# School Improvement Plan

**2013-2014**
**2014-2015**
**2015-2016**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Jackson Creek Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Address</td>
<td>3980 South Sare Road</td>
</tr>
<tr>
<td></td>
<td>Bloomington, IN 47401</td>
</tr>
<tr>
<td>School Telephone Number</td>
<td>812-330-2451</td>
</tr>
<tr>
<td>School Fax Number</td>
<td>812-330-2457</td>
</tr>
<tr>
<td>School Number</td>
<td>6223</td>
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<tr>
<td>School Corporation Number</td>
<td>5740</td>
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<table>
<thead>
<tr>
<th>Mr. David Pillar</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Judith DeMuth</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Keith Klein</td>
<td>School Board President</td>
</tr>
</tbody>
</table>
## School Improvement Plan Signature Sheet

**Date:** 3/1/13  
**School Name:** Jackson Creek Middle School

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Courtney-Teacher/Technology Co-Chair</td>
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</tr>
<tr>
<td>Cary Curry-Parent/Business Owner</td>
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</tr>
<tr>
<td>Kathy Fox-Human Understanding and Diversity Chair</td>
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<tr>
<td>Kris McGlaun-Media Specialist/Technology Co-Chair</td>
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<tr>
<td>Emily Morran-Teacher/Interventionist</td>
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<tr>
<td>David Pillar-Principal</td>
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<tr>
<td>Kristin Poage-Teacher</td>
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<tr>
<td>Greg Weimer-Assistant Principal</td>
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<tr>
<td>Jessica Willis-Assistant Principal</td>
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</table>
I. Introduction, including the following

A. Narrative Description

Located in the rolling hills of Southern Indiana, Jackson Creek Middle School, a 2012 Indiana Department of Education “A” School, is one of three comprehensive public grade 7 and 8 middle schools within Bloomington’s Monroe County Community School Corporation. With 140,000 square feet of space located on 13 acres, Jackson Creek has an enrollment of approximately 547 students and offers a comprehensive academic program for middle school learners ranging from Community-Based Special Education Programming to Accelerated Learning Programming. Jackson Creek has 38 certified and highly qualified staff members that offer courses ranging from the core curriculum subjects of science, social studies, math, and language arts, to elective offerings such as physical education, band, choir, orchestra, art, technology, family and consumer sciences, and world languages.

Since its construction in 1998, Jackson Creek Middle School has also provided numerous extra-curricular offerings including nine athletic teams, academic clubs, Science Olympiad, Jazz Band, Builder’s Club, Academic Super Bowl, Best Buddies, and the National Junior Honor Society. Jackson Creek also has fostered positive partnerships with Ronald McDonald House Charities, IU Health-Bloomington’s Olcott Cancer Center, The Greater Bloomington Chamber of Commerce, The American Red Cross, and the Monroe County Humane Society.

Demographics:

The most recent demographic data on the State Department of Education website shows that the total enrollment for Jackson Creek in the 2011-2012 school-year was 547 students. The breakdown of this enrollment is illustrated in the graphs below (Please note this is the most recent DoE data available). Our demographics have varied only slightly from year to year.
### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2010-2011</th>
<th>2011-2012</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Black</td>
<td>13</td>
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<td>Asian or Pacific Islander</td>
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### Free/Reduce Price Meals

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<tr>
<th>Type</th>
<th>Students 2010-11</th>
<th>Students 2011-12</th>
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</thead>
<tbody>
<tr>
<td>Free meals</td>
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<td>128</td>
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<tr>
<td>Reduced price meals</td>
<td>30</td>
<td>29</td>
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<tr>
<td>Paid meals</td>
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<td>390</td>
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### Special Education

<table>
<thead>
<tr>
<th>Type</th>
<th>Students 2010-11</th>
<th>Students 2011-12</th>
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</thead>
<tbody>
<tr>
<td>Special Education</td>
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<td>73</td>
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<tr>
<td>General Education</td>
<td>451</td>
<td>474</td>
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</table>
B. Curriculum

**Becoming a Professional Learning Community (PLC)**

Beginning in 2010-2011, Jackson Creek made the commitment to becoming a Professional Learning Community (PLC). We use the PLC model developed by Robert DuFour, Rebecca DuFour, Robert Eaker and Thomas Many. Due to our school functioning as a Professional Learning Community, everything we do is focused on student learning. Time use and instruction has been the focus of our reorganization efforts so that learning can be the constant. This means that if a student does not learn something when it is taught then the instructional approach is changed, the length of time permitted to learn the standard is increased or other strategies are used. We do not wait for students to fail. We work to ensure that every student learns.

In order to develop Jackson Creek into a Professional Learning Community every teacher is assigned to a collaborative team of teachers based on the department in which he or she teaches. These PLC teams gather weekly for forty-five minutes (outside of their preparation time) to address four key questions. “1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do when they don’t learn? 4. What will we do when they have learned it?” (DuFour, DuFour, Eaker, and Many, 2006). Some departments (Math and Special Education), have also been scheduled so the entire department has common preparation time for teachers to review curriculum and assessment materials. Other core subject area teachers are paired with another same-subject teacher for common preparation periods.

