

JESSIE CLARK MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2011-2012

The Jessie Clark Middle School Council and School Planning Committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Chairperson, School Council: Lisa Goodin

Plan Approved by the School Council: May 9, 2011

School Council Members:

Victoria Aurelius, Teacher

Amy Caudill, Parent

Lisa Goodin, Principal

Debbie LaBoone, School Counselor

Deana Peck, Teacher

Tracy Woods, Parent

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Mission Statement

Jessie Clark Middle School is a place where the genuine care and education of our students is our highest goal.

We pledge to provide the finest instruction and facilities for our school community with dedication to continuous improvement and a rigorous and relevant curriculum.

The Jessie Clark Middle School experience challenges the learner, instills well-being, and values each member's contribution to the school community.

The Basics

We will provide a safe environment for learning.

We believe all children can learn.

We will provide instruction that allows all students to reach their fullest potential.

We will assist students in gaining the academic competence and responsibility required to find success through their school years and into the world of work.

We will provide students with the academic and behavioral skills required to reason, communicate, and live with dignity in a literate society.

We will recognize and respect the various cultural, intellectual, and social differences among the members of the community.

Plan Summary:

Jessie Clark Middle School will focus on the following three components for school improvement: Curriculum and Instruction, Equity, and Parent and Community Involvement.

Through implementation of the School Improvement Plan, we expect to raise student achievement in all content areas. This will occur by effecting instruction at the classroom level. Staff will be involved in ongoing professional development related to performance standards, curriculum development, research-based instructional practices, and analysis of student work. Training sessions will occur through the year in a myriad of formats including professional development, departmental meetings, committee meetings, collegial planning sessions, and grade level planning sessions. Successful implementation of our plan will result in achieving our stated goals and activities within each action component.

Process Summary:

1. When and how did your school develop its mission statement? When and how did your school community last review it?

Our school reviewed and developed a mission statement in 1999. In May, of 2011, the *Curriculum, Instruction, and Assessment Committee* reviewed the mission statement. A committee was charged to update our school mission statement. They surveyed all stakeholders in order to define values, principles, and what matters most to the school community. Based on collected data and staff approval, the statement was revised.

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.

Committees meet throughout the school year to assess and evaluate targeted areas for improvement. This information is compiled and shared during faculty meetings. Committees then meet with component leads to make recommendations for strengthening the School Improvement Plan. Component leads collaborate to ensure that the newly developed plan is aligned with the Kentucky Standards and Indicators for School Improvement.

3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.

Committees meet monthly to address school improvement progress and needs. Committees analyze data to determine appropriate strategies for improved student achievement. Needs Assessment is an ongoing process at Jessie Clark, as we continually evaluate and update our School Improvement Plan.

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

The Council approved Priority Needs, Causes, Goals, and Objectives recommended by component leads on May 9, 2011.

5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

The council identified substantive achievement gaps, set gap targets, and adopted a schedule for closing the gaps on May 9, 2011. Prior to that date, the council held ongoing discussions on the topic and charged committees to conduct data analysis in order to determine appropriate target dates.

6. When did the council review drafts of the components?

On May 9, 2011, the council was presented with a draft of the following components: Curriculum and Instruction, Equity, and Parent and Community Involvement. The council reviewed the drafts, made recommendations, and approved the final revision of the Comprehensive School Improvement Plan on May 9, 2011.

7. When did the council officially adopt your revised Plan?

The SBDM Council officially adopted the plan on May 9, 2011.

8. When and why has the Plan been revised since that data?

Revision of the Plan will be ongoing throughout the school year.

9. How will you evaluate your Plan, and when?

Evaluation of the plan will be ongoing and require component leads to involve committees in regular implementation/impact checks that clearly outline impact on student achievement.

