

# "GETTING RESULTS!"

## Academic Year: 2007-2008

*School*      *Jackson Middle School*

*Principal*      *John Danielson*

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District Title VI & Title IX Contact: Carolyn M. Leonard, Compliance (503-916-3183)

District 504 Contact: Jean Fischer, Area Director (503-916-6540)

American Disabilities Act Contact: Maureen Sloane, HR Legal Counsel (503-916-3025)

# PLANNING PROCESS

Complete the tables below to create records of your SIP planning process

Note: School S.I.P. Planning included school-wide Title I programs are required to include parents on the SIP team.

## SIP Team

<i>Member</i>	<i>Position</i>
John Danielson	A
Jill Sage	A
Jackson Language Art teachers	T
Jackson Math teachers	T
Susan Fairchild	T
Bonnie Magura	T
Sharon Barnes	T
Barbara Mutnick	S
Renee Breuer	P
Karin Chesnutt	P
Gina Stalsberg	P
Nancy Hand	C, P

## SIP Meetings

<i>Date/Time</i>	<i>Location</i>	<i>Purpose / Outcome(s)</i>
4/11	Site Council	Meeting, S.I.P. Planning included
5/9	Site Council	Meeting, S.I.P. Planning included
6/6	ELA Training	Training, S.I.P. Planning included
6/12	Staff Meeting	S.I.P. Planning included
9/18	Staff Meeting	Present Data and plan
9/28	PD Team Meeting Block and Math	Revise Plan in Reading, Writing and Math
10/1	PD Team Meeting Block and Math	Present revisions
10/10	Site Council	Present Plan

Position codes are as follows: **A** = building administrator, **T** = teacher, **S** = specialists and support staff, **P** = parent, **C** = community partner

# DATA COLLECTION

Mark the data used in the SIP analysis with an X

<input checked="" type="checkbox"/>	<b>Academic Achievement</b>	<input checked="" type="checkbox"/>	<b>School Participation</b>	<input checked="" type="checkbox"/>	<b>School Climate</b>
	Standards-Based Report Cards	X	Demographics	X	Student Referrals
	Course Grades	X	Special Populations *	X	Suspensions and Expulsions
X	Anchor Assignments	X	Student Attendance	X	Student Success Team Meetings
X	Unit Tests		Staff Attendance		Satisfaction Surveys
X	Student Work Samples		Parent Involvement	X	School Climate Committee
X	Oregon State Tests (TESA)	X	Student Capture Rate		
	TESA Cohort Analysis		Participation Arts & Activities		
	Literacy Framework Templates		Drop-out Rates		
	Degree of Reading Power (DRP)				
	Develop. Reading Assess. (DRA)				
	Promotion/Retention	<input checked="" type="checkbox"/>	<b>No Child Left Behind</b>	<input checked="" type="checkbox"/>	<b>Other</b>
	AP Exam Results/Participation	X	Adequate Yearly Progress		Idea Proficiency Test (IPT)
	IB Results/Participation		Highly-Qualified Teachers		ELPA
	SAT/ACT Results/Participation		Supplemental Education Services		
	Graduation Rates				
	On-Track to Graduation Rates				
X	State Report Card				
	MS students earning HS credit				
	Rate meeting OUS admission criteria				
	CIM/CAM Completion				
	Participation Adv Math (Post-Alg II)				

\* Special populations include Free or Reduced Lunch, Special Education, English Language Learners, and Talented and Gifted.

## HIGHLIGHTS OF YOUR SCHOOL IMPROVEMENT PLAN

DO this page LAST

Summarize the key components of your school improvement plan

Make a compelling case that school improvement is likely to occur

- Vital signs in Math, Reading and Writing include focus of moving low and very low students to meeting, increasing number of students exceeding
- Support for all “struggling readers”
- Using data to guide instruction
- Continued refinement of building Attendance policies and procedures

## MISSION & VISION STATEMENT

Provide a clear and concise mission statement

Present a vision of the school when it is “at its best”

### **The Jackson Mission statement**

***Jackson Middle School provides a rich and challenging academic program focused on the unique needs of adolescents. Our school encourages and celebrates artful expression in an accepting and safe environment. We value the diversity of students, staff, and the community. We inspire every student to become a passionate life-long learner and equip them to be a responsible global citizen.***

This Jackson Mission statement was developed in 2002. It is discussed and updated yearly as needed. The Jackson community strives to establish and maintain high standards of teaching and learning for all students. Our teachers are dedicated to improving their craft and finding new ways to reach and teach all children. However, our student demographics are shifting and we must address the “achievement gap” issues reflected in our data.

