

JESSIE CLARK MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008-2009

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.

Lisa Goodin
Chairperson, School Council

May 12, 2008
Date

Jill Cowan
Chairperson, School Planning Committee

May 12, 2008
Date

Plan Approved by the School Council: May 12, 2008

School Council Members:

Ann Rea Anderson, Curriculum Coach	Lisa Goodin, Principal
Sheila McIntosh, Teacher	Ruthanne Dobbins, Parent
Dana Ruthers, Teacher	Kara Stone, 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 Comprehensive 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 traditional in-service training sessions, department meetings, and study groups. Sessions will address various personal and school-wide stages of professional development. In addition, we expect to increase the level of parent and community involvement. We will actively participate with parents as they implement the project design for the Commonwealth Institute for Parent Leadership. 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. 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.

On November 7, 2006, Ann Rea Anderson, our Instructional and Curriculum Coach, conducted a teacher workshop to analyze the 2005 Kentucky Performance Report. Teachers used the analyzed data to establish goals and objectives within their academic departments. This process is conducted each year with staff during a non-flexible professional development day.

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 12, 2008.

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 12, 2008. 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 12, 2008, 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 12, 2008.

7. When was the public meeting held to present the Plan to the community, and who attended?

The School Improvement Plan and Senate 168 Plan were presented to the SBDM Council and PTSA Board Members. Additionally, community members and parents from the Youth Services Center Advisory Board were presented with the plan.

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

The SBDM Council officially adopted the plan on May 12, 2008.

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

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

10. 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.

11. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Community members, PTSA, Youth Service Center Advisory Board were all involved in Plan development through the committee process.

Action Component: Equity

Component Manager: Amy Medina

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. Based on the 2006 Spring KPR report data, there are notable achievement gaps related to students with disabilities and participating free and reduced lunch students across all content areas. B. Based on teacher and parent observations, there is a need for increased parent participation in school processes, programs, policies, and events. Specifically from parents of students with disabilities and participating free and reduced lunch students. C. According to Gap Data Analysis, 47% of students receiving free and reduced lunch services scored below proficient on the reading assessment. D. According to Gap Data Analysis, 56% of students receiving free and reduced lunch services scored below proficient on the math assessment. 	<ul style="list-style-type: none"> A. Within the 2006-2006 biennium, tests scores of students participating in free and reduced lunch services and students with disabilities will reflect a 5% decrease in the novice category in all content areas. B. Relations among parents of students with disabilities and those participating in the free and reduced lunch program and school personnel will be promoted. Middle grades curriculum and instruction will consistently include and reflect content relevant to students. C. Within the 2006-2008 biennium the percentage of participating free and reduced lunch students scoring proficient or above will be increased by 14% in Reading. D. Within the 2006-2008 biennium the percentage of participating free and reduced lunch students scoring proficient or above will be increased by 16% in Math on the 2006 KCCT.

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 and teachers 3. Students coming to the school academically unprepared 4. Stereotypical biases on the part of parents, students and staff 5. Large class sizes reduce needed individual attention • Parent involvement in school events is not reflective of the diversity of our population. • Lack of student retentions based on academic evidence. • Insufficient communication from home to school. • Lack of funding, space, and available resources for programs that address the needs of identified gap students. • Lack of student ownership of academic success. 	<ul style="list-style-type: none"> A1. Within the 2006-2008 biennium, all students will receive instruction that reflects research-based best practices, as measured by Accelerated Reader, PAS scores, FCPS learning checks, lab schedules, sample student work, CATS scores, and classroom observations. Successful achievement will be measured by: <ul style="list-style-type: none"> • A 5% decrease in the novice achievement gap of participating free and reduced lunch students in all tested areas; while continuing to increase the percentage of students achieving at the Proficient and Distinguished levels. • A 5% decrease in the novice achievement gap of disabled students in all tested areas; while continuing to increase the percentage of students achieving at the Proficient and Distinguished levels. B1. Within the 2006-2008 biennium, all students will receive improved instruction related to core content in reading across the curriculum. Successful achievement will be measured by a 14% increase in the number of participating free and reduced lunch students scoring proficient or above in reading. C1. Within the 2006-2008 biennium, all students will receive improved instruction on KDE Performance Standards in math across the curriculum. Successful achievement will be measured by a 16% increase in participating free and reduced lunch students scoring proficient or above in math.

