough, Ed.D., CSIS		gregory_mcgough@iu13.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jazmin Torres	Principal	Hazel I. Jackson Middle School	jetorres@sdlancaster.org
Chris Maiorino	Instructional Coach	Hazel I. Jackson Middle School	cjmaiorino@sdlancaster.org
Brian McDonald	Coordinator of IB Programs and Advanced Studies	SDoL	btmpcdonal@sdlancaster.org
Karen Wynn	Director of Instructional Programs	SDoL	kewynn@sdlancaster.org
Jassinya Alvarado-Padilla	Coordinator School Climate and Morale	SDoL	jmalvaradopadilla@sdlancaster.org
Heather Sparmblack	Tiered Team Support Leader	Hazel I. Jackson Middle School	hlsparmblack@sdlancaster.org
Sarah Levine	Exceptional Student Specialist	Hazel I. Jackson Middle School	selevine@sdlancaster.org
Shenaye VanWyngarden	Other	Hazel I. Jackson Middle School	smvanwyngarden@sdlancaster.org
Mario Nieves	Other	Hazel I. Jackson Middle School	marionieves@sdlancaster.org
Ross Young	Teacher	Hazel I. Jackson Middle School	rmyoung@sdlancaster.org
Matt Mandell	Other	SDoL	mhmandell@sdlancaster.org
Cara Weil	Teacher	Hazel I. Jackson Middle School	caweil@sdlancaster.org
Gregory M. McGough, D.Ed., CSIS	Education Specialist	IU13	gregory_mcgough@iu13.org
Francisca Reyes	Parent	Parent	freyespichardo@sdlancaster.org
Keith Miles	Chief School Administrator	SDoL	keithmiles@sdlancaster.org
Camille Hopkins	District Level Leaders	SDoL	cahopkins@sdlancaster.org
Josh Hunter	Community Member	Crispus Attucks	jhunter@caplanc.org
Aracelis Solis	Parent	Parent	aracelissolispadilla@gmail.com
Israel Gephart	Parent	Parent	latincoqui@yahoo.com
Wilson Lopez	Principal	Jackson Middle School	wilsonlopez@sdlancaster.org
Karen Bleacher	Teacher	Jackson Middle School	kebleacher@sdlancaster.org



## **Vision for Learning**

### **Vision for Learning**

District: Every child will be academically and emotionally prepared to successfully enter college or the workforce. Hazel I. Jackson: Jackson Middle School Mission Through a nurturing culture that embraces diversity, promotes academic rigor, and fosters integrity, Jackson Middle School will develop inquiring, responsible, and caring young adults who will leave ready to be leaders among their peers. Jackson Middle School Vision Jackson Middle School, through holistic learning and collaboration among students, educators, families, and community, will foster an environment of critical thinkers that are globally and culturally aware.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
ELA PSSA: Our all student performance has increased from 16.3% (2022) to 22.3% (2023).	The 2022-23 scores surpassed the pre-covid proficiency scores.
ELA PSSA (3-year trend): ELA (2020-2021) 12.9.5% to (2022-2023) at 22.3%	There is a three-year upward trend in proficiency growth for the all student population.
ELA PVAAS: The academic growth score of 100 demonstrated that Jackson Middle School met the 2030 growth goal. All student group exceeds the standard demonstrating growth. The statewide average growth score is 75.4	Even though we are not seeing proficiency scores, we are seeing results in growth because of the district focus on academics in the Theory of Action.
Math PSSA: Our all student performance has increased from (2020-2021) 1.2% to (2022-2023) at 5.2%.	The 2022-23 scores surpassed the pre-covid proficiency scores.
Math PVAAS: The academic growth score of 73 demonstrated that Jackson Middle School met the 2030 growth goal. Statewide growth score in this area is 74.9	Even though we are not seeing proficiency scores, we are seeing results in growth that are close to the Statewide average because of the district focus on academics in the Theory of Action.

### Challenges

Indicator	Comments/Notable Observations
PVAAS MATH: JMS is slightly below the state average in growth. JMS Academic Growth Score: 73.0 Statewide Average Growth Score: 74.9	A growth score in the 70s means that students are maintaining their proficiency levels. In the case of JMS, this means that students are not closing the achievement gap.
Math PSSA: Only 5.2% of our All group is proficient in grade-level mathematics.	The school completed the first full-year implementation of a standards-aligned curriculum in mathematics.

