



Jason Lee Middle School
Equity and Excellence for All
2010-2011 Restructuring School Improvement Plan

District Vision Statement

The vision of the Tacoma Public Schools is to establish and maintain an alliance among students, parents, administrators, teachers, staff and community, which will continually adapt to new situations by improving the education offered to our students in order to prepare them for the ever-changing challenges of life.

District Mission Statement

The mission of the Tacoma Public Schools is to provide excellent instruction that results in increased student achievement and to create a dynamic partnership with parents and the community.

District Goals

- GOAL 1:** Increase achievement for all students each year by 10 percent
- GOAL 2:** Decrease the gap between underperforming subgroups and the district average performance on the WASL by 10 percent annually
- GOAL 3:** Decrease the dropout rate by 10 percent annually
- GOAL 4:** Reduce the number of students not graduating by 10 percent

Section 1: School Improvement Goals as measured by district percentages.

Goal 1:	<i>Jason Lee will increase achievement for all students each year by 10%.</i>
Goal 2:	<i>Jason Lee will decrease the achievement gap between underperforming subgroups and the school average performance on the WASL by 10% annually.</i>
Goal 3:	<i>Jason Lee will continue to provide a safe inclusive environment where everyone is respected, valued and supported as evidenced by a variety of measures including student grades, student assessment data, student attendance, and student discipline data. Watchful use of these measures will reduce the failure rate by 10% annually.</i>
Goal 4:	<i>Jason Lee will ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes 10% gain on the WASL in order to reduce the number of students not graduating.</i>
Goal 5:	<i>Jason Lee will implement engaging best practices for special education students that strongly align to their WASL data and IEP in order to make 10% gains on the WASL as a special education department.</i>

Vision
Equity and Excellence for All

Mission

The mission of Jason Lee Middle School is to help students realize their potential by providing rigorous academics, equitable opportunities, and programs that allow for student creativity in a diverse community where all are accepted, valued, and supported.

Beliefs

In order to achieve our mission and to become a developmentally responsive middle school, members of the Jason Lee School Community believe:

- All students want to succeed and can achieve their highest educational goals.
- Barriers that limit equity and excellence will be removed and/or mitigated.
- Students and staff feel empowered to explore and grow in a safe, clean, healthy, and stimulating environment where diversity is respected and a spirit of shared ownership flourishes.
- Students and staff have numerous and varied opportunities to experience academic rigor, leadership development, success, and recognition for their efforts and accomplishments.
- Educators continuously acquire knowledge about their subject areas and the students with whom they work.
- Character development is essential and is taught and modeled by all.
- Students will be prepared to meet the challenges of a rigorous high school curriculum.

Comprehensive Needs Assessment

A. *Provide a brief description of your school and the community in which your school is located in order to provide a context for your plan.*

Jason Lee Middle School is a 6 – 8 configuration serving approximately 450 students. The free and reduced lunch count is 79% as of November '07. Special Education students total 21% of the population. Mobility is 96.1%. The largest minority population is Black at approximately 45%. The white population is approximately 35%. Hispanic and Asian are at approximately 8%. McKinney Vento (homeless) is 19%. The community in which Jason Lee is situated is divided between a growing affluence to the north of the school and a population that represents the large numbers of students in poverty to the south. To the west of the school is a growing small business district. Jason Lee is about 3 miles from downtown Tacoma.

B. *Needs of all students: Describe how the needs assessment was conducted and how it will address the needs of all students in the school (including regular education, special education, gifted, migrant bilingual, as well as Title I-with emphasis on a particular focus on the needs of the disadvantaged). Broaden prioritized concerns.*

The needs assessment included a thorough review of longitudinal assessment data as shown in the Tacoma Assessment Data base (TAD), comparative data among schools of like demographics in Washington State (see regression data), a detailed analysis of the teaching practices used school wide and by individual teachers that reflect the best practices prescribed by scholars working with students of Jason Lee's demographic, and review of discipline records specifically as they pertain to demographic categories and special education students. Jason Lee's special purchase through school initiated grant provides SWIS data. This is highly detailed discipline data by demographic.