Action Component: Equity

Component Manager: Amy Medina

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/C1/D1 (1)	Students receiving failing grades in science, social studies, math, and/or language arts, and identified gap students, will given 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	8/2008	Ongoing	To be determined
A1/C1/D1 (2)	Jump Start Program will be available for identified gap students, and students recommended by prior teachers, to address study and organizational skills.	Students will demonstrate improved study and organizational skill.	ESS Coordinator, Teachers	8/2008	10/2008	To be determined
A1/C1/D1 (3)	Teach/expose identified gap students to core content based problem solving and higher order thinking skills relevant to real life.	Improve academic performance and increase test scores of identified gap students.	Teachers	8/2007	Ongoing	N/A
A1,B1 (4)	Provide transition programs, to include Camp Peace 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.	YSC Director	7/2008	Ongoing	YSC Grant
A1 (5)	Collaborate with parents and community to promote healthful living and physical activity.	Increase wellness, student attendance, and academic performance.	Staff, YSC, LFUCG Health Dept Tween Coalition	8/2008	Ongoing	N/A
A1 (6)	Offer after school programs for gap students, facilitated by community partners.	Increase community involvement in the school setting; student participation in extracurricular activities.	YSC, Life Adventure Center of the Bluegrass, Big Brothers/Big Sisters, UK Cooperative Extension Service,	8/2008	Ongoing	N/A

A1, B1 C1	(7)	Implement Strategies To Excel Program to identify barriers to student learning, execute instructional strategies, and monitor academic performance.	Improve academic performance and increase test scores.	Lafayette Student Council Teachers	8/2008	Ongoing	NA
A1	(8)	Students will take the YRBS, a youth risk behavior survey, to examine at-risk behaviors and assess student needs.	Tailor mental health programs to meet the identified needs of students.	YSC, counselors	9/2008	Ongoing	N/A
A1, B1, C1	(9)	Students who score less than proficient on various tests and/or a grade level below in reading and/or math will be identified and placed in a flexible math support and/or reading course.	Student scores will increase at the end of course completion in reading and/or math.	Reading Specialist Math Teachers	8/2008	Ongoing	N/A
A1,B1, C1,D1	(10)	Teachers will participate in professional development to learn instructional strategies for the Limited English Proficient Students.	Mainstream teachers will be able to make content comprehensible to English Language Learners while promoting their English language development.	English Language Learner Academy	10/07/08 & 3/24/09	Ongoing	N/A

Action Component: Curriculum and Instruction

Component Manager: Ann Rea Anderson

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> A. According to the 2005 KPR, 73% of students scored below proficient on writing portfolios. According to the 2006 KPR, 65% of students scored below proficient on writing portfolios. B. According to the 2005 KPR, 93% of students scored below proficient in on-demand writing. According to the 2006 KPR, 91% of students scored below proficient in on-demand writing. C. According to the 2006 KPR, 52% free/reduced approved students scored proficient/distinguished and 77% free/reduced not approved scored proficient/distinguished in reading. This resulted in a 25% gap as reported under Senate Bill 168. D. According to the 2006 KPR, 44% free/reduced approved students scored proficient/distinguished and 58% free/reduced not approved scored proficient/distinguished in math. This resulted in a 14% gap as reported under Senate Bill 168. 	<ul style="list-style-type: none"> A. Within the 2006-2008 biennium the percentage of students scoring proficient or above on the 2006 KCCT will be increased by 5% on writing portfolios, with a corresponding decrease in the novice and apprentice categories. B. Within the 2006-2008 biennium the percentage of students scoring proficient or above on the 2006 KCCT on-demand writing will be increased by 5%, with a corresponding decrease in the novice and apprentice categories. C. Within the 2006-2008 biennium the percentage of participating free and reduced lunch students scoring proficient or above will be increased by 14% in reading on the 2006 KCCT (SB 168 target). D. Within the 2006-2008 biennium the percentage of participating free and reduced lunch students scoring proficient or above will be increased by 16% in math on the 2006 KCCT (SB 168 target).