ELA PSSA: Only 22.3% of our All group is proficient in grade-level literacy.	The school is currently working with district office to finalize a standards-aligned curriculum with resource materials.
--	--

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> ELA PSSA (Black) 2020-2021 15.6% 2022-2023 21.5% <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> JMS Black student proficiency has had a steady upward trend, but it falls short of the proficiency of the ALL Group at 22.3%.
<b>Indicator</b> ELA PSSA (Hispanic) 2020 -2021 12.9% 2022-2023 22.3% <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> Our Hispanic sub-group mirrors our ALL group at 22.3%.
<b>Indicator</b> ELA PSSA (Economically disadvantaged) 2020 -2021 13.3% 2022-2023 22.6% <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Our ED sub-group performed slightly higher than our ALL group at 22.3%.

### Challenges

<b>Indicator</b> ELA PSSA (Students with Disabilities) 2020 - 2021 2.5% 2022-2023 3.2% <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Even though there was a slight increase from the previous academic year, the school is focused on implementing interventions to better serve our student with disabilities.
<b>Indicator</b> ELA PSSA (English Language Learners) 2020 - 2021 9.2% 2022-2023 8.8% <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> The ELD group is a large portion of our student population, and we need to explore Tier 2 and 3 interventions for support.
<b>Indicator</b>	<b>Comments/Notable Observations</b> The district has additional methods to locating data for these students.

Insufficient sample size for the following sub-groups: 1. white 2. Asian 3. 2 or more races <b>ESSA Student Subgroups</b> Asian (not Hispanic), Combined Ethnicity, White	
---	--

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our Hispanic sub-group mirrors our ALL group at 22.3%.
JMS Black student proficiency has had a steady upward trend, but it falls short of the proficiency of the ALL Group at 22.3%.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Even though there was a slight increase from the previous academic year, the school is focused on implementing interventions to better serve our student with disabilities.
ELA PSSA: Only 22.3% of our All group is proficient in grade-level literacy.
Math PSSA: Only 5.2% of our All group is proficient in grade-level mathematics.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
STAR(22-23) - 6th Grade -10%, 7th Grade- 28%, 8th Grade 23%	Seventh grade teachers have worked together for many years, whereas 6th and 8th grade has seen some turnover and does not have the same continuity.

### English Language Arts Summary

#### Strengths

Seventh grade teachers have worked together for many years, whereas 6th and 8th grade has seen some turnover and does not have the same continuity.
---

#### Challenges

Star data continues to show that a high percentage of our students are not scoring proficient in ELA.
---

### Mathematics

Data	Comments/Notable Observations
Star Data: 6th grade 17%, 7th 18%, 8th Grade 16%	We hired several new Math teachers during the 22-23 school year.

### Mathematics Summary

#### Strengths

NA
----

#### Challenges

We hired several new Math teachers during the 22-23 school year.
--

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No data sets available	no data

Science, Technology, and Engineering Education Summary

Strengths

No data sets available.

Challenges

No data sets available.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Readiness Standard (Xello): 94.8% of students uploaded local artifacts.	Xello is the local digital archive of career artifacts at Jackson Middle School. There was not a strong focus on this indicator.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

NA
----

## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Career Readiness Standard (Xello): 94.8% of students uploaded local artifacts.
--

**Equity Considerations**

**English Learners**

**True** This student group is not a focus in this plan.

**Students with Disabilities**

**True** This student group is not a focus in this plan.

**Students Considered Economically Disadvantaged**

**True** This student group is not a focus in this plan.

**Student Groups by Race/Ethnicity**

**True** This student group is not a focus in this plan.

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

NA


**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

NA

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement a multi-tiered system of supports for academics and behavior

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curriculum, assessments, and instruction to the PA standards.