While pursuing this focus, the Jackson community also recognizes that our focus on the arts and art integration must not waiver. We are committed to educating the whole child and see the arts as an integral piece of this process. The Bernstein model and exposure to a variety of art forms are ways the Jackson staff is able to keep students highly motivated and engaged in their learning. Jackson School leadership and staff are committed to improving our school and evidence of this can be seen our focus on student achievement.

We pay close attention to all students, but particularly to those students in special population subgroups that may not make adequate yearly progress. Jackson Middle School is committed to the success of every student.

# TARGETS

## Vital Sign Targets – Reading as provided by Research & Evaluation

Vital Sign	Target	2005-06*	2006-07	2007-08	2008-09	2009-10
Students meeting or exceeding standards in core subjects	90% meeting or exceeding in Reading		Target: 90.0%	Target: 90.0%	Target: 90.0%	Target: 90.0%
		Actual: 91.4%	Actual: 89.3%	Actual:	Actual:	Actual:
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Move 20% out of Low / Very Low each year in reading		Target: 2.6%	Target: 2.5%	Target: 2.0%	Target: 1.6%
		Actual: 3.3%	Actual: 3.1%	Actual:	Actual:	Actual:
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Increase Exceeds by 10% Each year in reading.		Target: 69.1%	Target: 47.6%	Target: 52.4%	Target: 57.6%
		Actual: 63.9%	Actual: 43.3%	Actual:	Actual:	Actual:

In 2003-2004, 85% of all Jackson students met or exceeded state standards in reading. During the 2004-2005 school year 88% met or exceeded standards in reading. Data for the 2005-06 school year indicate approximately 91.4 % of our students met or exceeded. **During the 2006-07 school year 89% of Jackson students met or exceeded standards in reading.**

All subgroups met AYP requirements for 2003-2004, however at that time there was concern that two groups, Students with Disabilities and Limited English Proficient students were not making adequate growth. In 2003-2004, 28.81% of Students with Disabilities and 33.33% of LEP students met the standards. Data for 2004-2005 indicated that even though we were making progress with these two subgroups, we did not meet AYP for students with disabilities. We needed 50% of our students with disabilities to meet and 46.33 % meet. The 2004-05 data also demonstrated reason to be concerned about Black and Hispanic subgroups in reading as the scores for these students were markedly lower than those of other ethnic groups at Jackson. In 2006-2007 82% of the African American students met or exceeded, 82% of the Hispanic students met or exceeded, 75% of the ELL students met or exceeded and 57% of the Special Education students met or exceeded.

A notable piece of information can be observed when looking at the reading data in graph format from 2004/05. In this format, it is easy to see that the “meeting” category shrinks over the three grades while the “exceeding” group stays about the same. In grade 6 there are 39% of students “meeting” and by grade 8 that number shrinks to 28%. Our target is to move students from Low and Very Low to Meeting and Meeting students to exceeding in three years.

Jackson staff has not implemented a standard informal reading assessment although some teachers assess regularly. There is also a need to further align our language arts and literature curriculum. We began a curriculum mapping process two years ago and now need to focus on alignment, consistency, comprehension strategies and assessment. The Superintendent for this school year provided a building Literacy Coach. This emphasis on Literacy and the discussions were instrumental in establishing reading strategies to meet our stated targets for next year.

In the past, Language Arts teachers have worked monthly with TOSA’s regarding their writing programs. There was clear evidence that the strategies shared with teachers were being implemented by a large portion of the staff. Data for 2004-05 7th grade students in writing showed 74% met or exceeded the state benchmark and 93% conditionally met. Preliminary data for 2005-06 indicates 58% meeting or exceeding, and 81% conditionally meeting. This decline in the number of students meeting demonstrates our need for a consistent writing program. The Jackson staff is clearly ready and willing to look at this issue as a next step in improving their ability to teach writing to all students. 2006-2007 data indicates that 80% of 7<sup>th</sup> grade students met or exceeded standards in writing.