In order to address the first question, “what do we want students to learn?” departments of teachers have identified power standards from the state and common core standards. Next, they have “unpacked” these standards to translate the standard to what they actually want students to know, learn, and be able to do. They then have mapped out a general timeline of when those standards will be taught. PLC Teams have also developed common assessments that they implement and analyze regularly. This process targets the second question; “how will we know that they have learned it?” Data gathered from the use of common assessments provide PLC Teams with information to address the third question, “what will we do if they don’t learn?” The English Language Arts PLC has also developed scale score rubrics (using a 1-4 scale) for each of the power standards for 7th and 8th grade language arts. Other departments are working with scale scoring as well. The use of scale score rubrics ties the power standards to assessments and ensures that when teachers analyze formative, summative and common assessments that they are able to discuss.
student performance as it relates to learning each standard. We understand the importance of the use of scale score rubrics and continue to engage other departments in developing this tool.

Fully addressing the third and fourth questions require that our PLC Teams plan for addressing the students who have not learned and those who have already learned the standard. The framework that we are using to build these skills is Pyramid Response to Intervention (PRTI). The PRTI model was developed by Austin Buffom, Mike Mattos and Chris Weber. PRTI is “based on the premise that some students need more time and support to ensure their learning.” PRTI “provides a systemic process of intervention that is implemented school wide, rather than varying teacher to teacher.” It “provides academic and behavioral interventions – academic interventions for those who can’t learn, behavioral interventions for those who won’t learn.” It “utilizes a system of interventions that are increasingly more intensive and directive, and are commonly represented visually by pyramids with three tiers.” In 2011-2012, the JCMS RTI committee refined the process of identifying the tiers of support for our instructional program. We plan to continue this process, and to then use the information to identify gaps that must be addressed in order to maintain learning as the constant. In December of 2012, Jackson Creek Middle School was awarded the distinction of being named an All Things PLC Evidence of Effectiveness School, making it the first individual school in the state of Indiana to receive this honor.

C. Assessment Instruments

In 2011-2012, the MCCSC joined approximately 90% of other schools across the state in switching to McGraw-Hill’s Acuity test that is given three times a year in Math and Language Arts and two times in Social Studies. There is also an Algebra version for Acuity given to students in that class. The first Acuity Predictive is given in September and is primarily material based on standards from the previous school year. The second time the test is given, which occurs in November, the test is made up of a split between material from the current year and material from the past year. Lastly, when the test is given for the third time in February, the material is almost entirely made up of current school year standards.

Students in Algebra will take the Algebra End of Course Assessment (ECA) and students enrolled in Spanish and French will take an assessment developed in collaboration with both high school and middle school teachers to determine mastery and placement for future courses.

II. Monroe County Community School Corporation Mission

The Mission of the MCCSC is empowering students to maximize their educational success to become productive, responsible global citizens.

MCCSC Core Values:

1. Engagement
2. Empowerment
3. Environment

III. School Mission and Belief Statements

JCMS Mission:

Jackson Creek Middle School: Dream, Explore, Learn

At JCMS We Believe:

- All people are unique and have the ability to learn, but with different rates and styles.
• All members of our school community have the right to be treated with dignity and respect.
• All teachers will maintain ongoing professional development and continual self-evaluation and reflection.
• Communities, families, and schools share the responsibility for the education of all students.
• The school will provide an orderly, safe and positive environment where all members of our school community feel welcome.
• The welfare of our community is dependent on how functional and adaptive all our children become.
• The school will open and maintain lines of communication among students, staff, parents, and the community.
• Extracurricular activities will allow for growth and development of the student outside the classroom setting.
• The school will have clear expectations for everyone in the school community, while allowing for the growth of the individual.
• The school will focus on the intellectual, physical, emotional, social, and ethical growth and development of the whole person.
• The school will foster an appreciation of creativity in all content areas and programs.
• The school will teach the skills necessary for all students and staff to function successfully in a technological society.
• The school will be involved in a continuous effort to improve and refine its services and educational programs.
• All curriculum and programs of the school will be challenging, integrative, and exploratory.

IV. Current Education Programs
A. Curriculum Supports of the Indiana Academic Standards
   1. Guaranteed and Viable Curriculum
      The course description and curriculum for each course are developed through building and district level committees and are based and the Indiana Standards for Learning. Curricula are developed through department PLC teams using Indiana Standards for Learning and the Common Core Standards. Additionally, MCCSC has embarked upon the process of Curriculum Mapping. All core academic subject areas have collaboratively developed power standards and curriculum maps which are available on a network drive which is available to all faculty.
   2. High School Core 40/Honors Diplomas
      Provisions for IAHD and Core 40
      For students who have achieved advanced placement, Jackson Creek offers the following high school level courses Algebra I, Geometry, Spanish I, Spanish II, French I, and French II.