C. *Describe the challenges of the current program (i.e. high mobility rate, high absenteeism, transition etc.*

The challenges of the current program are to continue to create as much continuity among classrooms as possible. Research tells us that students who are highly mobile (Jason Lee has the highest rate of mobility and homeless among the 11 Tacoma Middle Schools) and impacted by poverty (Jason Lee has the 2nd highest poverty rate among Tacoma Middle Schools) need as much routine as possible due to the unpredictable nature of their home life. (Payne, R. *A Framework for Understanding Poverty*.) But we are certain that we can overcome this challenge. In fact, our recently implemented tardy policy has cut lateness by approximately 50% due to the consistency and dedication of staff.

D. *Review the themes of your program (i.e. math, reading, parent involvement, school climate, etc. for the school wide program. Show how the themes are aligned to the Nine Characteristics of High performing Schools, align to the goals of the EALRs and GLEs and clearly address the needs of the target population in the whole school. (See page 5)*

- E. ***An overview of your school: Include a description of the school attendance area (i.e. type of neighborhood, economic factors, type of work and availability of resources such as library, clinics, and social service agencies.***

Jason Lee is in close proximity to Tacoma General Hospital and local libraries. Recently, local churches have expressed interest in providing after school programs. A local church provides physicals for students free of charge.

- F. ***Strength of current program.***

The strength of the current program is the system wide focus on standards based instruction. Every teacher lists the standards on the board for the day using a “snapshot” and all students are expected to copy the standard at the top of the day’s lesson. Each teacher understands the expectation of aligning the lesson and its outcomes to the standards. Teachers share their “snapshots” at waiver days and in department meetings to align their work school wide. All students have a standards based portfolio of their work in every classroom and those portfolios are reviewed during action walks by the administration on a monthly basis. Students participate in student led conferences in order to share their work using a standards based rubric that is aligned to the state GLEs. Teachers use the CASL professional development system to calibrate their assessments according to the deficits of student achievement across the school. A particular highlight is the growth of a math program that went from offering one section of highly capable math five years ago at each grade level to currently offering two sections at each level. Due to this growth, teachers were able to move from IMP, an extended Algebra program, to straight algebra at 8th grade. These classes are at maximum capacity.

- G. ***Weakness of current program***

Jason Lee staff members are applying different best practices with varied results. Jason Lee needs to focus on continuity of implementation of instructional practices as its next staff development priority.

- H. ***Prioritization of needs; briefly describe the process used to identify your highest priority areas needing improvement.***

Analysis of classroom, district and state data. Analysis of instruction and engagement using walk- throughs.

- I. ***Describe the process used to collect and analyze data across the five schoolwide planning dimensions: student achievement, school context and organization, professional development, curriculum and instruction and family and community involvement.*** Jason Lee regularly reviews assessment data as part of waiver day, department and grade level professional development. School context and organization is configured due to the analysis of the assessment data. For example the restructuring of the reading classes to multiage groupings which allow for greater differentiation and targeted assistance. Professional development and curriculum is also guided by assessment data and instructional walk-throughs. Family and community involvement was disappointing until student led conferences were instituted in the fall of '07. Parent participation nearly tripled from approximately 35% to 90%.