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our Hispanic sub-group mirrors our ALL group at 22.3%.	True
JMS Black student proficiency has had a steady upward trend, but it falls short of the proficiency of the ALL Group at 22.3%.	False
Seventh grade teachers have worked together for many years, whereas 6th and 8th grade has seen some turnover and does not have the same continuity.	False
No data sets available.	False
NA	False
Implement a multi-tiered system of supports for academics and behavior	False
NA	False
NA	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Even though there was a slight increase from the previous academic year, the school is focused on implementing interventions to better serve our student with disabilities.	False
ELA PSSA: Only 22.3% of our All group is proficient in grade-level literacy.	True
Math PSSA: Only 5.2% of our All group is proficient in grade-level mathematics.	True
We hired several new Math teachers during the 22-23 school year.	False
Career Readiness Standard (Xello): 94.8% of students uploaded local artifacts.	False
Align curriculum, assessments, and instruction to the PA standards.	False
NA	False
No data sets available.	False

Star data continues to show that a high percentage of our students are not scoring proficient in ELA.	False
---	-------

**Most Notable Observations/Patterns**

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

When reviewing the data, it is evident that core instruction and implementing a tiered support system is necessary in order to strengthen student performance and promote student growth and achievement.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA PSSA: Only 22.3% of our All group is proficient in grade-level literacy.	In addition to new curriculum, students will benefit from experiences grounded in evidence based practices specific to comprehension of complex texts.	True
Math PSSA: Only 5.2% of our All group is proficient in grade-level mathematics.	In addition to new curriculum, students will benefit from experiences grounded in evidence based practices.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Our Hispanic sub-group mirrors our ALL group at 22.3%.	A large percentage of our English Learners are Hispanic. In focusing on the cultural strengths of this group and the community, our students will benefit academically.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in English language arts/literacy.
	IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in Math.

## Goal Setting

**Priority: IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in Math.**

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2025, 21% of sixth-grade students will be proficient or advanced on the STAR math assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math-6th			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2024, 15% of sixth grade students will score proficient or advanced on the STAR assessment.	By December 30, 2024, 17% of sixth grade students will score proficient or advanced on the STAR assessment.	By March 30, 2025, 19% of sixth grade students will score proficient or advanced on the STAR assessment.	By June 01, 2025, 21% of sixth grade students will score proficient or advanced on the STAR assessment.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2025, 12% of seventh-grade students will be proficient or advanced on the STAR math assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math -7th			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2024, 6% of seventh grade students will score proficient or advanced on the STAR assessment.	By December 30, 2024, 8% of seventh grade students will score proficient or advanced on the STAR assessment.	By March 30, 2025, 10% of seventh grade students will score proficient or advanced on the STAR assessment.	By June 01, 2025, 12% of seventh grade students will score proficient or advanced on the STAR assessment.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2025, 8% of eighth-grade students will be proficient or advanced on the STAR math assessment.			

Measurable Goal Nickname (35 Character Max)			
Math-8th			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 2% of eighth grade students will score proficient or advanced on the STAR assessment.	By December 30, 2024, 4% of eighth- grade students will score proficient or advanced on the STAR assessment.	By March 30, 2025, 6% of eighth grade students will score proficient or advanced on the STAR assessment.	By June 01, 2025, 8% of eighth grade students will score proficient or advanced on the STAR assessment.

**Priority: IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in English language arts/literacy.**

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 34% of sixth-grade students will be proficient or advanced on the STAR literacy assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA -6th			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 28% of sixth grade students will score proficient or advanced on the STAR assessment.	By December 30, 2024, 30% of sixth grade students will score proficient or advanced on the STAR assessment.	By March 30, 2025, 32% of sixth grade students will score proficient or advanced on the STAR assessment.	By June 01, 2025, 34% of sixth grade students will score proficient or advanced on the STAR assessment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 26% of seventh-grade students will be proficient or advanced on the STAR literacy assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA-7th			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 20% of seventh grade students will score proficient or advanced on the STAR assessment.	By December 30, 2024, 22% of seventh grade students will score proficient or advanced on the STAR assessment.	By March 30, 2025, 24% of seventh grade students will score proficient or advanced on the STAR assessment.	By June 01, 2025, 26% of seventh grade students will score proficient or advanced on the STAR assessment.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2025, 20% of eighth grade students will be proficient or advanced on the STAR literacy assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA -8th			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2024, 14% of eighth grade students will score proficient or advanced on the STAR assessment.	By December 30, 2024, 16% of eighth grade students will score proficient or advanced on the STAR assessment.	By March 30, 2025, 18% of eighth grade students will score proficient or advanced on the STAR assessment.	By June 01, 2025, 20% of eighth grade students will score proficient or advanced on the STAR assessment.