B. Instructional Strategies which support the Indiana Academic Standards
   Instructional strategies are developed and refined according to the agreed upon Power Standards which have been formulated through department PLC teams using the Indiana Standards for Learning and the Common Core Standards.

C. Parental and Community Participation
   Jackson Creek Middle School is focused on establishing partnerships with the community. Families of students at JCMS have the opportunity to participate in such programs as field trips, dances, athletics, textbook adoptions, library volunteers, Math Matters volunteers, Science Olympiad volunteers, Builder’s Club volunteers, and Public Law 221 committees. The principal of JCMS invites parents to have lunch with
him once a month. This purpose of this informal gathering is for parents to be given the opportunity to ask questions and to learn about various topics that impact Jackson Creek Middle School. Yet another opportunity for parent involvement is the Parent-Teacher Organization (PTO). Jackson Creek Middle School PTO objectives are to: promote students’ learning and well-being in school, at home, and in the community; encourage active communication among parents, faculty, administrators, and students; advocate policies and academic programs that foster positive student development.

In addition to the work of our parents and great Bloomington community, we also have a very strong relationship with Indiana University. Students and faculty at Indiana University provide many things to Jackson Creek Middle School that enhance the services for our students. Student teachers and pre-service observers provide additional professional assistance within the building. A relationship with the Department of Psychology provides mentors and group leaders for challenges faced by some of our female students. The East Asian Cultural Center, the Neal Marshall Black Culture Center, and Mathers Museum of Art all provide resources, speakers, and information that enhances our curriculum. Indiana University Athletics and the Jacobs School of Music have also provided speakers and information for our students and events. Several JCMS faculty members are also adjunct instructors at Indiana University.

D. Technology as a Learning Support

The staff members, students, and parents of Jackson Creek Middle School envision a school environment that incorporates the equitable use of technology to strengthen academic achievement for all students. It is our intention to help students accomplish curricular goals by utilizing multiple instructional strategies that will be broadened with the utilization of appropriate technology. Technology is an integral part of the teaching and learning process at our school and acts as one of the primary catalysts for lifelong learning. Jackson Creek is in the first phase of the iPad roll out for MCCSC. As of Spring 2013, we have approximately 140 student iPads in the building and have started using My Big Campus as an interactive teaching tool.

E. Recent Professional Development

In addition to monthly faculty learning meetings, fourteen JCMS certified staff members have attended “Professional Learning Communities at Work” conferences in Lincolnshire, IL or St. Charles, MO. Additionally, staff have participated in other conferences on assessment, literacy, Read 180, and technology integration at the local and national levels. Staff members are part of Capacity Building Cohorts which allow them to conduct inventories and provide information and expertise in five targeted areas: Enrichment, Remediation, Content Literacy, Data, and Common Formative Assessments. Each of these groups present at faculty learning meetings to provide information on current realities over these topics and build capacity amongst all staff members.

F. Cultural Competency

JCMS Cultural Competency Definition and Mission

Building cultural competence is a process of learning to function effectively among people different from ourselves. Cultural competence requires an understanding of our own identities and values in order to relate better with others. In recent years, students at Jackson Creek have participated in the City of Bloomington Martin Luther King Jr. Commission’s essay contest and speaker series. Additionally, the school also celebrated the Chinese and Korean Lunar New Year to recognize our largest minority population and in preparation of our offering of Chinese language classes starting in the fall of 2013. These events are done at Jackson Creek Middle School as we acknowledge that different groups of people have been more or less empowered in society and we recognize that students and educators alike can work to change institutional inequities that may exist in schools by doing the following:
• Set goals for school improvement that take into consideration the differing needs of students
• Adapt practices to address the needs of all students
• Embrace differences as assets within our community
• Participate in and invite community involvement
• Create a school environment that is welcoming and safe
• Encourage administration, faculty, and students to explore their own cultural world views
• Demonstrate understanding, empathy, tolerance, and interest with other.

G. Safe and Disciplined Learning Environment

Safe and Disciplined Learning Environment
Jackson Creek Middle School provides a safe and disciplined learning environment. Reviewed regularly are our Emergency and Disaster Plans and our School Handbook. These are given to the faculty and students on the first day of the school year. Faculty members review the handbook with the students and have parents also sign that they have read the contents of this document.