**Guiding Principles of School Improvement Planning:
The Common Characteristics of High performing Schools include:**

Current Status '07 – '08

Clear and Shared Focus	Jason Lee Middle School mission statement: The mission of Jason Lee Middle School is to help students realize their potential by providing rigorous academics, equitable opportunities, and programs that allow for student creativity in a diverse community where all are accepted, valued, and supported.
High Standards and Expectations	All staff use a standards based lesson format that is grounded in the WA GLEs. All staff participate in CASL in order to align work to standards and all students create standards based portfolios.
Effective School Leadership	The effectiveness of the school's leadership manifests itself in the school wide commitments that have occurred in the last six years. This is seen in the quantitative data of continued improvement in test scores and lower discipline and attendance and tardy issues. It is seen in the qualitative data of staff satisfaction and commitment to school wide initiatives, drastically increased parent involvement through student led conferences, and the sense among peers that the principal's work at Jason Lee should and is being replicated in other middle schools in Tacoma Public Schools.
High levels of Collaboration and Communication	All professional development, structural, curriculum and instructional decisions are made with staff using a committee process and then whole staff vote. SCDM, lead Team, dept teams, grade level teams, and reading and math leadership teams all provide input to decision making.
Curriculum, Instruction and Assessment Aligned with Standards	Since every lesson is standards based, all curriculum, instruction and assessment is aligned with the WA GLEs.
Frequent Monitoring of Teaching and Learning	The whole staff participates in the informal walk-throughs by administration and school coaches. Teachers receive feedback through verbal and written communication and follow up meetings are scheduled. The administration has an open door policy and they are available before, during and after school for any staff member who walks in. Formal observations are conducted as prescribed by the TEA contract. TAD is used to align qualitative feedback with assessment.
Supportive Learning Environment	By using the standards based portfolios teachers are learning how to implement a differentiated approach to learning which supports the needs of all students. TAD supplies the information to confirm success of these practices. Ignite mentors work with students to enhance their leadership skills and support student-to-student interaction that is positive and inclusive. The school engaged in a compact through "Smart and Good High Schools" this year in order to affirm their commitment to inclusive democratic classrooms. Advisory creates community outside the classroom environment.

High Levels of Community and Parent Involvement	Parent involvement rose this year during student led conferences from 35% to 90%. Community support through programs such as Rally and SPARKS are implemented at Jason Lee. Regular monthly meetings of PTA, CAP, monthly luncheons invited by demographic. Curriculum nights, reading and math workshops, Career and Carnival Curriculum night are all facilitated to increase parent involvement in meaningful ways.
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District Goal #1:

Increase achievement for all students each year by 10% (Based on the difference between 2007 WASL scores and 100% of students meeting standards)

School Goal #1:

Jason Lee will increase achievement for all students each year by 10%.

6th Grade 2008-2009 7.36% increase in Math to equal 33.76% meeting Standard

7th Grade 2008-2009 6.27% increase in Math to equal 43.57% meeting Standard

8th Grade 2008-2009 6.83% increase in Math to equal 38.53% meeting Standard

6th Grade 2008-2009 4.02% increase in Reading to equal 63.82% meeting Standard

7th Grade 2008-2009 3.8% increase in Reading to equal 65.8% meeting Standard

8th Grade 2008-2009 5.45% increase in Reading to equal 50.95% meeting Standard

Strategy A:

Develop a system to ensure that school and district improvement efforts are aligned with district annual goals.

Rationale:

- The allocation of time is one of the truest tests of what is really important in any organization. The time devoted to the goals in our restructuring plan tells the various stakeholders in our community what is really valued at Jason Lee.
- To keep staff focused on the student achievement goals, in this restructuring plan, as the primary work of our school.

Action Plan

Specific Action Steps	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Align the Jason Lee Restructuring Plan, as required by the No Child Left Behind Law for Step 4 of School Improvement, to the district goals.	SIP Training	2008-2011	Principal	Implementation of the plan.

District Goal #1:

Increase achievement for all students each year by 10% (Based on the difference between 2007 WASL scores and 100% of students meeting standards)

School Goal #1:

*Jason Lee will increase achievement for all students each year by 10%.
(Specific Grade Level Data Listed Above Goal #1, Strategy A)*

Strategy B:

Implement research based best practices in order to provide rigorous instruction in all content areas.