## Action Plan

### Measurable Goals

Math-6th	Math -7th
Math-8th	ELA -6th
ELA-7th	ELA -8th

### Action Plan For: Assist students in monitoring and reflecting on the problem solving process

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2025, 21% of sixth-grade students will be proficient or advanced on the STAR math assessment.</li> <li>By June 2025, 12% of seventh-grade students will be proficient or advanced on the STAR math assessment.</li> <li>By June 2025, 8% of eighth-grade students will be proficient or advanced on the STAR math assessment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Providing students with problem solving prompts to monitor and reflect		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[C. Maiorino] Math interventionist and instructional coach	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series. National Council for the Teachers of Math (NCTM) Effective Math Teaching Practices anchor charts.	No	
Action Step		Anticipated Start/Completion Date	
Model how to monitor and reflect		2024-08-20	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[C. Maiorino] Math interventionist and instructional coach	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series. National Council for the Teachers of Math (NCTM) Effective Math Teaching Practices anchor charts.	Yes	

Action Step		Anticipated Start/Completion Date	
Use student thinking and student discourse to drive instruction.		2024-08-20	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[C. Maiorino] Math interventionist and instructional coach	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series. National Council for the Teachers of Math (NCTM) Effective Math Teaching Practices anchor charts.	Yes	
Action Step		Anticipated Start/Completion Date	
Administer quarterly assessments (STAR)		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[C. Maiorino] Teachers/Instructional Coach	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	No	
Action Step		Anticipated Start/Completion Date	
PLC/data analysis discussion of formative student work and instructional shifts.		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[C. Maiorino] Instructional Coach/Principal/Teachers	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	Yes	
Action Step		Anticipated Start/Completion Date	
Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy.		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	



[Jazmin Torres] Principal/Instructional Coach	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Ongoing Professional Development on curriculum documents.		2024-08-20	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[C. Maiorino, Matt Mandell, and Adam Hess} Instructional Coach/Principal/District Coach	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide Professional Development for small group instruction with an emphasis on teacher clarity.		2024-08-20	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[C. Maiorino, Matt Mandell, and Adam Hess} Instructional Coach/ IU Administrative team	Evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Bi-monthly walkthrough focused on Evidence Based-Strategy		2024-08-20	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[Jazmin Torres] Principal/Instructional coach	Walkthrough instrument, evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Conduct monthly Professional Development on best practices and strategies to support ELD and learning support students.		2024-08-20	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD BC, Instructional Coach, ESS, District Coach [Miguel Antunes]	ELD "best practices" information, evidence based strategy (EBS) guides, IU13 Field team support, math curriculum resources, STAR assessment, IU13 math professional development series	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Daily- local award systems for students who attend regularly Weekly- School Based team will track the Chronically Absent students and make contact home to parents and caregivers		2024-08-20	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[S. Vanwyngarten] School Social Worker and Counselors	Synergy Dashboard	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Students scoring below basic will grow their scaled score by 20pts in each of the quarterly assessments		2024-08-28	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[Jazmin Torres] Principal	STAR	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Students scoring basic will grow their scaled score by 15 pts in each of the quarterly assessments		2024-08-28	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[Jazmin Torres] Principal	STAR	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Students scoring proficient/advanced will grow their scaled score by 10pts in each of the quarterly assessments		2024-08-28	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

[Jazmin Torres] Principal	STAR	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
One the school pulls/analyzes local STAR data, the interventionist will provide (MTSS) Tiered interventions.		2024-08-28	2024-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
[D. Hartranft] Math Interventionist	1. Math Curriculum 2. IXL 3. STAR Assessments. 4. NCTM Effective Math Teaching anchor charts. 5. What Works Clearinghouse Evidence Based Strategy for Problem Solving.	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
1. 80% of teachers will implement the Evidence Based Strategies 2. NCTM Effective Math Teaching Practices Anchor Charts are posted in all math classrooms. 3. Learner artifacts collected from classrooms.	People: Principal and administrative team Frequency: Bi-monthly Method: Observation Conference Progress monitoring Checks for Understanding Common Assessments Star Renaissance PSSA