Student Discipline: Five Step Discipline Procedures
A responsible classroom is one in which a teacher exhibits an attitude of respect for students, has a positive influence in helping students develop good citizenship traits, plans a challenging curriculum to meet the needs of all students, and provides instruction utilizing various methods, deliveries, and strategies. The teacher is responsible for creating a positive classroom climate conducive for learning. This is done through the establishment of clear expectations and consistent classroom practices. Such strategies include, but are not limited to:

• Awareness of individual student needs (i.e. academic, physical, social, emotional, etc.)
• Clear and concise classroom rules
• Consistent reinforcement of the rules
• Appropriate utilization of administrators and support staff
• Clear documentation of classroom concerns when referrals are made

Jackson Creek uses the four main concepts of the Olweus Bully Prevention Program to address harassment and bullying. The four main concepts of the Olweus Bully Prevention Program are: Agree not to bully others; Set firm, consistent limits; Consistently use nonphysical, non-hostile negative consequences when rules are broken; Adults in the school should function as authorities and positive role models. Additionally, JCMS implements qualities of the Be A Star Alliance Anti-Bullying campaign. This program focuses on ways students can strengthen 9 specific characteristics of a compassionate and caring school. These characteristics are: Courage, responsibility, dignity, friendship, advocacy, resiliency, empathy, identity, and morality. The Human Understanding and Diversity Committee and Positive Behavior Supports Committee provide professional development and resources for the faculty and staff to understand, commit to and, implement the Olweus program. Student generated posters which state the four Anti-Bullying Rules are prevalent in the building. The four Olweus Anti-Bully rules are: “We will not bully others; We will try to help students who are bullied; We will try to include students who are left out; If we know that somebody is being bullied, we will tell an adult at school and an adult at home.” In order to monitor perceptions about bullying at Jackson Creek, we annually give the students a survey from Olweus about bullying.
V. Summary of data, derived from an assessment of the current status of educational programming, including the following:
   A. Data, including graphs, and data summary from the annual performance reports as appropriate from available Indiana Department of Education data for the 2010-2011 and 2011-2012 school years.
2011-2012 Report Card

Jackson Creek Middle Sch

Jackson Creek Middle Sch received an "A" as its final letter grade for school accountability.

This is a two letter grade increase from last year.

The final grade reflects student performance and growth on Indiana's English/Language Arts and Math basic skills tests. Student growth is analyzed for these groups: (1) Bottom 25%, (2) Top 75% and (3) Overall.

Student Performance

A school's letter grade is established by the percent of students passing state assessments.

**Mathematics**
- 92.4% of students passed the assessment.
- This rate is above the state average.
- This rate is above the state goal.

**English/Language Arts**
- 87.5% of students passed the assessment.
- This rate is above the state average.
- This rate is below the state goal.

Student Growth

A school's letter grade may increase, decrease, or remain the same based on student growth.

**Mathematics**

**English/Language Arts**

---

**Student Performance**

**Mathematics**

Percent Passing

- **Entity**: 92.4%
- **State Avg.**: 81.2%
- **State Goal**: 90%

**English/Language Arts**

Percent Passing

- **Entity**: 87%
- **State Avg.**: 79.5%
- **State Goal**: 90%

**Student Growth**

**Mathematics**

Percent of Students Achieving High Growth (Bonus Opportunities)

- **Bottom 25% of Students**: State Avg. 52.1% (Bonus Target - 44.9%)
- **Top 75% of Students**: State Avg. 41.7% (Bonus Target - 39.2%)

Percent of Students Showing Low Growth (Penalty Possibilities)

- **Overall**: State Avg. 21.6% (Penalty Threshold - 42.4%)

**English/Language Arts**

Percent of Students Achieving High Growth (Bonus Opportunities)

- **Bottom 25% of Students**: State Avg. 40% (Bonus Target - 42.8%)
- **Top 75% of Students**: State Avg. 37.3% (Bonus Target - 36.2%)

Percent of Students Showing Low Growth (Penalty Possibilities)

- **Overall**: State Avg. 29.1% (Penalty Threshold - 38.8%)
# A-F Accountability Report Card

## 2012 Elementary/Middle School Model-Student Report

Monroe County Com Sch Corp (5740)

Jackson Creek Middle Sch (6223)

### Overall Grade

**A**  -  4.00  Points (maximum 4.0)

### Summary Data

#### English/Language Arts  4.50 Points

<table>
<thead>
<tr>
<th>Performance</th>
<th>Bottom 25% with High Growth</th>
<th>Top 75% with High Growth</th>
<th>Overall Group with Low Growth</th>
<th>Bottom 25% Participation</th>
<th>All Remaining Participation</th>
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<tbody>
<tr>
<td>Numerator</td>
<td>442</td>
<td>46</td>
<td>129</td>
<td>134</td>
<td>117</td>
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<tr>
<td>Denominator</td>
<td>508</td>
<td>115</td>
<td>346</td>
<td>461</td>
<td>120</td>
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<td>Percent</td>
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<td>97.5%</td>
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<td>Grade Points</td>
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#### Math  6.00 Points

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<th>Performance</th>
<th>Bottom 25% with High Growth</th>
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<th>Overall Group with Low Growth</th>
<th>Bottom 25% Participation</th>
<th>All Remaining Participation</th>
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<tr>
<td>Numerator</td>
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<td>101</td>
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<tr>
<td>Denominator</td>
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<td>119</td>
<td>348</td>
<td>467</td>
<td>121</td>
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<tr>
<td>Percent</td>
<td>92.4%</td>
<td>52.1%</td>
<td>49.7%</td>
<td>21.6%</td>
<td>98.3%</td>
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PL221

Jackson Creek Middle Sch AYP Detail Report 2011
Made 16 out of 17 categories

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<tr>
<th>Student Group</th>
<th>Performance English Language Arts</th>
<th>Performance Math</th>
<th>Participation English</th>
<th>Participation Math</th>
<th>Other Indicator</th>
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<td>Student Count</td>
<td>Pass %</td>
<td>Target %</td>
<td>Safe Harbor</td>
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<td>Overall</td>
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<td>White</td>
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<td>83.4</td>
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<td>F/R Meals</td>
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<td>Special Ed</td>
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<td>68.6</td>
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Due to a change to spring testing, PL 221 was not calculated for the 2008-09 school year.