Rationale:

- Jason Lee is in Step 4 of School Improvement due to the fact that we have not been able to make adequate yearly progress in the areas of African American Math, Special Education Math and Special Education Reading.
- The Jason Lee WASL data clearly shows that there is a significant gap between the Caucasian and African American students. These two subgroups make up the majority of the student population at Jason Lee: 45% African American and 35% Caucasian).

Action Plan

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Implementation of AVID	Writing, Inquiry, Collaboration, Reading (WICR) in all content areas Socratic Seminar Cornell Notes AVID binders and planners AVID elective	2008-2011	Principal Instructional Facilitator AVID Coordinator Counselors All teachers	Teacher lesson plans reflecting AVID strategies Classroom walk-throughs Peer Coaching Master schedule Student Portfolios AVID binders and planners
Implementation of Looping	Differentiated instruction Portfolios and Rubrics	2008-2011	Principal Instructional Facilitator All teachers	Master Schedule Teacher lesson plans Classroom walk-throughs Student Portfolios

Increase instructional time in the areas of Literacy, Math, and Science.	Instructional strategies for teaching in the block.	2008-2011	Principal Instructional Facilitator All teachers	Master Schedule Teacher lesson plans Classroom walk-throughs Student Portfolios
Differentiated Instruction	Blooms Taxonomy	2008-2011	Principal Instructional Facilitator All teachers	Master Schedule Teacher lesson plans Classroom walk-throughs Student Portfolios
Continue to provide advisory as a part of the instructional day for all students.	Advisory lessons.	2008-2011	Principal Instructional Facilitator All teachers	Master Schedule Advisory lessons Classroom walk-throughs Advisory Binders
Alignment of rubrics, portfolios, and assessments in all content areas.	Rubrics Portfolios How to Grade for Learning Best Practices	2008-2011	Principal Instructional Facilitator All teachers	Master Schedule Teacher lesson plans Classroom walk-throughs Student Portfolios
Alignment of course syllabus vertically and horizontally in all content areas.	Alignment of course syllabus	2008-2011	Principal Instructional Facilitator All teachers	Course Syllabus
Implementation of Classroom Based Assessments in Social Studies, Music, Art and PE as defined by OSPI.	Training for the implementation of the various CBAs	2008-2001	Elective and Humanities teachers Instructional Facilitator Principal	Assessments of CBAs Lesson Plans Rubrics

Continue to implementation of Standards Based Classrooms that includes the following components: <ul style="list-style-type: none"> ▪ snapshots ▪ word walls ▪ exemplars ▪ portfolios ▪ rubrics 	Standards Based Classrooms	2008-2011	Principal Instructional Facilitator All teachers	snapshots word walls exemplars portfolios rubrics teacher lesson plans
Continue to implement Standards Based Grading that includes the following components: <ul style="list-style-type: none"> ▪ Formative and summative assessments that are aligned to the GLEs ▪ Teacher assessment of students using the BAME scoring method that is aligned to the content area rubrics ▪ Student self-evaluations using the BAME scoring method aligned to the content area rubrics 	Standards Based Grading Implementation of Formative and Summative Assessments How to effectively create and use rubrics in order to assess students based on the GLEs	2008-2011	Principal Instructional Facilitator All teachers	Teacher lesson plans Formative and Summative Assessments developed by teachers Classroom walk-throughs Teacher grade books Rubrics Aligned to GLEs
Student Led Conferences	SLC training	2008-2011	Principal Instructional Facilitator All teachers	Parent and Student Surveys Student Portfolios
On-Line Grading	Easy Grade Pro 4	2008-2011	Principal Instructional Facilitator All teachers	Easy Grade Pro 4 Individual teacher grade books On-Line Grades
Standards Based Report Card	Easy Grade Pro 4 Teacher to Teacher PD	2008-2011	Principal Instructional Facilitator All teachers	Development and implementation of a standards based report card.

