

# Title I Schoolwide Plan Jonesville Middle School 2015-2016

## Component 1 - Comprehensive Needs Assessment

**Narrative:**

A variety of instruments are used to assess the comprehensive needs of the school. The Leadership Team reviewed 2015 Standards of Learning (SOL) results, STAR test results, students' benchmark performance, free and reduced lunch numbers, demographic data, and attendance reports. Based on Spring 2015 SOL data, the academic focus for Jonesville Middle School for the 2015-2016 school year will be to increase students' writing skills. Mathematics proficiency for the school was 87% (Math 6 - 86%, Math 7 - 83%, Math 8 - 94%, and Algebra - 88%). English proficiency for the school was 77% (Reading 6 - 74%, Reading 7 - 87%, Reading 8 - 91%, and Writing 8 - 69%). As a school we have made significant gains in both reading and mathematics over the past three years; however, writing scores have steadily decreased. The academic focus for this school year is to improve students' writing proficiency. The Leadership Team also believes students will benefit from an increase in parent involvement.

**Related Indistar® indicators (if applicable):**

ID10 The school's leadership team 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.

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## Component 2 -Schoolwide Reform Strategies

### **Narrative:**

In response to the aforementioned needs assessment, Jonesville Middle School will implement writing across the curriculum , and all teachers will develop a writing goal for the 2015-2016 school year. Progress toward goals will be evaluated over the course of the school year. Teachers will complete a mid-year and end-year review detailing progress made toward goal. This review along with relevant data will be submitted on TalentEd. Administration will review students' writing progress throughout the school year. Additionally, Weekly Writer program will be implemented to strengthen students writing and reading comprehension skills. Lesson plans will be monitored for evidence of writing across the curriculum.

Increased use of technology will also be incorporated across the curriculum. Jonesville Title I resources include a classroom set of chrome books that is available for use in the classrooms. Cindy Nickodam, technology specialist for the county, will provide professional development on incorporating chrome books into classroom instruction. In addition, teachers will continue to create lessons using Smart Board technology. IXL mathematics and language arts programs will be used for online remediation and reinforcement. Increased use of computer adaptive technology will allow for increased differentiation for both low and high-achieving students.

Class scheduling for the 2015-2016 school year includes a 90 minute English block to allow for additional writing instruction. Title I specialists disaggregated Spring 2015 SOL data prior to the beginning of the school year and identified potentially low-achieving and/or at-risk students and developed individual students intervention plans for those students. Specialists will provide targeted interventions to specific students who are struggling to meet proficiency standards. Specialist will also review data from benchmark assessments and collaborate with classroom teachers to insure all students' needs are being met. Title I funds will be used to secure tutors to offer additional instructional assistance as needed. Before and after school tutoring will be provided in areas of Mathematics and Reading and is available to all students. Special Education teachers will instruct students eligible under the Individuals with Disability Education Act (IDEA) in a variety of settings including the self-contained classroom, inclusion classrooms, and resource rooms. They will develop Individualized Education Programs (IEPs) based on individual areas of difficulty, adapt lessons to accommodate students, provide differentiated instruction, provide accommodations and modifications to assist students in accessing the grade level curriculum, and ensure that our school is complying with requirements under IDEA.

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In an additional effort to address the needs of low-achieving and at-risk students, Jonesville Middle School will implement a Student Advocacy Program during the 2015-2016 school year. All students will be paired with a designated mentor with the goal of supporting each students' academic, social, emotional, and physical needs. Faculty will receive professional development on implementing this advocacy plan. In addition, the guidance counselor works with targeted students on scheduling and career planning. During the school year she accompanies students on a tour of the Lee County Career and Technical Center. Eighth grade students are offered Agriculture I as an elective.

Specialists will disaggregate benchmark and STAR data throughout the school year. Spring 2016 SOL data and DataCation reports will be reviewed closely at the end of the school year to insure students' needs were met.

Lee County Schools joined the Region VII Consortium and will implementing a School Improvement Process approved by the Virginia Department of Education and designed to conduct an academic review for schools located in region VII during the 2015-2016 school year. This will include integration of new pacing guides, Interactive Achievement for common benchmarks, and an increased opportunity to collaborate with professional educators across the region.

**Related Indistar® indicators (if applicable):**

IID02 The school tests each student at least three times each year to determine progress toward standards-based objectives.

IID03 Teachers receive timely reports of results from standardized and objectives-based tests.

IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

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**Component 3- Instruction by Highly Qualified Teachers**

**Narrative:**

Currently, all instructional staff at Jonesville Middle School meet the criteria for being "highly qualified" as mandated by the No Child Left Behind Law (NCLB): 15 Bachelor's Degrees (57.7%), 9 Master's Degrees (34.6%), and 2 EdS Degrees (7.7%). The principal, Lynn Metcalfe, holds a Doctoral Degree.