2010-11 PL 221 Results

Percent passing ISTEP+ and/or ECA (Performance): 82.8%
Passing percentage improvement (Improvement): -1.1%

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<th></th>
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<tr>
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<td>&lt;= 1%</td>
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<tr>
<td>&gt;= 70%</td>
<td>&gt;= 4%</td>
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<td>&gt;= 60%</td>
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<td>&lt; 50%</td>
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PL 221 Status based on performance and improvement.
Final PL 221 Status (capped by not meeting AYP for two or more years in a row).

...ance Report
1. ISTEP+

Passage Rates Both English/Language Arts and Math
Grade 7 and 8

ISTEP+ 2011-12

Pass: 83.7%, 427 students

ISTEP+ Percent Passing Trend

Trend Data Spring ISTEP+ Grade 7 and 8
2010—74.18%
2011—77.08%
2012—83.70%

ISTEP+ Percent Passing Trend by Ethnicity

American Indian
Asian
Hispanic
Native Hawaiian or Other Pacific Islander
Black
Multiracial
White

2006-07 Fall ISTEP+ 2007-08 Fall ISTEP+ 2008-09 Fall ISTEP+ 2009-10 Fall ISTEP+ 2009-10 Spring ISTEP+ 2010-11 Spring ISTEP+ 2011-12 Spring ISTEP+

Spring ISTEP+ Grade 7 and 8
2011- 77.08% Pass
2011 - 22.92% Did Not Pass
2012 – 83.7% Pass
2012 – 16.3% Did Not Pass
Black – Hispanic – Multiracial Pass Percent
2010—41.7%, 66.7%, 60.0%
2011—33.3%, 52.4%, 66.7%
2012—53.8%, 88.2%, 77.3% (Growth)

Free and Reduced Lunch Pass Percent
2010—45.27%
2011—55.74%
2012—65.7% (Growth)

Special Education Pass Percent
2010—27.38%
2011—59.18%
2012—50.00% (Decline)
English Language Arts Grades 7 and 8

ISTEP+ Percent Passing Trend

Passing Trend
2010—78.42%
2011—81.62%
2012—86.9%

English Language Arts Grade 7

ISTEP+ 2011-12

Pass: 88.4%, 229 students

Math Grades 7 and 8

ISTEP+ Percent Passing Trend

Passing Trend
2009—78.80%
2010—83.05%
2011—85.94%

Math Grade 7

ISTEP+ 2011-12

Pass: 90.4%, 236 students
B. ECA

The Algebra I End of Course Assessment was taken by, 33 7th graders and 45 8th graders in 2012 with 100% passing. This continued the trend where in 2011, 63 students, 19 7th grade students and 44 8th grade students, took and passed the ECA with one hundred percent of all students passing. In 2010, 85 or the 86 students taking the Algebra I ECA passed.

C. Growth data

2012 Growth Data Analysis:
Jackson Creek Middle School demonstrated significant growth in both ELA and Math in 2012. Higher growth and higher achievement in both ELA and Math was demonstrated in 2012. The median growth percent in Math from 2011 to 2012 increased from 42.5 in 2011 to 62.5 in 2012. The median growth percent in ELA from 2011 to 2012 increased from 39.0 in 2011 to 59.0 in 2012.
Historical Growth Data Analysis-2009-2011:
Jackson Creek Middle School has increased the percentage of students passing Math over the past three years but has seen a decline in median growth percent over the same time period in Math. The school median growth percent was 11% below the corporation growth percent in 2011. Jackson Creek has shown a 3% decline in the median growth rate over the past three years as compared to the 5% decline for the corporation as a whole.

English Language Arts has experienced an increase in the pass percentage from 2009 to 2011 from 79.3% to 81.8%. The median growth in English/Language Arts has declined from 54 to 44 to 39 from 2009 to 2011. The growth percentage for the corporation in 2011 for English/Language Arts was 51% and Jackson Creek is well below the corporation’s median growth rate.

Growth data for the class of 2015 is presented in both Math and English/Language Arts. The high growth percentage increased in Math from 23.7% to 24.2%, declined in the typical growth range for math from 28.9% to 26.0%, and increased the low growth percent from 47.4% to 49.8%. The Class of 2015 showed a decline in the high growth percent for English/Language Arts from 26.5% to 22.5%, a decline from 27% to 26.1 percent in the typical growth range and a significant increase from 46.5% to 51.4% in the low growth percent.