District Goal #1:

Increase achievement for all students each year by 10% (Based on the difference between 2007 WASL scores and 100% of students meeting standards)

School Goal #1:

*Jason Lee will increase achievement for all students each year by 10%.
(Specific Grade Level Data listed above Goal #1, Strategy A)*

Strategy C:

Develop and support a collaborative learning culture that ensures the use of data driven decision making to improve student achievement.

Rationale: Through staff collaboration data-driven decision making, we will not only measure students' progress in meeting standards, but also enable us to: assess current and future needs of students and staff; determine if goals are being met; ensure that students are not falling through the cracks; improve instruction; identify the root causes of problems; and, engage in continuous school improvement in order to improve student achievement.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Collaborative Analysis of Student Learning (CASL) once a week during planning time	CASL	2008-2011	Principal Instructional Facilitator All teachers	CASL protocol Meeting Agendas Student work
Staff Meetings once a week	Data Driven Decision Making Protocols for looking at student work Protocols for having collaborative professional conversations Facilitators Training	2008-2011	Principal Instructional Facilitator All teachers	CASL protocol Meeting Agendas Student work
Department Meetings once a month	Leadership Training Data Driven Decision Making	2008-2011	Principal Instructional Facilitator Department Heads	Meeting Agendas Meeting Notes
Team Meetings twice a week	Leadership Training Data Driven Decision Making	2008-2011	Principal Instructional Facilitator Team Leaders	Meeting Agendas Meeting Notes
Peer Coaching	Peer Coaching Training Data Driven Decision Making	2008-2011	Principal Instructional Facilitator All teachers	Meeting Agendas Meeting Notes Coaching Protocols

CAP/PTA once a month	Leadership Training Facilitators Training	2008-2011	Assistant Principal Parent Involvement Associate	Meeting Agendas Meeting Notes
Parent Involvement Associate	Leadership Training Facilitators Training Data Driven Decision Making	2008-2011	Assistant Principal Parent Involvement Associate	Meeting Agendas Meeting Notes Surveys
Project Quality Professional Growth plan will need to be aligned to the school improvement plan	Project Quality Professional Growth Plans	2008-2011	Principal Assistant Principal Instructional Facilitator All teachers	Project Quality Professional Growth Plans.
Conduct classroom walk-through to monitor teaching and learning	Classroom walk-through training	2008-2011	Principal Assistant Principal Instructional Facilitator	Classroom walk-through notes

District Goal # 2:

Decrease the gap between NCLB subgroups and mainstream students on the WASL by 10% annually.

School Goal #2:

Jason Lee will decrease the achievement gap between underperforming subgroups and the school average performance on the WASL by 10% annually.

Asian

*7th Grade 2008-2009 1.38% increase in **Math** to equal 31.15% meeting Standard*

*8th Grade 2008-2009 -1.83% increase in **Math** to equal 55% meeting Standard*

*7th Grade 2008-2009 .91% increase in **Reading** to equal 57.61% meeting Standard*

*8th Grade 2008-2009 -1.45% increase in **Reading** to equal 64% meeting Standard*

Black

*7th Grade 2008-2009 1.6% increase in **Math** to equal 29.17% meeting Standard*

*8th Grade 2008-2009 .76% increase in **Math** to equal 31.69% meeting Standard*

*7th Grade 2008-2009 .46% increase in **Reading** to equal 61.66% meeting Standard*

*8th Grade 2008-2009 .58% increase in **Reading** to equal 45.73% meeting Standard*

Hispanic

*7th Grade 2008-2009 -1.27% increase in **Math** to equal 55% meeting Standard*

*8th Grade 2008-2009 2.34% increase in **Math** to equal 31.69% meeting Standard*

*7th Grade 2008-2009 1.2% increase in **Reading** to equal 55% meeting Standard*

*8th Grade 2008-2009 1.22% increase in **Reading** to equal 39.97% meeting Standard*

White

*7th Grade 2008-2009 -2.12% increase in **Math** to equal 62.65% meeting Standard*

*8th Grade 2008-2009 -.96% increase in **Math** to equal 47.17% meeting Standard*