**Strategy #1. Improve Reading Comprehension at each grade level – Vital sign #1**

Jackson will continue implementation of eight research based reading strategies from the EMC adoption. This will:

- Improve comprehension as measured by statewide assessments
- Focus on “What Good Readers Do” including pre, during and post strategies

**Strategy #2. Provide support for Struggling Readers – Vital sign #2, 3**

Using Statewide Assessments, teacher observation and informal assessment struggling readers will be identified. Identified special education students one or more years below benchmark will have the opportunity to participate in the reading program “Corrective Reading”. Identified E.L.L. students will have the opportunity to participate in a computer based reading program “My Reading Coach”. Mobility for students will be ongoing and related to documented formal and/or informal reading assessment and observational data. Students completing “Corrective Reading” and the “My Reading Coach”, but needing additional remedial- instruction will remain and continue practicing needed basic reading skills such as vocabulary development and comprehension activities.

**Strategy #3. Provide extension and higher level thinking opportunities for all students**

Utilize critical thinking and discussion based strategies to support higher level thinking for students. Teachers will challenge students with the use of Jr. Great books, Socratic circles, literature circles, and discussion based lessons.

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<p><b>Strategy #1- Improve Reading Comprehension at each grade level – Vital sign #1</b></p> <p>Teachers will implement 8 research based reading strategies in all classrooms.</p> <p>1: Read with a Purpose 2: Connect to Prior Knowledge 3: Write Things Down 4: Make Predictions 5: Visualize 6: Use Text Organization 7: Tackle Difficult Vocabulary 8: Monitor Your Reading Progress</p>	<p>Jill Sage John Danielson Language Arts teachers</p>	<p>Training will include modeling, and resource materials to support implementation.</p> <p>Training Schedule: Strategies #1 &amp; 2 Quarter 1 PD time Strategies #3 &amp; 4 Quarter 2 PD time Strategies #5 &amp; 6 Quarter 3 PD time Strategies #7 &amp; 8</p> <p>Training will include scaffolding strategies and modeling. After training has been completed all other classes will use the strategies.</p>	<p>Quarterly PD groups will reflect and discuss the efficacy of the new practices. Minutes of those meetings / discussions will be kept.</p>	

<p><b>Strategy #2 Provide support for Struggling Readers-Vital sign #2</b></p> <p>Using a variety of assessments, <i>Struggling Readers</i> will be identified in all reading classes. “My Reading Coach” will be used for beginning ELL students. This will be used during the reading instruction period.</p> <p>A variety of modifications will be made to the EMC adoption to provide instruction for struggling students at their level. These strategies will include but are not limited to: use of audio books, on-going use of Write in Readers, Paired High/Low reading, guided reading strategies, and test taking strategies</p> <p><b>Strategy #3 Provide extension and higher level thinking opportunities for all students-Vital Sign #3</b></p> <p>Teachers and district language arts TOSAs will develop and implement a variety of techniques to provide opportunities for students working beyond the scope of the curriculum to go deeper into material and engage in more critical thinking activities</p>	<p>Jill Sage John Danielson Language Arts teachers</p> <p>Jill Sage John Danielson Language Arts teachers</p> <p>Jill Sage John Danielson Language Arts teachers</p>	<p>Teachers will receive full day of training in the fall.</p> <p>Teachers will model lessons for one another during weekly PD times and share the results of interim assessments. Teachers will analyze the effectiveness of these strategies on struggling readers and adjust curriculum as needed.</p> <p>Teachers will model lessons and strategies for flexible groupings, literature circles, Socratic circle and discussion based activities with colleagues during PD time.</p>	<p>Upon completion of the “Corrective Reading” program, students will be given the “Corrective Reading” posttest and the State Reading Test with strands. Assessment results will determine the level of continuing support each student needs. “Corrective Reading” teachers will meet with block teachers to discuss students’ progress.</p> <p>Results of interim assessments, common assignments and state assessments.</p> <p>Results of interim assessments, common assignments and state assessments.</p>	<p>Beginning September 2007</p> <p>Ongoing throughout year</p> <p>Ongoing throughout year</p>
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## Vital Sign Targets – Writing as provided by Research & Evaluation

Vital Sign	Target	2005-06*	2006-07	2007-08	2008-09	2009-10	
Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Writing	Actual:	58.0%	Target: 66.0%	Target: 83.7%	Target: 86.8%	Target: 90.0%
				Actual: 80.5%	Actual:	Actual:	Actual:
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Move 20% out of Low / Very Low each year: Writing			Target: 18.6%	Target: 6%	Target: 4.8%	Target: 3.8%
		Actual:	23.3%	Actual: 7.5%	Actual:	Actual:	Actual:
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Increase Exceeds by 10% each year: Writing			Target: 5.5%	Target: 16.5%	Target: 18.2%	Target: 20%
			Actual: 5.0%	Actual: 15.0%	Actual:	Actual:	Actual:

Jackson Middle School 7<sup>th</sup> grade 2006 Direct Writing Assessment indicated 56% of seventh grade students meeting or exceeding in writing. This is a decline from 74% meeting or exceeding in 04-05. Preliminary data indicates approximately 80% of 7<sup>th</sup> grade students met or exceeded in writing during 2007.