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • Based on input from committee meetings, academic departmental meetings and KCCT student surveys, students need more exposure to KDE performance standards in writing instruction in all content areas. • Based on teacher lesson plans, teacher interviews, professional development records, and principal observations: <ol style="list-style-type: none"> 1. More consistent writing and infusion of writing across the curriculum is needed. 2. More implementation of writing strategies needs to be incorporated across the curriculum. • Based on informal interviews by the reading specialist and teacher self-reports on the Kentucky Performance Indicators: <ol style="list-style-type: none"> 1. Implement specific reading strategies; expose students to a variety of text of differing lengths (literacy, persuasive, informational, practical workplace) 2. Provide students with independent reading practice in all classrooms, at all grade levels, all year long. 	<ul style="list-style-type: none"> A1. Within the 2006-2008 biennium, all students will receive improved instruction, related to KDE Performance Standards in writing, across the curriculum. Successful achievement will be measured by a 5% increase on KCCT in number of students scoring proficient or above in writing portfolios. B1. Within the 2006-2008 biennium all students will receive improved instruction, related to KDE Performance Standards in on-demand writing. Successful achievement will be measured by a 5% increase in the number of students scoring proficient or above in on-demand writing. C1. Within the 2006-2008 biennium, all students will receive improved instruction, related to KDE Performance Standards, in reading, across the curriculum. Successful achievement will be measured by a 14% increase in the number of participating free and reduced lunch students scoring proficient or above in Reading. D1. Within the 2006-2008 biennium, all students will receive improved instruction, related to KDE Performance Standards, in math, across the curriculum. Successful achievement will be measured by a 16% increase in the number of participating free and reduced lunch students scoring proficient or above in Math.

Action Component: Curriculum and Instruction

Component 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
C1/D1 (1)	Reading classes will be offered to students at all grade levels. Math support classes will be offered to students at all grade levels.	Student scores will increase at the end of course completion in reading and/or math.	Reading Specialist, Math Teachers, Reading Teachers	8/2008	Ongoing	N/A
C1/D1 (2)	Teachers will create classroom “watch lists” in reading and math to determine a tiered system to provide intervention and intensive support to identified students.	Differentiated instruction and intentional academic placement of “watch list” students; improve daily academic performance and increase test scores.	Teachers	8/2008	Ongoing	NA
B1 (3)	All students will participate in a team-based 90 minute on-demand writing practice session: 6 th and 7 th grade at least once per year and 8 th grade at least twice before the KCCT testing window begins.	Improve student writing in all curriculum areas.	Language Arts Teachers	8/2008	Ongoing	N/A
A1/B1 C1/D1 (4)	Students will be engaged in on-going, authentic assessment presented in the KCCT-like format in each subject, at all grade levels.	Increase multiple-choice and open response KCCT scores.	Teachers, Instructional Coach	8/2008	Ongoing	N/A
A1/B1 C1/D1 (5)	Teachers will participate in analysis of KPR data during grade level meetings.	Needs assessment and activities for instructional improvement will be identified.	Instructional Coach; Principal; Department Chairs; Teachers	11/2008	Ongoing	N/A
A1 (6)	By the last nine weeks in the 6 th grade and the end of the first semester in the 7 th grade, students will be engaged in instructionally integrated portfolio writing in yearlong exploratory/elective classes and core classes. Portfolio pieces are to be turned in to team language arts teachers.	Increased student choice in selection of portfolio pieces.	6 th and 7 th Grade Teachers, Department Chairpersons, Administration	8/2008	Ongoing	N/A