*7th Grade 2008-2009 -.97% increase in **Reading** to equal 74.53% meeting Standard*

*8th Grade 2008-2009 -.69% increase in **Reading** to equal 57.16% meeting Standard*

SPED

*7th Grade 2008-2009 2.66% increase in **Math** to equal 19.63% meeting Standard*

*8th Grade 2008-2009 2.86% increase in **Math** to equal 12.79% meeting Standard*

*7th Grade 2008-2009 3.34% increase in **Reading** to equal 35.75% meeting Standard*

*8th Grade 2008-2009 3.61% increase in **Reading** to equal 18.46% meeting Standard*

ELL

*7th Grade 2008-2009 .4% increase in **Math** to equal 39.97% meeting Standard*

*8th Grade 2008-2009 3.17% increase in **Math** to equal 10% meeting Standard*

*7th Grade 2008-2009 2.87% increase in **Reading** to equal 39.97% meeting Standard*

*8th Grade 2008-2009 4.55% increase in **Reading** to equal 10% meeting Standard*

Strategy A: Develop systems to close the gap between underperforming subgroups and the district average performance.

Rationale:

- Jason Lee is in Step 4 of School Improvement due to the fact that we have not been able to make adequate yearly progress in the areas of African American Math, Special Education Math and Special Education Reading.
- The Jason Lee WASL data clearly shows that there is a significant gap between the Caucasian and African American students. These two subgroups make up the majority of the student population at Jason Lee: 45% African American and 35% Caucasian).

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Target teacher training to meet the needs of the specific subgroups served at Jason Lee.	Use TAD, WASL, AIMS, MSBA, DRP and other assessment data to plan and implement instruction based on the individual needs of students.	2008-2011	Principal Instructional Facilitator All teachers	Master Schedule WASL Scores District Assessments Data Student Grades Teacher lesson plans
Increase the number of offerings for advance courses.	Advance Placement instructional strategies	2008-2011	Principal Instructional Facilitator AVID coordinator	Master Schedule WASL Scores District Assessments Data Student Grades
Implementation of AVID to provide support for under- represented students in advanced placement classes.	AVID strategies Advance Placement instructional strategies	2008-2011	Principal Instructional Facilitator AVID coordinator All teachers	WASL Scores District Assessments Data Student Grades Student Portfolios Teacher lesson plans
Provide rigorous instruction using AVID strategies school wide so students are prepared to take advanced courses.	AVID strategies Advance Placement instructional strategies	2008-2011	Principal Instructional Facilitator AVID coordinator All teachers	WASL Scores District Assessments Data Student Grades Student Portfolios Teacher lesson plans
Decrease class size: 1 to 20 teacher student ratio in all academic core classes.	AVID strategies Advance Placement instructional strategies	2008-2011	Principal Instructional Facilitator AVID coordinator	Master Schedule WASL Scores District Assessments Data
Provide outreach to parents of students in high risk groups.	Cultural Competency	2008-2011	Principal Instructional Facilitator AVID coordinator All teachers	Professional Development Agendas Meeting notes Parent Workshops

District Goal #2:

Decrease the gap between NCLB subgroups and mainstream students on the WASL by 10% annually.

School Goal #2:

Jason Lee will decrease the achievement gap between underperforming subgroups and the school average performance on the WASL by 10% annually. (Specific Subgroup Data listed above Goal #2, Strategy A)

Strategy B: *Jason Lee will provide innovative programs that assist students with acceleration, not remediation, in order to close the achievement gap.*

Rationale:

- Jason Lee is in Step 4 of School Improvement due to the fact that we have not been able to make adequate yearly progress in the areas of African American Math, Special Education Math and Special Education Reading.
- The Jason Lee WASL data clearly shows that there is a significant gap between the Caucasian and African American students. These two subgroups make up the majority of the student population at Jason Lee: 45% African American and 35% Caucasian).