**Related Indistar® indicators (if applicable):**

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## Component 4 Professional Development

### **Narrative:**

Each year, the professional development needs for the school are evaluated and a responsive plan is developed. Teachers are required to document 30 hours of professional development each year. The 2015-2016 Professional Development Plan for Jonesville Middle School is designed to prepare and support faculty as they empower students to meet or exceed state academic achievement standards. Prior to the start of school, JMS teachers participated in the following training sessions: Autism Awareness presented by Angie Lane, Lee County Public Schools (LCPS) autism specialist; Bloodborne Pathogen presented by Jan Mosley, registered nurse and nurse supervisor for LCPS; Sexual Harassment Training for Lee County Public School; Current Legal Issues in the Public School Workplace; and Title IV and Sexual Violence from the US Department of Education. Several quality professional development sessions were offered at the county-wide in-service program held at LHS on August 18, 2015

During the school year, professional development related to Standards of Learning (SOL) will include training sessions on SOL Blueprint alignment and pacing for all content areas (particularly for mathematics teachers in preparation for new CAT testing), Curriculum Framework alignment, Essential Knowledge understanding, interpreting Student Description by Question reports from Pearson (based on Spring 2015 SOL results), and understanding the rigor for the Computer Adaptive Tests (CAT). Instructional training includes sessions on lesson plan development, differentiation and intervention, and Evaluation and monitoring of the taught curriculum. In addition, reading and mathematics specialists will prepare and deliver professional development on available data, including student, school, groups, and division reports available from Pearson. These professional development sessions are designed to ensure that teacher expectations are aligned with state and division expectations for student performance, as evidenced by final grade/SOL test correlations. Technology specialist, Cindy Nickodam will facilitate training sessions on Chromebooks and how they can be used to support instruction and assessment.

Professional development planned specifically for the mathematics department includes a book study that focuses on pedagogy and a project that focuses on teachers' understanding of mathematics. Both emphasize the importance of teacher collaboration.

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- The first is a book study of Dylan William's *Embedded Formative Assessment*. The specialist will facilitate the book study and design a plan for assigned readings and teacher reflections. The math department will meet and discuss the book over a 9 weeks period. Readings will be used as a springboard for discussions about implementing formative assessment strategies in our classrooms.
- The second will engage the math teachers in collaborative professional development designed to improve instruction of a mathematics topic that our students consistently struggle with. The book *Navigating through Numbers and Operations in Grades 6-8* from the National Council of Teachers of Mathematics will be used to guide this professional development. Activities will be designed to deepen teachers' understanding of what their students understand about fractions, decimals, and percents.
- A third professional development session will explore differentiation of instruction for inclusive mathematics. Teachers will be given a quick reference guide developed by mathematics specialists.

**Related Indistar® indicators (if applicable):**

IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.

IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.

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**Component 5 Strategies to Attract High-Quality, Qualified Teachers**

**Narrative:**

The Lee County School System makes an effort to employ high quality teachers. The Lee County School Board offers a competitive salary and benefits package for prospective employees. High need schools are given priority when staffing decisions are made. In talking with prospective teachers, our school Leadership Team informs applicants about monetary incentives such as loan forgiveness grants that are available for new teachers who are certified to teach mathematics or science or who teach in Title I schools.

**Related Indistar® indicators (if applicable):**

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## Component 6 - Strategies to Increase Parent Involvement

**Narrative:**

Jonesville Middle School's faculty and staff recognize that parent involvement is critical to students' educational success, and parent participation in academic, social, and extracurricular activities is encouraged. Parents are invited to attend Open House and Family Nights throughout the school year. A Parent Resource Center is located in the JMS library, and parents are encouraged to borrow materials of interest. Students' grades and attendance records are accessible through the PowerSchool Parent Portal. Newsletters are sent home quarterly and include schools news, activities calendar, menus, tutoring schedules, and ideas for incorporating learning activities at home. Newsletters are also posted on the school website.

Prior to the start of school, a Parent Involvement Committee was selected and a Parent Involvement Plan was developed. The committee includes teachers, school administrators, parents, and members of the professional community. Members were given the opportunity to review the proposed plan and offer feedback, prior to its adoption. The plan is posted on the school website. An overarching goal of this committee for the 2015-2016 school year is to increase the level of parent involvement.

Our Leadership Team is also committed to increasing parents' attendance at Parent Night Events. We plan to make the night special by involving students in the evening agendas. Students will give presentations related to classroom and/or extracurricular activities and our faculty will make every effort to insure parents feel welcome. Parents will also be treated to light meals or snacks at the close of the event.

**Related Indistar® indicators (if applicable):**

IIIB01 All teachers maintain a file of communication with parents.