Work sample data in grades 6 – 8 for 2007 indicates 54% meeting in writing in 6<sup>th</sup>, 21% meeting in grade 7 and 53% meeting in grade 8. Anchor Assignment data for 3<sup>rd</sup> quarter of 2007 indicates 64% meeting in 6<sup>th</sup>, 71% meeting in grade 7 and 67% meeting in grade 8.

Looking at our 6<sup>th</sup> and 8<sup>th</sup> graders, the current assessment tools being used to assess are inconsistent; however, we do know that instruction in organization and conventions is needed across all grade levels. Comparing results of these different assessments and determining which provides the most reliable data for grade level planning will be a focus in the upcoming school year.

**Strategy #1 Identify and assess students' writing to maximize the skills of all students and increase accountability of all students' use of conventions.**

Jackson Middle School will begin 2007 with school-wide convention expectations posted in all classrooms. During the first and second quarters, teachers will review and assess the needs of Jackson's writing program. A common protocol will be established to assess student work. After the staff has agreed upon a protocol and areas of focus, a tangible plan for writing will begin.

**Strategy #2 On-going Curriculum Development – Vital Sign # 1 - 3**

Teachers will develop grade level curriculum maps that record content, skills/standards, assessments, essential questions (optional), integrated art units and due dates for the year (anchor assignments, work samples, etc.).

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<p><b>Strategy #1 Identify and assess students' writing to maximize the skills of all students and increase accountability of all students' use of conventions.</b></p> <p>During quarters one and two, teachers will work collaboratively to develop a common protocol to assess student writing during team and content times. After needs have been assessed, teaching strategies and writing programs will be reviewed during quarters three and four in order to develop a comprehensive writing plan.</p> <p>Jackson Middle School will begin the year with common convention expectations posted in all classrooms. Each classroom will display a poster modeling the expectations that will be evident in student work. These convention expectations will be used to assess and evaluate all teachers' graded student work.</p>	<p>Language Arts Teachers John Danielson Jill Sage</p>	<p>Two staff content meetings during quarter one and two will be designated first to answering the question: Where is our writing program? After, teachers will begin reviewing sample student work from each grade level and identifying strengths and weaknesses. Scoring guides and other examples of scoring protocol will be available for review. Next, a common protocol to be adopted by Jackson in 07-08.</p> <p>Two staff or content meetings during quarters three and four will be designated to review and explore writing programs that would develop those skills identified as weaknesses.</p> <p>Convention posters will be introduced and explained at the initial professional days in August.</p>	<p>2007 Direct Writing Assessment</p> <p>Anchor Assignments</p> <p>Graded/Recorded writing assignments in all curriculum areas</p> <p>Work Samples and their scores</p>	

## Vital Sign Targets – Mathematics as provided by Research & Evaluation

Vital Sign	Target	2005-06*	2006-07	2007-08	2008-09	2009-10
Students meeting or exceeding standards in core subjects	90% meeting or exceeding in Math		Target: 90.0%	Target: 90.0%	Target: 90.0%	Target: 90.0%
		Actual: 89.4%	Actual: 91.5%	Actual:	Actual:	Actual:
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Move 20% out of Low / Very Low each year		Target: 4.2%	Target: 3.3%	Target: 2.7%	Target: 2.1%
		Actual: 5.2%	Actual: 3.4%	Actual Target: 2.7%	Actual Target: 2.2%	Actual Target: 1.7%
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Increase Exceeds by 10% each year: Math		Target: 69.0%	Target: 59.5%	Target: 65.5%	Target: 72%
		Actual: 63.8%	Actual: 54.1%	Actual:	Actual:	Actual:

In 2003-2004, 86% of all Jackson students met or exceeded state standards in mathematics. In 2004-2005, 88% of our students met or exceeded the benchmark. Preliminary data from the 2005-06 school year shows 89% of our students meeting or exceeding benchmarks. **During the 2006-2007 school year 89% of Jackson students met or exceeded benchmarks in math.**

All subgroups met AYP requirements for 2003-2004, however there was concern that one group, Limited English Proficient students were not making adequate growth. In 2003-2004, 50% of our LEP students met the standards. Data for 2004-2005 indicated that this group has dropped nearly 25 points in math. There was also reason to be concerned about our African American subgroups in math as the scores for these students were markedly lower than those of other ethnic groups at Jackson. 2006-2007 data showed that 88% of African American students met or exceeded, 80% of Hispanic students met or exceeded, 80% of the ELL students met or exceeded and 74% of the Special Education students met or exceeded.