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
All WASL intervention classes for reading and math will focus on acceleration (not remediation).	First Steps in Reading and Math Diagnostic Maps for Reading and Math Differentiated Instruction	2008-2011	Principal Instructional Faciliator	WASL Scores District Assessments Data Student Grades Student Portfolios Teacher lesson plans
All WASL intervention classes for reading and math will diagnose each student and provide individualized instruction based on the needs of students.	First Steps in Reading and Math Diagnostic Maps for Reading and Math Differentiated Instruction	2008-2011	Principal Instructional Faciliator	WASL Scores District Assessments Data Student Grades Student Portfolios Teacher lesson plans

District Goal # 3:

Decrease the dropout rate by 10%.

School Goal #3:

Jason Lee will continue to provide a safe inclusive environment where everyone is respected, valued and supported as evidenced by a variety of measures including student grades, student assessment data, student attendance, and student discipline data. Watchful use of these measures will reduce the failure rate by 10% annually.

Strategy A:

Develop dropout prevention systems.

Rationale:

Research shows students engaged at various levels in school are less likely to dropout of school.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Require an additional class in Reading and Math for those students that are performing below grade level.	First Steps in Reading and Math Diagnostic Maps for Reading and Math Differentiated Instruction	2008-2011	Principal Instructional Facilitator	WASL Scores District Assessments Data Student Grades Student Portfolios Teacher lesson plans
Continue to provide RALLY as an intervention and prevention model for students homeless and at-risk students.	RALLY	2008-2011	Assistant Principal Counselors	RALLY 3-tier intervention model
Continue to provide student mentoring by 7 th and 8 th grade students to all incoming 6 th grade students.	Mentor Training Leadership Training	2008-2011	Assistant Principal Counselors	Mentoring Training Meeting agendas and notes
Continue to seek out and provide more leadership opportunities for students at various levels: <ul style="list-style-type: none">▪ Bobcat TV▪ ASB Leadership▪ ASB Senate▪ Executive mentors and 6th grade mentors	Leadership Training	2008-2011	Assistant Principal Counselors ASB advisor Athletic Director	Leadership Training Meeting agendas and notes
All incoming 6 th grade students will be provided a Spring and Summer orientation.	Training on effective strategies to use to help students transition at the middle school level.	2008-2011	Assistant Principal Counselors	Spring and Summer Orientation Meeting Notes Agendas

<p>All 8th grade students will visit high schools to gain an understanding for how to effectively prepare for high school.</p>	<p>Training on effective strategies to transition students to high school.</p>	<p>2008-2011</p>	<p>Assistant Principal Counselors</p>	<p>Meeting Notes and Agendas Development of High School Plans aligned to the high school that meets the need of the students academic and career goals</p>
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<p>District Goal #4: <i>Decrease the graduation rate gap by 2.5% annually.</i></p> <p>School Goal #4: <i>Jason Lee will ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes 10% gain on the WASL in order to reduce the number of students not graduating.</i></p> <p>Strategy A: Develop a system to ensure that students remain on track for graduating.</p> <p>Rationale:</p> <ul style="list-style-type: none"> ▪ Jason Lee is in Step 4 of School Improvement due to the fact that we have not been able to make adequate yearly progress in the areas of African American Math, Special Education Math and Special Education Reading. ▪ The Jason Lee WASL data clearly shows that there is a significant gap between the Caucasian and African American students. These two subgroups make up the majority of the student population at Jason Lee: 43% African American and 35% Caucasian).