Action Component: Equity

Component Manager: Lauren Schwartz

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. Based on the 2009-2010 IPR (Interim Performance Report) data, an average of 32.3% of students qualifying for free and reduced lunch services scored below proficient on the math assessment. This is an improvement of 3.7%% in comparison to the previous year's scores. B. Based on the 2009-2010 IPR data, an average of 27% of students qualifying for free and reduced lunch services scored below proficient on the reading assessment. This is an improvement of 6% in comparison to the previous year's scores. C. Based on the 2009-2010 IPR data, an average of 55% of students identified as having a disability scored below proficient on the math assessment. This is an improvement of 4% in comparison to the previous year's scores. D. Based on the 2009-2010 IPR data, 51% of students identified as having a disability scored below proficient on the reading assessment. This is an improvement of 0% in comparison to the previous year's scores. 	<ul style="list-style-type: none"> A. For the next reporting period, the percentage of qualifying free and reduced lunch students scoring proficient or above will be increased by 10% in Math. . B. For the next reporting period the percentage of qualifying free and reduced lunch students scoring proficient or above will be increased by 10% in Reading. C. For the next reporting period, tests scores of students with disabilities will reflect a 10% increase in the percent proficient number of students scoring below proficient in math. D. For the next reporting period, tests scores of students with disabilities will reflect a 10% increase in the percent proficient in reading

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • Based on classroom observations and input from parents, students, staff, and the equity committee, the following factors impact student achievement: <ol style="list-style-type: none"> 1. Family/community support and involvement 2. Lack of opportunities/experiences for students 3. Students coming to the school academically unprepared 4. Large class sizes reduce teachers' ability to give individual attention • Parent involvement in school events is not reflective of the diversity of our population. • Limited resources affect school's ability to implement thorough programs. • Lack of student ownership of academic success. • There is an increase in amount of students with behavioral concerns and mental health issue. Therefore there is an increased need for mental health services to ensure that these issues do not interfere with academic success. 	<p>For the next reporting period, all students will receive instruction that reflects research-based best practices, as measured by Accelerated Reader, MAP scores, FCPS learning checks, sample student work, SRI, CATS scores, performance calculator and classroom observations. Successful achievement will be measured by:</p> <ul style="list-style-type: none"> A1. A 10% increase in the percent proficient scores in reading of qualifying free and reduced lunch students. B1. A 10% increase in the percent proficient scores in reading of students identified as having a disability. C1. A 10% increase in the number of participating free and reduced lunch students scoring proficient or above in math. D1. A 10% increase in students identified as having a disability scoring proficient or above in math.

Action Component: EquityComponent Manager: Lauren Schwartz**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1/B1/C1/D1 (1)	Students receiving failing grades in science, social studies, math, and/or language arts, and identified gap students, will receive priority placement in the Extended School Services Program.	Students enrolled in ESS program will raise their academic grade by the first 9-week grading period following their enrollment in the program.	ESS Coordinator, Team Leaders	August 2011	Ongoing	To be determined
A1/B1/C1/D1 (2)	Teach/expose students with disabilities and students who are on free and reduced lunch core content based problem solving and higher order thinking skills relevant to real life. Teachers will meet regularly for collegial planning to plan strategies to deliver instruction and identify targeted students for a watch list.	Improve academic performance and increase test scores (Performance calculator) of identified gap students.	Teachers	August 2011	Ongoing	To be determined
A1/B1/C1/D1 (4)	Provide transition programs, to include 6 th grade transition program and Lafayette Mentoring, to ease transitions for incoming sixth grade students and outgoing 8 th grade students.	Enhance awareness of expectations, academic programs, involvement opportunities and sense of belonging in the school community for incoming middle and high school students.	Teachers, Instructional Coach	August 2011	Ongoing	N/A
A1/B1/C1/D1 (5)	Offer after school programs and school based programs for gap students, facilitated by community partners.	Increase community involvement in the school setting; student participation in extracurricular activities.	YSC, Big Brothers/Big Sisters, UK Cooperative Extension Service, and Lafayette Student Council	August 2011	Ongoing	N/A
A1/B1/C1/D1 (6)	Teachers will disaggregate data from Iowa Test of Basic Skills, KCCT tests and MAP tests to determine areas of strength and need.	Increased awareness of scores and low scoring areas will be used to determine areas of content that need adjustments in classroom practices and help teachers to make watch lists with focus on students with disabilities and students on free and reduced	Teachers, Administration	Fall 2011	Ongoing	N/A