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## Component 7 Transition to High School

**Narrative:**

Jonesville Middle School faculty and staff are committed to supporting students' transition to high school. Beginning in the sixth grade, JMS students receive a copy of requirements for high school. In seventh grade, students begin a career plan, an adaptable plan/outline for their high school career. In early spring, the guidance counselors from Lee High School (LHS) visit the eighth grade students to discuss scheduling. The week before school starts Lee High School and Thomas Walker High School host a ninth grade orientation for students and their parents/guardians.

Several high school courses are offered at JMS, and students have the opportunity to attain high school credits while in middle school. Middle school teachers collaborate with teachers at the high school level to insure consistency of course content. In addition to teaching content, teachers are committed to developing students' organizational skills and sense of accountability. Students are expected come to class prepared; they are held accountable for their learning and assignment completion.

Beginning with the 2013-2014 school year, JMS implemented Algebra Readiness Diagnostic Testing (ARDT) to assess content mastery and preparedness for high school mathematics courses.

In addition to academics, students may participate in various extracurricular activities designed to ease the transition to high school. Students who play sports at JMS are invited to LHS throughout the school year for special recognition at high school games. In addition, eighth grade students often participate in junior varsity sports at LHS. Eighth grade students also participate in The Reality Store, a community sponsored program designed to enhance students' awareness of financial and life responsibilities. JMS fine arts students participate in Kaleidoscope, the Lee County Schools Fine Arts Festival held at LHS each spring.

Additionally, parents of former students were selected to serve on the 2015-2016 Parent Involvement Committee. Their insight and suggestions will be invaluable as decisions are made regarding students' transition to high school.

**Related Indistar® indicators (if applicable):**

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## Component 8 Including Teachers in Assessment Decisions

**Narrative:**

For the 2015-2016 school year, JMS faculty and staff are excited about the opportunity to participate in the Region VII consortium, an initiative designed to increase collaboration among educators across the region. Our participation will afford teachers access to valuable instructional resources including Interactive Achievement, an assessment tool designed to support teachers' efforts to assess students and identify students' intervention needs. Common, regional benchmark assessments for mathematics and reading will also be given this year.

During the summer of 2015, the mathematics specialist served on the Virginia Standards of Learning Mathematics 6 Test Review Committee. Over a one week period a group of mathematics teachers, curriculum specialists, VDOE representatives, ETS test question developers and Pearson employees came together to discuss SOL standard alignment and fairness of specific test questions.

**Related Indistar® indicators (if applicable):**

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## Component 9 Meeting the Needs of All Students

**Narrative:**

Prior to the start of school, 2015 individual Student Description by Questions reports for English and Mathematics were carefully analyzed by the respective specialists. Data was disaggregated and user-friendly reports were compiled and shared with relevant stakeholders. With student performance data in mind, the principal, guidance counselor and specialists collaborated to make informed scheduling decisions based on students' individual needs. With a focus on improving students' writing skills, all JMS students were assigned to a 90 minutes English block. For mathematics, eighth grade students who met minimal eligibility requirements were identified and enrolled in Algebra I class. All sixth grade students were assigned a 90 minute math block. Special education students are given prioritized scheduling, ensuring back to back blocks of reading and mathematics in sixth grade. This allows time for individualized instruction, pre-teaching, re-teaching, and remediation provided by the special education teacher.

At the beginning of the school year, specialists identify students who may potentially struggle in mathematics and/or English and develop individualized intervention plans. These plans are modified throughout the year as students' needs change. Available data from STAR tests and benchmark test are reviewed throughout the year to monitor students' progress. Using this data, in conjunction with classroom performance and teacher recommendations, the lists of students identified for intervention frequently change. Specialists and teachers collaboratively plan for students' success. Specialists' presence in the classrooms serves to support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Using Title I funds, instructional tutors are often secured; they provide additional support to students in both the classroom and in small-group settings. In addition tutoring for English and mathematics is offered before and after school and is available to all JMS students free of charge.

Special education teachers write Individualized Education Plans (IEP) for eligible students; they use assessment data to determine IEP goals. Differentiated instruction is provided as needed, and appropriate modifications and accommodations are made.

**Related Indistar® indicators (if applicable):**

IID07 The Leadership Team monitors school-level students learning data.

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IID09 Instructional teams use student-learning data to plan instruction.

IID10 Instructional teams use student-learning data to identify students in need of instructional support or enhancement.

**Component 10 Coordination and Integration of Federal, State, and Local Services and Programs**

**Narrative:**

Federal, State, and Local funds are allocated with the goal of improving instruction and promoting students' academic achievement. Example expenditures include classroom materials, remediation personnel, before and after school tutoring, curriculum aligned technology programs (IXL), enrichment activities for gifted students, professional development, parent involvement resources, food and decorations for Parent Night events, and Algebra Readiness assessment.

**Related Indistar® indicators (if applicable):**