



# School Improvement Plan 2019 - 2020



**Jeff Davis County  
Jeff Davis Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jeff Davis County
School Name	Jeff Davis Middle School
Team Lead	Jennifer Glass

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Enhance tier 1 instruction in ALL content areas
Root Cause # 1	lack of providing feedback to students of their performance on the standards or learning targets, lack of providing timely/systematic data driven interventions, lack of regularly collaborating to analyze assessment results to adjust instruction, need for professional development
Goal	Enhance tier 1 instruction in ALL content areas

Action Step # 1

Action Step	Administration and staff members will receive professional development on effective research based tier 1 instructional strategies in ALL content areas. (Will be implemented year long July 2019-June 2020)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Informal observations, TKES walkthroughs, benchmark assessment data, GMAS data

Action Step # 1

Position/Role Responsible	JDMS Administration, teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	various community partnerships
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Enhance writing instruction across ALL content areas
Root Cause # 1	need for professional development on writing across ALL content areas, lack of effort in the area of writing instruction
Goal	Enhance writing instruction across ALL content areas

Action Step # 1

Action Step	Administration and staff will receive professional development in effectively implementing regular writing instruction across ALL content areas (Will be implemented year long July 2019-June 2020)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Informal observations, TKES walkthroughs, GMAS data, writing samples
Position/Role Responsible	JDMS Administrative Team, JDMS teachers
Timeline for Implementation	Weekly

Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	various community partnerships
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase overall student achievement in reading and math
Root Cause # 1	need for balanced literacy approach, lack of providing feedback to students of their performance on the standards or learning targets, lack of providing timely/systematic data driven interventions, lack of regularly collaborating to analyze assessment results to adjust instruction, need for professional development
Goal	Increase overall student achievement in reading and math

Action Step # 1

Action Step	Teachers will provide timely, systematic, data-driven interventions in reading and math to ensure that students are meeting GSE requirements on a regular basis. (Professional development as needed). (Will be implemented year long July 2019-June 2020)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	informal observations, TKES walkthroughs, benchmark assessment data, GMAS data

Action Step # 1

Position/Role Responsible	JDMS administrative team, JDMS teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	various community partnerships
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Action Step # 2

Action Step	Teachers will continue to conduct regular curriculum analysis alignment (update lesson plans, units, pacing guides, aligning assessments to expectations of standards). (Professional development as needed). (Will be implemented year long July 2019-June 2020)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	informal observations, TKES walkthroughs, GMAS data analysis, benchmark data analysis, lesson plan/unit/pacing guide review



Action Step # 2

Position/Role Responsible	JDMS Admin/JDMS Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	various community partnerships
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<ul style="list-style-type: none"> <li>● Committee members were selected from all levels of student instruction within our school. We worked to ensure that various backgrounds and teaching experiences were represented as well. We also saw the need to include parents as well as various community members.</li> <li>● Everyone has a voice in the creation of the document. Review sessions were held at various times which allowed everyone to provide feedback. A printed document was given to all committee members for private review. A meeting was then held to finalize the needs of the school.</li> </ul>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<ul style="list-style-type: none"> <li>● Thorough analysis of master schedule and individual student schedules by JDMS administrative scheduling team</li> </ul>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Reading and Math</p> <ul style="list-style-type: none"> <li>● Through the use of differentiated instruction, students will receive instruction that is tailored to meet their individual needs in both reading and math.</li> <li>● Flexible grouping will be implemented twice per week to enhance the use of differentiated instruction in both content areas.</li> <li>● Connections classes will be offered in reading in math to offer remediation to struggling students.</li> <li>● Data analysis is used on a regular basis to identify areas of strength and weakness in both content areas.</li> </ul>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale</p>	<ul style="list-style-type: none"> <li>● Benchmark assessment data and GMAS data analysis</li> <li>● Students are ranked for service based on GMAS performance and Lexile level</li> <li>● Students are ranked on a 10 point scale (Example: 427 scale score=4.27 points, 890 Lexile=8.9 points)</li> </ul>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<ul style="list-style-type: none"> <li>● Benchmark assessment data and GMAS data analysis</li> <li>● Students are ranked for service based on GMAS performance and Lexile level</li> <li>● Students are ranked on a 10 point scale (Example: 427 scale score=4.27 points, 890 Lexile=8.9 points)</li> </ul>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<ul style="list-style-type: none"> <li>● 6th grade orientation is provided for students who are transitioning from elementary to middle school.</li> <li>● JDMS partners with JDHS to make the transition from one school to another smooth by assisting with high school advisement.</li> </ul>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>JDMS ensures that discipline is handled in a timely manner and when applicable, students are able to return to class as soon as possible.</p>
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ADDITIONAL RESPONSES

**8 Use the space below to provide additional narrative regarding the school's improvement plan**

\*Action steps will be implemented July 2019-June 2020\*