A1/B1/C1/D1 (9)	Teachers will utilize continual, on-going formative assessments to determine mastery of students with disabilities as well as those students on free and reduced lunch.	lunch. Students will be able to receive remediation in skill areas that are not mastered in order to improve their academic performance and test scores.	Teachers	August 2011	Ongoing	N/A
A1/B1/C1/D1 (10)	Students from diverse groups will be recognized for their academic performance and excelling in other areas.	Students will be motivated to succeed in their classes and on assessments.	Team Leaders, Cecil Combs	August 2011	May 2012	

Action Component: Curriculum and Instruction

Component Manager: Ann Rea Anderson

Priority Need	Goal (Addresses the Priority Need)
<p>A. According to the 2010 Interim Performance Report, 15% of <i>all students</i> scored below proficiency in reading. However, 27% of <i>free & reduced lunch students</i> scored below proficiency in <u>reading</u>, for a gap of 12%.</p> <p>According to the 2010 IPR, 15 % of <i>all students</i> scored below proficiency in reading. However, 51% of <i>students with disabilities</i> scored below proficiency in <u>reading</u> for a gap of 36%.</p> <p>B. According to the 2010 IPR, 18.6% of <i>all students</i> scored below proficiency in math. However, 32.3% of <i>free and reduced lunch students</i> scored below proficiency in <u>math</u> for a gap of 13.7%.</p> <p>According to the 2010 IPR, 18.6% of <i>all students</i> scored below proficiency in math. However, 55% of <i>students with disabilities</i> scored below proficiency in <u>math</u> for a gap of 36.4%</p>	<p>A. Within the 2010-2012 biennium the percentage of <i>students who are on free & reduced lunch and/or students with disabilities</i> scoring proficient or above in <u>reading</u> on the 2010 KCCT will be increased by 10%.</p> <p>B. Within the 2010 biennium the percentage of <i>students who are on free & reduced lunch and/or students with disabilities</i> scoring proficient or above in <u>math</u> on the 2010 KCCT will be increased by 10%.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • Free and reduced lunch students in general have less structured/guided time spent learning/improving reading and math over the summer as those students who have the opportunity to attend camps, have tutors, and attend other programs paid for by their parents/guardians. • Free and reduced lunch students in general come from environments that are less print -rich, and have less access to technology and tools that help enrich and enhance learning. • Free and reduced lunch students and students with disabilities may have more summer regression than their peers and are at a disadvantage when it comes to recouping knowledge in the fall. • Students with disabilities often need additional time and resources to maintain growth in reading and math to achieve at levels commensurate with same age peers who do not have disabilities. • There is a correlation between identified disability and ability to learn reading and mathematics at levels determined to be proficient by state and national standards. Without additional support in school, students with disabilities often cannot perform at the level of students without disabilities in their diagnosed areas. 	<p>A1. Within the 2010-2012 biennium, all students will receive improved instruction, related to the new KDE standards in <u>reading</u> across the curriculum. Successful achievement will be measured by a 10% increase in the number of participating <i>free & reduced lunch students</i> and 10% increase in the number of <i>students with disabilities</i> who score proficient or above in reading.</p> <p>B1. Within the 2010-2012 biennium, all students will receive improved instruction, related to the new KDE standards in <u>math</u> across the curriculum. Successful achievement will be measured by a 10% increase in the number of participating <i>free & reduced lunch students</i> and 10% increase in the number of <i>students with disabilities</i> who score proficient or above in math.</p>