A notable piece of data can be seen when looking at our math data in graph format. In this format, it is easy to see that the “meeting” category shrinks over the three grades while the “exceeding” group stays about the same. In grade 6 there are 37% of students “meeting” and by grade 8 that number shrinks to 17%. Our target is to move very low and low students to meeting and to increase the number of students exceeding in three years. Our statistics also indicate a decline in math strand concept development for the past three years especially in measurement and algebraic relationships. While we have taken small steps to address this, we must focus on these strands and develop materials to enhance student understanding of these areas.

Jackson staff has worked to align curriculum over the past two years. We consistently implement the Connected Math curriculum and the high school Algebra and Geometry curriculum. We have also incorporated an algebra readiness assessment to assist in correctly placing student in the proper math course. We began a curriculum mapping process two years ago, but need to now focus on teaching strategies and continue working with assessment issues.

Math teachers have worked with district TOSA’s on a monthly basis to examine curriculum and share teaching strategies. This year we began examining group work strategies as a means to deepen student engagement and increase the understanding of all students. That work will continue next year.

The district has adopted new guidelines for student math placement. At Jackson, this means all but approximately one class of students at 7<sup>th</sup> and 8<sup>th</sup> grade will be scheduled into the new Algebra 1 –2 curriculum. Implementing the new Algebra 1-2 curriculum and supporting students who struggle will be a major challenge. The students remaining in the Connected Math classes at 7<sup>th</sup> and 8<sup>th</sup> grade will continue to need additional alternatives/modifications to the Connected Math curriculum so they experience success.

**Strategy #1-**Continue Implementation of College Prep Mathematics program in all Algebra I-II classes

**Strategy #2-**Targeted support for students below benchmark

**Strategy #3-**Provide opportunities for students to take high school level mathematics classes

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<p><b>Strategy #1- Continued implementation of College Prep Mathematics program in all Algebra I-II classes - Vital sign #1,3</b></p> <p>7<sup>th</sup>/8<sup>th</sup> grade math teachers meet weekly to discuss implementation.</p>	<p>7<sup>th</sup>/8<sup>th</sup> grade math teachers John Danielson Jill Sage</p>	<p>PD time Monday, Tuesday, Friday</p>	<p>Minutes of math content meetings will be submitted to Principal. Statewide Math Assessment Data</p>	
<p><b>Strategy #2- Continue implementation of Group Work to promote better student understanding and more independent learning time. Vital sign # 1-3</b></p> <p>All 7<sup>th</sup>/8<sup>th</sup> Math teachers will share Group Work strategies and best practices</p> <p>Groupwork will be implemented in all 7<sup>th</sup> / 8<sup>th</sup> grade math classrooms. 7<sup>th</sup>/8<sup>th</sup> grade math teachers meet weekly to discuss implementation</p>	<p>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> grade math teachers John Danielson Jill Sage</p>	<p>PD time Monday, Tuesday, Friday</p>	<p>Students will be observed working productively together in walkthroughs (at least one per quarter)</p> <p>Staff will be aware of strategies math teachers are using in their classrooms.</p> <p>Staff will review ongoing data from Orchard Math and adjust curriculum to build background skills for struggling students</p>	
<p><b>Strategy #3 Explore alternatives, modifications for students in Connected Math Program. Explore programs that develop student confidence and basic math skills. Vital sign # 1,2</b></p> <p>Implementation of Orchard math for students in regular 6<sup>th</sup> grade math, Sheltered 6<sup>th</sup> grade math class for ELL, Special Ed. Math, and both Pre-Alg. Smaller classes, Morning Math for 7<sup>th</sup> grade students and test taking support for reading during state assessment time.</p> <p>Investigate alternative curriculum and /or supplemental materials that will be more accessible to our ELL and Spec. Education students.</p> <p>Develop and secure funding for extended day math program for below benchmark (after first test cycle)</p>	<p>7<sup>th</sup> /8<sup>th</sup> grade math teachers Anne Marquard (ELL) John Danielson Jill Sage</p>	<p>PD time Monday, Tuesday, Friday</p>		<p><i>Math staff working with at or below benchmark students trained in Orchard Math Sept. 17, 2007</i></p>