Jackson Creek Middle School’s achievement and growth identifies the number tested, pass percent and the median growth percent for sub categories. Special Education showed the highest median growth of all groups in both Math and English/Language Arts.
Math Achievement and Growth

MONROE COUNTY COM SCH CORP (5740): SCHOOL ACHIEVEMENT & GROWTH

MONROE COUNTY COM SCH CORP (5740): SCHOOL ACHIEVEMENT & GROWTH
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2011-2012:
- Jackson Creek Middle School
- Students Enrolled: 531
- Students Tested: 487
- Pass Percent: 86.9%
- Median Growth Percent: 42.5%

2012-2013:
- Jackson Creek Middle School
- Students Enrolled: 547
- Students Tested: 517
- Pass Percent: 92.1%
- Median Growth Percent: 62.5%

Year:
- Spring 2011
- Spring 2012

School Level:
- Elementary
- Middle

Subject Area:
- Mathematics
- English Language Arts

Corporation Overview:
- Students Enrolled: 6900
- Students Tested: 4488
- Pass Percent: 83.3%
- Median Growth: 53.0%
<table>
<thead>
<tr>
<th>Name</th>
<th># Tested</th>
<th>Pass %</th>
<th>Median Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed.</td>
<td>96</td>
<td>66.7</td>
<td>43</td>
</tr>
<tr>
<td>General Ed.</td>
<td>387</td>
<td>85.5</td>
<td>38</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>119</td>
<td>63</td>
<td>32</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>364</td>
<td>87.9</td>
<td>41</td>
</tr>
<tr>
<td>English Language Learner**</td>
<td>&lt;10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non English Language Learner</td>
<td>478</td>
<td>82.4</td>
<td>39</td>
</tr>
<tr>
<td>Prior Year Bottom 25%</td>
<td>116</td>
<td>44</td>
<td>37</td>
</tr>
<tr>
<td>Prior Year Top 75%</td>
<td>339</td>
<td>95.3</td>
<td>40</td>
</tr>
</tbody>
</table>

**Spring 2011 Median Student Growth Percentile**

<table>
<thead>
<tr>
<th>Name</th>
<th># Tested</th>
<th>Pass %</th>
<th>Median Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed.</td>
<td>98</td>
<td>74.5</td>
<td>48</td>
</tr>
<tr>
<td>General Ed.</td>
<td>389</td>
<td>90</td>
<td>42</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>121</td>
<td>74.4</td>
<td>43.5</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>366</td>
<td>91</td>
<td>42.5</td>
</tr>
<tr>
<td>English Language Learner**</td>
<td>&lt;10</td>
<td>-</td>
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<td>51.3</td>
<td>44</td>
</tr>
<tr>
<td>Prior Year Top 75%</td>
<td>343</td>
<td>98.5</td>
<td>42</td>
</tr>
</tbody>
</table>

**Spring 2012 Median Student Growth Percentile**

<table>
<thead>
<tr>
<th>Name</th>
<th># Tested</th>
<th>Pass %</th>
<th>Median Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed.</td>
<td>49</td>
<td>53.1</td>
<td>56.5</td>
</tr>
<tr>
<td>General Ed.</td>
<td>462</td>
<td>90.5</td>
<td>60</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>135</td>
<td>72.6</td>
<td>51</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>376</td>
<td>92</td>
<td>61</td>
</tr>
<tr>
<td>English Language Learner**</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non English Language Learner</td>
<td>504</td>
<td>87.1</td>
<td>59</td>
</tr>
<tr>
<td>Prior Year Bottom 25%</td>
<td>118</td>
<td>66.1</td>
<td>62</td>
</tr>
<tr>
<td>Prior Year Top 75%</td>
<td>393</td>
<td>93.1</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th># Tested</th>
<th>Pass %</th>
<th>Median Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed.</td>
<td>50</td>
<td>78</td>
<td>60</td>
</tr>
<tr>
<td>General Ed.</td>
<td>467</td>
<td>93.6</td>
<td>63</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>137</td>
<td>77.4</td>
<td>55</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>380</td>
<td>97.4</td>
<td>65</td>
</tr>
<tr>
<td>English Language Learner**</td>
<td>11</td>
<td>54.5</td>
<td>78.5</td>
</tr>
<tr>
<td>Non English Language Learner</td>
<td>506</td>
<td>92.9</td>
<td>62</td>
</tr>
<tr>
<td>Prior Year Bottom 25%</td>
<td>118</td>
<td>76.3</td>
<td>62.5</td>
</tr>
<tr>
<td>Prior Year Top 75%</td>
<td>399</td>
<td>96.7</td>
<td>62.5</td>
</tr>
</tbody>
</table>
D. Attendance Rate