A1/B1 C1/D1	(7)	Teachers in all areas will continue to align curriculum with core content to meet standards. A 3 hour professional development will be conducted to review and revise long range plans and align core content within departments.	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	8/11/2008	Ongoing	\$150.00
A1/B1 C1/D1	(8)	Teachers will participate in a 3 hour professional development focusing on assessment for knowledge. Departments will review standards, transforming them into learning targets.	Development of high quality and common assessments.	Teachers	8/11/2008	Ongoing	N/A
A1/B1	(9)	Teachers will participate in a 3 hour professional development to review and revise curriculum used during the Eagle Time class.	Participation in Eagle Time curriculum will expose students to a constant review of core content, minimize classroom interruptions, and provide modeling of instructional tools.	Teachers	8/8/2008	8/8/2008	N/A
A1/B1/	(10)	All new reading teachers will participate in training that will cover: new reading materials, literacy framework, reading binders developed by the reading specialist, and applicable strategies. All reading teachers will continue to utilize all facets of prior training.	Differentiation and instruction of reading classes; knowledge of which new materials to use to explicitly teach reading core content; discussion of grade level specific materials and content.	Reading Specialist; Reading teachers	2008	Ongoing	N/A
A1/B1/ C1/D1	(11)	Teachers will participate in a 3 hour professional development to learn how to better utilize Infinite Campus tools for program implementation.	Teachers will become proficient in use of Infinite Campus as a classroom grading tool and student information system.	Infinite Campus Building Coach	8/8/2008	Ongoing	\$150.00
A1/B1/ C1/D1	(12)	Teachers will participate in a 2 hour professional development on how to best use and implement United Streaming, Power Point, and Share Point in the classroom.	Teacher web searches for instructional videos and use of SharePoint will enhance classroom instruction. Developed and implemented power point presentations will be used for instruction across the curriculum.	Kim Overstreet	9/4/2008	9/4/2008	\$275.00
A1/B1/ C1/D1	(13)	Teachers will participate in 3 hours of professional development training to learn how to develop common assessments and learning checks.	Curriculum based and grade level appropriate learning checks will be developed.	Curriculum and Instructional Coach	9/23/2008 1/27/2009	9/23/2008 1/27/2009	\$300.00

A1/B1/ C1/D1 (14)	Teachers will participate in a 4 hour professional development training to learn how to score learning checks and other common assessments.	Curriculum based and grade level appropriate learning checks will be scored authentically.	Curriculum and Instructional Coach	10/28/2008 2/24/2009	10/28/2008 2/24/2009	\$300.00
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Action Component: Parent and Community Involvement **Component Manager:** Gabriel Brown

Priority Need	Goal (Addresses the Priority Need)
<p>A. Based on staff, parent, community dialogue there is a need for increased and more effective parental and community involvement.</p> <p>B. Based on the 2007-2008 Student Discipline Summary Infraction Report, ___ truancy referrals were made and ___ reports are pending.</p> <p>C. Based on the 2006-2007 Discipline Data Analysis Report, there were ____ S.A.F. E. assignments and ____ suspensions .</p> <p>D. According to the 2006 KPR, attendance rate has not shown significant improvement.</p>	<p>A. During the 2006-2008 biennium, Jessie Clark Middle School staff will communicate with families a minimum of four times per year with a goal of increasing active parental involvement.</p> <p>B. During the 2006-2008 biennium, Jessie Clark Middle School will improve attendance, thereby decreasing the number of absence letters being sent home to families by 2%.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • For many families, transportation and family schedules remain an obstacle, as does a sense of alienation from the school environment. • Many community members are unresponsive to invitations to school events and activities, and to requests for support of school/business ventures. • Based on Prichard committee surveys, teachers perceive that parents place a lack of importance on involvement with school in the middle years. 	<p>A1. During the 2006-2008 biennium, staff will communicate with students' families a minimum of four times per academic year, as measured by participation records. Examples of communication include: parent education nights, parent- teacher conferences, e- mail, phone calls, progress reports, face-to-face interaction, student agendas, STI Home, and homework hotline.</p> <p>B1. By the end of the 2006-2008 biennium, Jessie Clark Middle School will improve student attendance, reflected by a 5% decrease in the number of absence letters being sent home to families, as evidenced in the 2005-2006 and 2006-2007 Student Discipline Summary Infraction Report.</p>