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Students will look at their assessment data and grades quarterly to develop academic goals in each of their assigned classes.	Staff will be provided training on how to effectively teach students to read assessment data to set academic goals.	2008-2011	Classroom teachers	Student Portfolios
All students will create a high school and 13 th year plan that is reviewed, updated in Career Cruising and presented to parents during SLCs.	Staff will be: <ul style="list-style-type: none"> ▪ educated on state/district graduation requirements ▪ trained on how to develop a high school and 13th year plan. 	2008-2011	Classroom Teachers Counselors Administration	13 year plans developed by students Lesson Plans Classroom Walk-throughs
Advisory time will be used for early college awareness opportunities and career exploration.	Advisory Training	2008-2011	Classroom Teachers Counselors Administration	Lesson Plans Classroom Walk-throughs
All students will be provided opportunity to visit local colleges and universities.	Early College Preparedness Training for all staff.	2008-2011	Classroom Teachers Counselors Administration	Lesson Plans Classroom Walk-throughs Fieldtrips
All students will participate in the Bobcat College Fair in the Spring.	Early College Preparedness Training for all staff.	2008-2011	Classroom Teachers Counselors Administration	Lesson Plans Classroom Walk-throughs

Workshops will be provided for parents, students and staff on graduation requirements and college entrance requirements.	Early College Preparedness Training for all staff, parents, and students.	2008-2011	Classroom Teachers Counselors Administration	Workshop Agendas Lesson Plans Classroom Walk-throughs
Continue to research and implement innovative programs that will assist with the success of students in urban settings.	Research schools that are showing great gains with student populations with high mobility, high poverty, and large African American populations in urban settings.	2008-2011	Classroom Teachers Counselors Administration	Research Implementation of research in SIP plan

District Goal #4:

Decrease the graduation rate gap by 2.5% annually.

School Goal #5:

Jason Lee will implement engaging best practices for special education students that strongly align to their WASL data and IEP in order to reduce the number of students that are not graduating.

Strategy A:

Develop a system to ensure that special education students remain on track for graduating.

Rationale:

Jason Lee Middle School is in Step 4 of AYP because we have not been able to meet the needs of Special Education students in Reading and Math.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Develop and implement protocols to ensure: <ul style="list-style-type: none">▪ the correct placement of students▪ appropriate services are provided as stated on the IEP▪ general education teachers are implementing the goals and objectives from the IEP for those students in the inclusion program.	Train special education staff on developing and implementing protocols at team meetings.	2008-2011	Special Education Teachers Assistant Principal	Implementation of protocols school wide Special Education Department meeting agendas and notes Team Meeting Notes
Target teacher training to ensure that the IEPs are aligned to the student WASL data in order to meet the needs of the specific special education students.	Train staff to use TAD and WASL data Writing IEPs aligned to WASL data and GLEs Progress Mentoring	2008-2011	Assistant Principal	Student IEPs Meeting Agendas Meeting Notes
Instruction will be differentiated for all special education students in order to meet the students at their instructional level.	Differentiated Instruction Formative and Summative Assessments.	2008-2011	Assistant Principal	Teacher lesson plans Student IEPs Meeting Agendas Meeting Notes
Research and implement the RTI model.	RTI training	2008-2011	Principal Assistant Principal	Implementation of RTI strategies

All general education teachers will receive quarterly trainings on how to effectively work with special education students in the general education classroom.	Effectively implement IEPs of special education students SDI vs Accommodations Assessment of special education students	2008-2011	Assistant Principal	Teacher lesson plans Student IEPs Meeting Agendas Meeting Notes
The 8 th grade special education teacher, counselor and administrator will meet with the high school special education staff, counselors, and administration to provide a smooth transition and correct placement of students.	High School Special Education programs	2008-2011	8 th grade Counselor 8 th grade Special Education Teacher, TLC and Adjustment Assistant Principal	Meeting Agendas Meeting Notes Appropriate placement of special education students in high school.
The 6 th grade special education teacher, counselor and administrator will meet with the elementary staff, counselors, and administration to provide a smooth transition and correct placement of students.	Elementary Special Education programs	2008-2011	6 th grade Counselor and Sped Teacher Assistant Principal	Meeting Agendas Meeting Notes
All staff will know the graduation requirements for special education students.	High School Graduation requirements	2008-2011	Principal Assistant Principal	Meeting Agendas 4-year high school plans for special education students based on their IEP needs