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>96.6%</td>
<td>95.9%</td>
<td>96.0%</td>
<td>96.1%</td>
<td>96.8%</td>
<td>96.6%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>95.5%</td>
<td>95.9%</td>
<td>95.9%</td>
<td>95.0%</td>
<td>96.1%</td>
<td>96.3%</td>
</tr>
<tr>
<td>All Grades</td>
<td>96.0%</td>
<td>95.9%</td>
<td>96.0%</td>
<td>95.5%</td>
<td>96.5%</td>
<td>96.5%</td>
</tr>
</tbody>
</table>

E. Data and data summary related to performance indicators other than those included in the annual performance report

1. NWEA
2. ACUITY

Prior to the 2011-2012 school year, Jackson Creek Middle School, and the other MCCSC Middle Schools, took the NWEA test two times per year to assess student learning and growth in Reading, Math, and Language Arts. As mentioned earlier, since the 2011-2012 school year, the MCCSC joined approximately 90% of other schools across the state in switching to McGraw-Hill’s Acuity test that is given three times a year in Math and Language Arts. There is also an Algebra version for Acuity given to students in that class. The first Acuity Predictive is given in September and is primarily material based on standards from the previous school year. The second time the test is given, which occurs in November, the test is made up of a split between material from the current year and material from the past year. Lastly, when the test is given for the third time in February, the material is almost entirely made up of current school year standards.

Keeping in mind that the Acuity material is standards based and changes from the past year, to a split of past and present, to the present year, we can assume that students will achieve at levels that are consistent with their performance over the past year of testing. It should also be considered that growth is now a vital part of the testing performance evaluation and that students that have historically struggled with passing the test can still show growth that will assist the school in a more accurate assessment of their present levels of learning. It is also expected that subject area teachers and interventionist work with this data for the purpose of targeting areas where students can work to become proficient with skills they have struggled with in the past.

For the 2012-2013 school year, seventh grade mathematics students obtained an average of 69% on Acuity A, 69% on Acuity B, and 67% on Acuity C. The expected percentage of students at each performance level for seventh grade mathematics on Acuity C was: 20% DNP, 43% Pass, and 37% Pass+. Seventh grade algebra students scored an average of 83% on Acuity A and 83% on Acuity B (they have not yet taken Acuity C). The expected percentage of students at each performance level for seventh grade algebra on Acuity B was: 2% DNP, 23% Pass, 75% Pass+.

For the 2012/2013 school year, eighth grade mathematics students obtained an average of 67% on Acuity A, 65% on Acuity B, and 61% on Acuity C. The expected percentage of students at each
performance level for eighth grade mathematics on Acuity C was: 26% DNP, 51% Pass, 23% Pass+.

Eighth grade algebra students scored an average of 82% on Acuity A and 84% on Acuity B. The expected percentage of students at each performance level for eighth grade algebra on Acuity B was: 2% DNP, 21% Pass, 77% Pass+.

For the 2012-2013 school year, seventh grade language arts students obtained an average of 78% on Acuity A, 75% on Acuity B, and 74% on Acuity C according to the summary report for the “Grade 7” class. The expected percentage of students at each performance level for seventh grade Language Arts on Acuity C was: 16% DNP, 52% Pass, and 32% Pass+ according to the roster report for the “Grade 7” class.

For the 2012-2013 school year, eighth grade language arts students obtained an average of 75% on Acuity A, 76% on Acuity B, and 75% on Acuity C according to the summary report for the “Grade 8” class. The expected percentage of students at each performance level for eighth grade language arts on Acuity C was: 17% DNP, 60% Pass, 24% Pass+ according to the roster report for the “Grade 8” class.

F. Other information about educational programming and the learning environment including appropriate local assessments.

1. When determined appropriate through Special Education Annual Case Reviews, approximately 3-4% of our student population takes the modified IMAST or ISTAR test in place of the ISTEP+. These students take the Acuity Predictive tests.
### Conclusions and Identified Goals with Action Plans

**Goal # 1: Reduce the number of F’s in Math and Language Arts on student semester report cards**

#### Benchmark Goals:
- Smart Goal for 2013-2014: Percent of F’s is 1.4% or lower
- Smart Goal for 2014-2015: Percent of F’s is 1.2% or lower
- Smart Goal for 2015-2016: Percent of F’s is 1.0% or lower

#### Support Data
- 1. Failure rates
- 2. Semester report card data
- 3. Scale score

#### Standardized Assessments
- 1. Acuity

#### Local Assessments
- 1. Common department assessments
- 2. Teacher assignments
- 3. ALEKS
- 4. Rasinski Comprehension Rubric/ AIMSweb Fluency Reading Assessment