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
A1 (1)	All parents and/or guardians of students will be contacted within the first weeks of the school year and then as needed throughout the rest of the school year.	Increase parent involvement as indicated by team phone logs and written correspondence logs.	Team Leaders, Teachers	8/2008	Ongoing	N/A
A1 (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	8/2008	Ongoing	\$4,000
A1 (3)	All core teams will use the Homework Hotline.	Increase parent awareness of academic assignments and team activities.	Team Leaders	8/2008	Ongoing	N/A
A1 (4)	Students at-risk of truancy will be referred to FCPS district truancy program or the Truancy Assessment Program.	Improve attendance, academic performance, parent communication, and life skills.	Partners for Youth, LFUCG Family Court, YSC, FCPS Department of Pupil Personnel	8/2008	Ongoing	N/A
A1, B1 (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	8/2008	Ongoing	N/A
A1 (6)	Advertise school events, programs, and student opportunities, in-school newsletters, WJCMS Morning News Show, marquee, flyers, and website.	Increase awareness of school sponsored activities and opportunities for parent and community involvement.	Staff, JCMS Communications Team, PTSA	8/2008	Ongoing	N/A
A1 (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	8/2008	Ongoing	N/A
A1 (8)	Seek parent input through invitation to	Increased parent representation on school	Staff	8/2008	Ongoing	N/A

		parents to join and participate on school committees.	committees.				
A1	(9)	Continue to update a school-wide e-mail database. Provide database 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, Kim Overstreet	8/2008	Ongoing	CILP Mini Grant
A1	(10)	Provide family based counseling services for at-risk or in crisis students and their families.	Improve attendance, academic performance, and life skills.	YSC, UK Family Center	8/2008	Ongoing	YSC Grant
A1	(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.	Enhance parent knowledge about issues related to adolescents.	YSC, LFUCG Police Department, UK Family Center, FCPS Safe Schools	8/2008	Ongoing	N/A
A1	(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, Social worker, counselors	8/2008	Ongoing	N/A
A1	(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	8/2008	Ongoing	N/A
A1	(14)	Provide school information to parents of incoming 6 th grade students through involvement in Camp PEACE.	Enhance awareness of school rules, policies, and procedures; increased parent involvement in the school community.	YSC, School Staff, Guidance Office	8/2008	Ongoing	YSC Grant
A1	(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.	Staff	8/2008	Ongoing	N/A
A1	(16)	Provide opportunity for parents to attend the Commonwealth Institute for Parent Leadership	Increase parent advocacy and participation in the school.	Administration, PTSA, SBDM	8/2008	Ongoing	N/A
A1	(17)	Conduct regular Student Assistance Team meetings to address intense student needs.	Improve attendance, academic performance, and life skills.	YSC, Counselors, School	8/2008	Ongoing	N/A

			Psychologist, Administration; School Resource Officer			
A1	(18)	Implement and promote parent portal of Infinite Campus to Jessie Clark parents.	Increase parent access to student data.	Guidance Office	8/2008	Ongoing N/A
A1	(19)	Provide four social events either during or after school.	Increase parent involvement in student activities.	PTSA, JCMS Staff, School Climate	8/2008	Ongoing N/A
A1	(20)	Sponsor fund raisers with local community businesses to support specific school funds and activities.	Increase school visibility and community partnership thereby benefiting student centered programming.	PTSA, Administration	8/2008	Ongoing N/A
A1	(21)	Visit incoming 5 th graders at elementary feeder schools	Increase dissemination of information to incoming Jessie Clark parents.	YSC Coordinator, Guidance Office	8/2008	Ongoing N/A
A1	(22)	Participate in community coalitions, boards, and associations.	Increase school visibility, programs, and student achievements to the community at-large.	YSC	8/2008	Outgoing N/A