## Vital Sign Target – Attendance as provided by Research and Evaluation

Vital Sign	Target	2005-06*	2006-07	2007-08	2008-09	2009-10
Student attendance in school and class	95% average daily attendance		Target: 94.6%	Target: 95%	Target: 95%	Target: 95.0%
		Actual: 94.6%	Actual: 95%	Actual:	Actual:	Actual:

Average daily attendance for Jackson Middle School has been:

2006-2007	95%
2005-2006	94.6%
2004-2005	94.2%
2003-2004	94.2%
2002-2003	93.8%

We are continuing to develop strategies for improving student attendance. Teachers are consistently entering daily attendance in eSIS. This allows us to follow up on those students with chronic attendance problems.

We have identified several root causes for low attendance of some Jackson students.

- Lack of positive relationships with teachers and/or students
- Family culture does not value school attendance
- Disciplinary Action (suspension)
- Difficulty keeping up with homework
- Calendar changes mid year prevent families from scheduling vacations on non-school attendance days.

We plan to address student attendance by:

- Staff meeting at the beginning of the year (September) to clearly identify attendance policies and protocols
- Early identification and intervention at the reg. class and team level. Interventions should include meeting with student, contacting home, developing attendance contract with incentives and consequences and ultimately referring to Principal and Counselor (if needed)
- Counselor will meet with referred students and parents
- Enhance curriculum to increase engagement of students
- School-wide attendance goal with incentive (95%)

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
Staff Meeting at the beginning of the year (September) to clearly identify attendance policies and protocols	John Danielson Barbara Mutnick Classroom teachers			
Early identification and interventions will be implemented at the team and reg. class level. Interventions could include meeting with student, contact home, developing an attendance contract and ultimately referring to Principal and Counselor.	John Danielson Barbara Mutnick Reg. teachers		Teachers of students with attendance concerns will document concern/ initiate conversation regarding concern with parent/guardian. Contracts will be developed on all students identified with chronic attendance issues	
If school-wide attendance goal of 95% at end of May is met, a field day for all students will be held in June.	John Danielson Jill Sage Barbara Mutnick Classroom teachers		Increase in daily attendance rate.	
Counselor will meet with referred student currently on an attendance contract and their parents. All will work together to create focused interventions designed to increase student's daily attendance. Community agencies and outside supports will be involved in a collaborative effort to support student.	Barbara Mutnick			
Use the Arts to enhance the curriculum (increase engagement of students)	Lora Giles John Danielson Bernstein Committee		Teachers will track attendance during Art units, compare data to days not involved in art units.	

### Professional Development Calendar 2007-2008

Date/Times	Persons Involved	Topic/Focus/Purpose	Meeting Format / Frequency	On-going PD Support
August 29, 9:00 am	John Danielson TBD	Jackson 5 Training - Reading Strategies 1 & 2	Staff meeting – Professional Development Day	Yes
September 18, 7:30 am	John Danielson TBD  John Danielson	Jackson 5 Training - Reading Strategies 3 & 4  Attendance	Staff meeting  Staff meeting	Yes
October 2, 2006, 7:30 am	John Danielson TBD	Jackson 5 Training - Reading Strategy 5	Staff meeting	Yes
September - October Teacher /Admin. Goal conferences	Language Arts Teachers / Administrator	Draft of yearly curriculum map provided at goal conference	Teacher / Administrator meeting scheduled at agreeable time	Yes
November 26, 2007	John Danielson	Updated second quarter curriculum maps due. Review maps and make necessary adjustments.	Staff meeting, grade level team time	As needed
February 8, 2008	John Danielson	Updated third quarter curriculum maps due. Review maps and make necessary adjustments.	Staff meeting, grade level team time	As needed
April 18, 2008	John Danielson	Updated fourth quarter curriculum maps due. Review maps and make necessary adjustments.	Staff meeting, grade level team time	As needed
To be scheduled	Patricia Day John Danielson Anne Marquard Patricia Day	Review SIOP protocol and integrate more strategies into lesson plans	Staff meeting	As needed

**Division 22**

Does your school schedule meet the minimum hours of instruction required by the Oregon Department of Education?

Grades 9-12	990 hours
Grades 4-8	900 hours
Grades 1-3	810 hours
Half-day K	405 hours

I certify that the school meets the ODE requirement for minimum hours of instruction (mark with an X) [ X ]

**Title I School Wide Program    Jackson Middle School is not a Title 1 School**