#### School-wide structures that support the attainment of the learning Goal # 1:

<table>
<thead>
<tr>
<th>Strategies to meet Goal # 1</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I Strategies</strong></td>
<td>Classroom teachers and Interventionists</td>
<td>August 2013</td>
<td>May 2016</td>
<td>Student semester report card data for Math and Language Arts</td>
</tr>
<tr>
<td><strong>Tier II Strategies</strong></td>
<td>Classroom teachers, interventionists, and Advisory teachers</td>
<td>August 2013</td>
<td>May 2016</td>
<td>Student growth data on Acuity or in classroom performance in Math and Language Arts</td>
</tr>
<tr>
<td>Tier III Strategies</td>
<td>Person(s) Accountable</td>
<td>Timeline-3 Year</td>
<td>Evidence of Attainment</td>
<td>Professional Development/Required Resources</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Assignment to Math class or Language Arts group led my Interventionists</td>
<td>Interventionists and Remediation Aides</td>
<td>August 2013 - May 2016</td>
<td>Student growth data on Acuity or in classroom performance in Math and Language Arts</td>
<td>Interventionists will continue to participate with Department PLC’s and will continue work to develop appropriate curriculum and remediation materials</td>
</tr>
</tbody>
</table>

**Research/Best Practice for Intervention:**
**Goal # 2: Students will demonstrate an increase in combined typical and high growth in Math and Language Arts.**

<table>
<thead>
<tr>
<th>Benchmark Goals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart Goal for 2013-2014: Math/Language Arts Growth on ISTEP+ will increase by 3% from the previous year</td>
<td></td>
</tr>
<tr>
<td>Smart Goal for 2014-2015: Math/Language Arts Growth on ISTEP+ will increase by 3% from the previous year</td>
<td></td>
</tr>
<tr>
<td>Smart Goal for 2015-2016: Math/Language Arts Growth on ISTEP+ will increase by 3% from the previous year</td>
<td></td>
</tr>
</tbody>
</table>

**Support Data**

1. Failure rates
2. Student grades
3. Scale Scores

**Standardized Assessments**

1. ISTEP
2. Acuity

**Local Assessments**

1. Acuity
2. ALEKS
3. Rasinski Comprehension Rubric/AIMSweb Fluency Reading Assessment

### School-wide structures that support the attainment of the learning Goal # 2:

<table>
<thead>
<tr>
<th>Strategies to meet Goal # 2</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I Strategies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guaranteed and viable curriculum in Math and Language Arts class</td>
<td>Classroom teachers and Interventionists</td>
<td>August 2013 - May 2016</td>
<td>Student growth data on Acuity or in classroom performance in Math and Language Arts</td>
<td>Teachers will participate in PLC Meetings and Team/Department meetings to work on power standards, unpacking standards, curriculum mapping, and developing a pacing guide. Teachers will continue work being done to develop Scale Scoring to be able to most accurately assess student mastery in Power Standard areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tier II Strategies</strong></th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-growth students will be identified using prior ISTEP+ data and Acuity Predictive data</td>
<td>Administrators, Counselors, classroom teachers and Interventionists</td>
<td>August 2013 - May 2016</td>
<td>Students show documented growth from Acuity Predictive A to B and/or B to C</td>
<td>All staff members should be familiar with using the Acuity program and in how to read the data results</td>
</tr>
</tbody>
</table>
For remediation

<table>
<thead>
<tr>
<th>Tier III Strategies</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted remediation in small groups or individually will be done for students that show no growth or regression</td>
<td>Classroom teachers, Interventionists, and remediation aides</td>
<td>August 2013</td>
<td>May 2016</td>
<td>Students show growth and achievement in remediation activities and students show documented growth from Acuity Predictive A to B and/or B to C</td>
</tr>
</tbody>
</table>

Research/Best Practice for Intervention:
# Goal # 3: Student attendance at school will improve.

## Benchmark Goals:
- Smart Goal for 2013-2014: Final attendance report will show a .3% increase from the previous year.
- Smart Goal for 2014-2015: Final attendance report will show a .3% increase from the previous year.
- Smart Goal for 2015-2016: Final attendance report will show a .3% increase from the previous year.

### Support Data
1. Attendance data
2. PBS/Behavior data

### School-wide structures that support the attainment of the learning Goal # 3:

**Tier I Strategies**
- **Promote and publicize the value of attendance and advertise start times and expectations for attendance**
  - Person(s) Accountable: Entire school staff
  - Timeline-3 Year Evidence of Attainment: August 2013 to May 2016
  - Professional Development/Required Resources: Attendance data

**Tier II Strategies**
- **Reward students with good attendance with various acknowledgements**
  - Person(s) Accountable: Administration, counselors, attendance secretary, Social worker, classroom teachers
  - Timeline-3 Year Evidence of Attainment: August 2013 to May 2016
  - Professional Development/Required Resources: Check and Connect

**Tier III Strategies**
- **Initiate consequences for students with poor attendance**
  - Person(s) Accountable: Administration, counselors, attendance secretary, social worker, probation department
  - Timeline-3 Year Evidence of Attainment: August 2013 to May 2016
  - Professional Development/Required Resources: Introductions and interaction with the Monroe County Probation Department, Check and Connect

### Research/Best Practice for Intervention:
VII. Other Information
   A. Status and rules to be waived.