### Action Plan For: Routinely use a set of comprehension-building practices to help students make sense of a text

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2025, 20% of eighth grade students will be proficient or advanced on the STAR literacy assessment.</li> <li>By June 2025, 26% of seventh-grade students will be proficient or advanced on the STAR literacy assessment.</li> <li>By June 2025, 34% of sixth-grade students will be proficient or advanced on the STAR literacy assessment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Ongoing Professional development of purposeful planning on literacy resource		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Content Coordinator District Coach	ARC Resource (Intervention Resources-Title 1) IRLA	Yes	

Action Step		Anticipated Start/Completion Date	
Administer STAR Assessments		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Teachers/ Instructional Coach	Content Common Assessments Instructional Coach (CSI Funding) What Works Clearinghouse Practice Guide	No	
Action Step		Anticipated Start/Completion Date	
During PLCs, analyze Common Assessment data and instructional shifts		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Teachers Principal Instructional Coach	Common Assessments DDI Protocols (Professional Development) EBS Document What Works Clearinghouse Practice Guide Instructional Coach( Title 1)	Yes	
Action Step		Anticipated Start/Completion Date	
Bi-monthly walkthrough focused on Evidence-Based-Strategy		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Jazmin Torres] Principal Instructional Coach District Coordinator District Coach	Core Action Template (Additional Pay) Instructional Coach (CSI Funding)	No	
Action Step		Anticipated Start/Completion Date	
Conduct a conference with each student and implement small group instruction		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Jazmin Torres] Teachers/Instructional Coach	Conferencing protocols Instructional Coach (CSI Funding) What Works Clearinghouse Practice Guide	Yes	
Action Step		Anticipated Start/Completion Date	
Build students' word/world knowledge		2024-08-20	2025-06-02

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Teachers/Instructional coach	Vocabulary strategies/resources Professional Development) Title 1 Instructional Coach( title 1)	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teach Questioning Strategies		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Teachers/Instructional coach	Questioning Strategies Documents (Professional Development) Instructional Coach (CSI Funding)	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teach students a routine to determine the gist of a short selection of a text		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Teachers/Instructional coach	Summary Routine document Instructional Coach (CSI Funding)	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teach students how to monitor their comprehension		2024-08-20	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Maiorino & L. Graham] Teachers/Instructional coach	Comprehension Strategy documents Instructional Coach(CSI Funding) Comprehension Strategy documents Instructional Coach	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Students scoring below basic will grow their scaled score by 20pts in each of the quarterly assessments.		2024-08-28	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Jazmin Torres] Principal	STAR	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Students scoring basic will grow their scaled score by 15 pts in each of the quarterly assessments.		2024-08-28	2025-06-20

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Jazmin Torres] Principal	STAR	No	
Action Step		Anticipated Start/Completion Date	
Students scoring proficient/advanced will grow their scaled score by 10 pts in each of the quarterly assessments.		2024-08-28	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[Jazmin Torres] Principal	STAR	No	
Action Step		Anticipated Start/Completion Date	
One the school pulls/analyzes local STAR data, the interventionist will provide (MTSS) Tiered interventions.		2024-08-28	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
[S. McPherson & C. Saunders] Literacy Interventionists	1. What Works Clearinghouse Evidence Based Strategy for Reading Comprehension.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. 80% of teachers will implement the Evidence Based Strategies. 2. Evidence-based strategy anchor charts for reading comprehension are posted in ALL ELA classrooms. 3. Learning artifacts collected from classrooms.	People: Principal and administrative team Frequency: Bi-monthly Method: Observation Conference Progress monitoring Common Assessments Star Renaissance PSSA

## Expenditure Tables

### School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
IXL in support of ELA Rec 2 and Math Rec. 3 * Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	<ul style="list-style-type: none"> <li>Assist students in monitoring and reflecting on the problem solving process</li> <li>Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Supplies & Property	1	20000
Renaissance STAR in support of ELA Rec 2 and Math Rec. 3 * Jackson Middle School (JMS) is an	<ul style="list-style-type: none"> <li>Assist students in monitoring and reflecting on the problem solving process</li> </ul>	Supplies & Property	1	22996.37