Action Component: Curriculum and InstructionComponent Manager: Ann Rea Anderson**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1/B1 (1)	Teachers will create classroom "watch lists" to determine a tiered intervention system that provides additional support to identified students (RTI)	Differentiated instruction and intentional academic placement of "watch list" students; improve daily academic performance and increase test scores.	Teachers	8/2011	Ongoing	N/A
A1/B1 (2)	Students will be engaged in on-going, authentic formative assessments in each subject, at all grade levels. Teachers will develop and administer common assessments for each unit.	Teachers will have a better understanding of how well students are learning essential standards.	Teachers	8/2011	Ongoing	N/A
A1/B1 (3)	Teachers will participate in analysis of test data during grade level/departmental meetings in order to target areas for improvement.	Needs assessment and activities for instructional improvement will be identified.	Principals, Instructional Coach(s), Teachers	Oct/Nov 2011	Ongoing	N/A
A1/B1 (4)	Teachers in all areas will continue to align curriculum with state standards (Program of Studies & KY Content Academic Standards)	Age appropriate services and activities of sufficient scope and quality are provided as evidenced by teacher lesson plans, classroom observations, and monitored check of core content taught.	Administration Teachers	8/2011	Ongoing	N/A
A1/B1 (5)	Teachers will participate in professional development in identified areas of growth per Professional Development Plan.	Updated teaching strategies and technologies will be implemented across the curriculum in all content areas.	Teachers Dept. Chairs Administration	TBA	Ongoing	N/A

Action Component: Parent and Community Involvement

Component Manager: Gabriel Brown

Priority Need: *(Teachers on the Climate and Communications Committees participated in surveys and conferences to determine the priority needs of the school as related to Parent & Community Involvement.)	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. JCMS needs to involve the local community more in student achievement. B. JCMS needs to recognize the community partners and parents participating in school events or programs. C. JCMS needs to offer more and different ways for parents to be involved at school. D. JCMS needs to increase the number of parent and family programs at school, and effectively promote these events. E. JCMS needs to increase the frequency of parent communication, and develop a school-wide means of tracking communication. F. JCMS needs to become more efficient with correspondence between school and home. 	<ul style="list-style-type: none"> A. School personnel will increase outreach to the community, and keep partners informed to school events, progress and needs. B. JCMS will conduct ongoing and periodic recognition of parents community partners involved with the school C. Teachers will offer parents opportunities to be involved more in academic activities and participate with school clubs and programs. D. JCMS will host more parent and family nights based on academic and student-centered topics, and improve communication regarding events. E. JCMS will increase quality parent communication, and track communication via school databases F. JCMS will coordinate information distributed from school to ease parent access to school occurrences, needs, and progress.

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • Teachers completed the “Parent Involvement Inventory” from the Pritchard Committee for Academic Excellence. In doing so, teachers examined the school strengths and growth areas in parent and community involvement within the school. The priority needs arose from these surveys. • In general, teachers in the middle school setting feel a lack of real (non-superficial) parent involvement hinders relationships and progress within school climate. Emphasis needs to be placed on creating non-traditional opportunities for parents, and training parents wishing to be involved in school programs, clubs, events and organizations. • Parent and family events held at the school need to be supported more by staff and school personnel. Attendance at different events is quite varied. • Teachers and parents both report difficulties with communication between school and home. These deal with mostly frequency, mode, and topics of communications. 	<ul style="list-style-type: none"> A1. Teachers and staff will identify local community partners, and send them updates on school progress and events quarterly. Measured by community communication logs. B1. JCMS will recognize parents and community partners with quarterly awards, in addition to posting these partnerships visibly in the school. Measured by school Communications Committee records. C1. Teams and club sponsors will offer and promote new and more student-interactive ways of volunteerism through team and school communications. D1. JCMS will offer a minimum of four (4) parent and/or family nights throughout the year. A teacher on each team will be responsible for coordinating involvement for their team. Measured by event surveys and feedback forms. E1. JCMS will communicate with parents a minimum of four (4) times per year, including phone calls, e-mails, mail, teacher conferences, etc. Contacts will be tracked through team contact databases and communication logs. F1. JCMS will coordinate its efforts to centralize school, team, teacher communications going home to parents. Measured by survey information from parents.

Action Component: Parent and Community Involvement**Component Manager:** Gabriel Brown**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
E1 (1)	All parents and/or guardians of students will be contacted within the first weeks of the school year and then periodically throughout the rest of the school year.	Increase parent involvement as indicated by team phone logs, surveys and written correspondence logs.	Team Leaders, Teachers	8/2011	Ongoing	N/A
E1/F1 (2)	Require the use of agenda books for all students at all grade levels.	Enhance parent/teacher communication, student improvement of organizational skills and academic performance.	YSC, PTSA, Teachers	8/2011	Ongoing	\$4,000
E1/F1 (3)	All core teams will use the Homework Hotline and send reminders to parents.	Increase parent awareness of academic assignments and team activities.	Team Leaders	8/2011	Ongoing	N/A
A1/F1 (4)	Students at-risk of truancy will be referred to school and community based anti-truancy programs.	Improve attendance, academic performance, parent communication, and life skills.	LFUCG Family Court, YSC, FCPS Department of Pupil Personnel	8/2011	Ongoing	N/A
A1/C1 (5)	Students will be exposed to a variety of career opportunities and interdisciplinary instruction through preparation for and participation in the Reality Store.	Enhance awareness of life/career planning and goal setting opportunities.	YSC; 8 th grade teachers, UK Cooperative Extension Service	8/2011	Ongoing	\$800 (YSC)
A1/B1/D1/F1 (6)	Advertise school and community events, programs, and student opportunities, in-school newsletters, WJCMS Morning News Show, marquee, flyers, website and JCMS Google Calendar.	Increase awareness of school and community sponsored activities and opportunities for parent and community involvement.	Staff, JCMS Communications Team, PTSA	8/2011	Ongoing	N/A
A1/B1 (7)	Continue implementation of school based mentoring programs for students in need of adult role models, decision-making skills, and academic tutoring.	Enhance student self-esteem, academic achievement and positive relationships.	Leadership Team, YSC, Steve York, UK WYLD Life Program, Big Brother/Big Sisters	8/2011	Ongoing	N/A
C1 (8)	Seek parent input through invitation to parents to join and participate on school committees.	Increased parent representation on school committees.	Staff, YSC Advisory Council, Administration.	8/2011	Ongoing	N/A

E1/F1 (9)	Continue to update a team by team e-mail database from parents and PTSA. Can be supplied to PTSA, YSC, and school administration to complement current forms of communication.	Increase effectiveness of frequency of communication with parents and provide additional tool for school-home communication.	PTSA, JCMS Communications, JCMS Team Teachers	8/2011	Ongoing	N/A
A1 (10)	Provide family based counseling services and community referrals for at-risk or in crisis students and their families.	Improve attendance, academic performance, and life skills.	JCMS Administration YSC, Family Counseling Service	8/2011	Ongoing	\$2000 YSC/ Additional school funds
D1 (11)	Offer parent education nights as a means of assisting parents with issues directly related to middle school students. Examples include: Straight Talk to Parents About Drugs; I-SAFE Internet Safety; Parenting Tips, Health and Wellness Fairs, Math Night, ILP Night.	Enhance parent knowledge about issues related to adolescents.	YSC, LFUCG Police Department, UK Family Center, FCPS Safe Schools	8/2011	Ongoing	N/A
D1 (12)	Assist parents in crisis or in need of community and/or school supports.	Increase self-sufficiency through access and awareness of school and community resources.	YSC, JCMS Social worker, counselors	8/2011	Ongoing	TBD (YSC)
C1/ E1 (13)	Collaborate with the PTSA to recognize students for academic achievement.	Enhance pride in academic performance, thereby improving student grades and raising KCCT test scores.	Staff, PTSA	8/2011	Ongoing	N/A
E1/F1 (14)	Provide school information to parents of incoming 6 th grade students through involvement in transition programming.	Enhance awareness of school rules, policies, and procedures; increased parent involvement in the school community.	YSC, School Staff, Guidance Office	8/2011	Ongoing	YSC Grant
E1/F1 (15)	As a component of the school-wide discipline plan, infractions, citations, and multiple red book infractions, initiate contact with parent/guardian.	Increase parent awareness of student behavior and school rules.	JCMS Staff & Administration	8/2011	Ongoing	N/A
C1 (16)	Provide opportunity for parents to attend trainings targeting parent leadership in schools.	Increase parent advocacy and participation in the school.	Administration, PTSA, SBDM	8/2011	Ongoing	N/A
E1/F1 (17)	Conduct regular Student Assistance Team meetings to address intense student needs.	Improve attendance, academic performance, and life skills, while increasing parent involvement and knowledge of issues.	JCMS Staff , YSC, Guidance Office	8/2011	Ongoing	N/A