<p>institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) &amp; maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>			
<p>Professional Development (ELA, Math and ELD) * Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) &amp; maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The</p>	<ul style="list-style-type: none"> <li>• Assist students in monitoring and reflecting on the problem solving process</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	<p>Services</p>	<p>1</p>	<p>22996.37</p>



team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
<p>Supplies * Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) &amp; maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Assist students in monitoring and reflecting on the problem solving process</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Supplies & Property	1	20000

<p>Tiered Support Team Leader</p> <p>* Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) &amp; maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Assist students in monitoring and reflecting on the problem solving process</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Salary	1	93000
<p>Tier Support Team Leader *</p> <p>Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) &amp; maths. A majority of JMS students are several grade-levels below their grade-</p>	<ul style="list-style-type: none"> <li>• Assist students in monitoring and reflecting on the problem solving process</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Benefits	1	4000

appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
Math Academic Interventionist * Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing	<ul style="list-style-type: none"> <li>Assist students in monitoring and reflecting on the problem solving process</li> <li>Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Salary	1	95000

concepts/competencies so that students can re-engage in classroom instruction.				
<p>Math Academic Interventionist * Jackson Middle School (JMS) is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) &amp; maths. A majority of JMS students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Assist students in monitoring and reflecting on the problem solving process</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Benefits	1	4000.01
<b>Total Expenditures</b>				281992.75

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

<b>eGgrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Other Expenditures	<ul style="list-style-type: none"> <li>Assist students in monitoring and reflecting on the problem solving process</li> <li>Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Professional Development	36553
Instruction	<ul style="list-style-type: none"> <li>Assist students in monitoring and reflecting on the problem solving process</li> <li>Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	supplies, resources to support	36553
Instruction	<ul style="list-style-type: none"> <li>Assist students in monitoring and reflecting on the problem solving process</li> <li>Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Building Coach Salary	77000

Instruction	<ul style="list-style-type: none"> <li>• Assist students in monitoring and reflecting on the problem solving process</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of a text</li> </ul>	Building Coach Benefits	36000	
Total Expenditures				186106

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Assist students in monitoring and reflecting on the problem solving process	Model how to monitor and reflect
Assist students in monitoring and reflecting on the problem solving process	Use student thinking and student discourse to drive instruction.
Assist students in monitoring and reflecting on the problem solving process	PLC/data analysis discussion of formative student work and instructional shifts.
Assist students in monitoring and reflecting on the problem solving process	Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy.
Assist students in monitoring and reflecting on the problem solving process	Ongoing Professional Development on curriculum documents.
Assist students in monitoring and reflecting on the problem solving process	Provide Professional Development for small group instruction with an emphasis on teacher clarity.
Assist students in monitoring and reflecting on the problem solving process	Conduct monthly Professional Development on best practices and strategies to support ELD and learning support students.
Routinely use a set of comprehension-building practices to help students make sense of a text	Ongoing Professional development of purposeful planning on literacy resource
Routinely use a set of comprehension-building practices to help students make sense of a text	During PLCs, analyze Common Assessment data and instructional shifts
Routinely use a set of comprehension-building practices to help students make sense of a text	Conduct a conference with each student and implement small group instruction
Routinely use a set of comprehension-building practices to help students make sense of a text	Build students' word/world knowledge
Routinely use a set of comprehension-building practices to help students make sense of a text	Teach Questioning Strategies
Routinely use a set of comprehension-building practices to help students make sense of a text	Teach students a routine to determine the gist of a short selection of a text
Routinely use a set of comprehension-building practices to help students make sense of a text	Teach students how to monitor their comprehension

## ELD /Learning Support PD

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Conduct monthly Professional Development on best practices and strategies to support ELD and learning support students.</li> </ul>		
<b>Audience</b>		
Faculty and staff		
<b>Topics to be Included</b>		
ELD/ Learning Support strategies and best practices for differentiation		
<b>Evidence of Learning</b>		
evidence in unit plans, danielson framework		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Antunes, Ms. Levine, ELD/Learning Support team	2024-08-20	2025-06-02

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Instructional Technology PD

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teach Questioning Strategies</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
---------------------------	------------------



Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>Board Affirmation Statement.pdf</li></ul>

Chief School Administrator	Date
Dr Keith Miles	2024-08-20
Building Principal Signature	Date
Jazmin Torres	2024-08-07
School Improvement Facilitator Signature	Date
Gregory M. McGough, Ed.D., CSIS	2024-08-20