D1/E1/F1 (18)	Promote parent portal of Infinite Campus to Jessie Clark parents through JCMS website, orientations, open houses and parent nights.	Increase parent access to student data.	Guidance Office	8/2011	Ongoing	N/A
B1/C1 (19)	Provide four social events either during or after school.	Increase parent involvement in student activities.	PTSA, JCMS Staff, School Climate	8/2011	Ongoing	N/A
A1/B1 (20)	Sponsor fund raisers with local community businesses to support specific school funds and activities, in addition to community programs.	Increase school visibility and community partnership thereby benefiting student centered programming.	PTSA, Administration	8/2011	Ongoing	N/A
E1/F1 (21)	Visit incoming 5 th graders at elementary feeder schools	Increase dissemination of information to incoming Jessie Clark parents.	YSC Coordinator, Guidance Office	8/2011	Ongoing	N/A
A1 (22)	Participate in district and community coalitions, boards, and associations.	Increase school visibility, programs, and student achievements to the community at-large.	JCMS Staff/ YSC	8/2011	Outgoing	N/A
A1/E1 (23)	Develop assessment tools to monitor and record parent and community feedback.	Increase school knowledge of parent and community ideas and opinions.	JCMS Staff	8/2011	Ongoing	N/A
E1/ F1 (24)	Promote JCMS Google Calendar to parents via home communications (newsletter, team letters, marquee)	Increase parent knowledge of school events.	JCMS Staff	8/2011	Ongoing	N/A
E1/F1 (25)	Use Twitter, social network sites, team and teacher websites, and team e-mail distribution lists to communicate daily and team assignments to parents.	Increase ease of access to homework, deadlines, and team news for parents and students.	JCMS Staff	8/2011	Ongoing	N/A
F1 (26)	Post instructions for Google Calendar & Twitter on website through videos. Conduct Professional Development programs for staff on technology use.	Increase parent knowledge of school information and supports associated with technology.	JCMS Communications	8/2011	Ongoing	N/A
F1 (27)	Coordinate school communications to a specific day of the week (excluding grade reports, behavior notifications, and district communications).	Increase likelihood of school communications reaching parents.	JCMS Staff	8/2011	Ongoing	N/A

D1/F1 (28)	Appoint a member of each school team and electives to JCMS Communications Committee to assist with school and parent communication.	Increase staff, student and parent awareness of school events, programs, needs.	JCMS Staff, JCMS Communications	8/2011	Ongoing	N/A
E1 (29)	Conduct annual student and parent needs assessments to assist in the implementation of school policies, practices, programming, events, etc	Increase school awareness of the needs and desires of the student and parent population.	JCMS Guidance, JCMS YSC	8/2011	Ongoing	N/A
B1 (30)	Create a banner or advertisement of community partners participating in student achievement or school programs	Increase visibility of school partnerships to building visitors and parents.	JCMS Staff, JCMS Communications	8/2011	Ongoing	\$150 JCMS funds
A1/B1 (31)	Send mailings to community partners notifying them of school events, recognitions and academic successes.	Increase community awareness of school events and progress.	JCMS Teachers, JCMS Communications	8/2011	Ongoing	\$100 JCMS funds
C1 (32)	Teachers will offer more volunteer opportunities to parents within the academic/classroom setting	Increase the ways parents can be involved in the school.	JCMS Teachers	8/2011	Ongoing	N/A
A1 (33)	Seek community involvement for parent and family nights.	Increase community involvement and visibility within the school.	JCMS Staff, JCMS PTSA, JCMS YSC	8/2011	Ongoing	N/A
E1 (34)	JCMS will develop a system for tracking parent communication within each team and the school as a whole.	Increase school knowledge of frequency, mode, and overall volume of parent communication.	JCMS Staff	8/2011	Ongoing	N/A