

**Fairfax County Public Schools**

**School Improvement Plan  
2008 – 2009**

**Luther Jackson Middle School**

**Cluster 2**



**Louise Porter, Principal**

# FCPS School Improvement Planning Process

## “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
Revised January 28, 2008

12/18/2008

## COMMITTEE MEMBERS

Name	Position	Name	Position
Louise Porter	Principal	Melissa Johnson	School counselor
Gordon Stokes	Assistant Principal, Committee Chair	Kathleen Craig	Special Education Dept. Chair
Jessica Shroyer	Instructional Coach	Bruce McCall	Physical Education teacher
Lara Ohanian	Science Department Chair	Donna O’Neill*	ESOL Department Chair
Bridget Joyce	English teacher	Christine Lyons	After school specialist
Rob Usher	Social Studies Dept. Chair	Laura Walter	Parent representative
Rae Luck	Math Department Chair		

\*Erik Behrens played a vital role in gathering information for the ESOL department.

- The planning committee (LJPC) meets monthly during the school year. Core academic areas, the PTA and other stakeholders are actively represented on the committee.
- LJPC members discuss meeting outcomes at professional learning community (PLC), department and team meetings, and actively seek input for modifications and revisions to the School Improvement Plan.
- For quick access by faculty and staff, and to ensure ready access by all stakeholders, the School Improvement Plan is posted on the Luther Jackson Middle School web site and is updated as needed.

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

**LOOKING TO THE FUTURE**—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

**COMMITMENT TO OPPORTUNITY**—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

**COMMUNITY SUPPORT**—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

**ACHIEVEMENT**—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

**ACCOUNTABILITY**—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### **We Believe in Our Children**

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

### **We Believe in Our Teachers**

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

### **We Believe in Our Public Education System**

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

### **We Believe in Our Community**

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

### **SCHOOL—VISION STATEMENT**

Luther Jackson Middle School is dedicated to the implementation of the middle school philosophy, which embraces the importance of meeting the needs of the whole child: intellectually, physically, psychologically, socially, morally, and ethically. The components of the middle school philosophy – interdisciplinary teams, common team planning, block/flexible schedule, exploratory opportunities, counseling and advisory time, and physical education – are intrinsically woven within our Vision of Luther Jackson.

### **SCHOOL—MISSION STATEMENT**

The Luther Jackson Middle School community is committed to providing academic excellence in a safe and positive environment where diversity is respected and all students feel invited and expected to become active participants in their own academic, social, and creative growth. With “Great Expectations, Endless Possibilities” serving as a guiding theme, all students are held to high academic and social standards, while also being provided with meaningful supports.

### **SCHOOL—CORE VALUES/BELIEFS**

- **Academic:** We value curiosity and commitment to learning. We value strong communication, research and technology skills combined with individual and collective problem-solving techniques. We value cross-curricular and real-life connections which foster independent and community study skills.
- **Support Programs:** We value a multi-pronged approach that provides academic support to students in need.
- **Parents/Community:** We value the team model as an instructional tool. We value open communication and the use of teams to facilitate communication and parental involvement.
- **Diversity:** We value a learning environment that welcomes diversity; promotes acceptance, respect, and tolerance; recognizes the importance of parental involvement; and taps into the rich resources of expertise within our community.
- **Scheduling:** We value openness to changes in the ways we schedule our classes and activities to support and maximize student learning and to allow teachers to collaborate.
- **Communication:** We value communication with staff, parents, and students through use of student planner, newsletters, telephones, and e-mail.
- **Staffing:** We value a supportive environment where teachers can work collaboratively in developing instructional strategies, designing methods of assessment, initiating a pyramid of academic interventions, and advancing the vision of the school.
- **Environment:** We value the friendliness, safety, and welcoming appearance of our diverse school community.

Student-based core values:

There are three core values that guide the actions of students at Luther Jackson Middle School:

- **Respect:** Students treat their teachers, staff members, and one another with fairness and a sense of worth.
- **Responsibility:** Students are personally accountable for taking advantage of learning opportunities and maintaining a clean and safe school environment.
- **Honesty:** Students strive to tell the truth in all situations.

## SPECIAL PROGRAMS

The following special programs are being implemented at Luther Jackson Middle School:

	Goal 1 (Academics)	Goal 2 (Life Skills)	Goal 3 (Community Responsibility)
<i>AVID</i>	X	X	X
<i>Positive Behavior Support (PBS)</i>		X	X
Support programs ( <i>Read 180, Action Literacy, Power Math, Algebra Readiness Initiative</i> )	X		
<i>Expanding Visions (EV)</i>	X	X	X
Advanced Academic Programs – Honors/GT Center (all core subjects)	X		
After-School Programs*	X	X	X
Summer Institutes+	X	X	X
Site-based Summer School program	X		

\*Several after-school programs reinforce a variety of both academic and social goals for students. These programs include College Partnership, QUEST, Young Scholars, intramurals, clubs, competitions (Math Counts, Geography Bee), and academic support.

+Luther Jackson provides students with several enrichment opportunities during the summer months. The “Survivors” camp helps rising 7<sup>th</sup> graders learn basic information that will help them be successful during early months of middle school. Academically focused programs such as Algebra Institute, SOAR, and CSI, as well as sports camps are offered.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

- |                                                                                                            |                                                                                                                               |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input checked="" type="checkbox"/> 1.1.1 English language arts                                            | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics                                                                 | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science                                                                     |                                                                                                                               |
| <input type="checkbox"/> 1.1.4 Social studies                                                              |                                                                                                                               |
| <input type="checkbox"/> 1.2 Communicate in at least two languages                                         |                                                                                                                               |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Increase student achievement in English language Arts, using a variety of instructional strategies to build academic vocabulary, improve reading comprehension and fluency, and increase written language skills. Specific attention will be paid towards closing the achievement gap for our minority subgroups.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

SOL Data

Grade 7 SOL Reading with subgroups:

	2006	2007	2008
All	85.4	82.1	92.8
Black	71.7	79.4	83.4
Hispanic	81.3	72.1	85.4
White	87.5	90.0	96.3
LEP	75.6	69.2	88.7
Econ. Dis.	77.3	72.1	87.1
SWD	60.2	57.3	89.8

Grade 8 SOL Reading with subgroups:

	2006	2007	2008
All	78.3	76.0	87.7
Black	67.3	61.9	73.1
Hispanic	63.4	68.3	86.7
White	87.3	83.4	91.5
LEP	60.4	58.8	77.8
Econ. Dis.	61.0	63.3	81.4
SWD	53.6	41.3	65.5

Grade 8 SOL Writing with subgroups:

Writing	2006	2007	2008
All	90	73.3	85.4
Black	84.4	52.7	77.4
Hispanic	82.5	66.4	79
White	94	80.9	93.2
LEP	78.8	57	65.3
Econ.Dis.	82.6	60.7	79.1
SWD	67.7	28.3	54.3

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

An instructional walkthrough done during the 06-07 school year by teachers from the cluster and the school site revealed areas of strength and weakness in instruction. Teachers were teaching appropriate content, and curriculum was aligned with the standards and with the district program of studies. Appropriate postings were viewed in all rooms, including word walls, reading strategies, agendas, homework, and objectives aligned with the SOL and POS. Evidence of differentiated instruction was sporadic. Accurate content was not observed 100% of the time. The majority of lessons observed involved direct teaching of the whole group. At this point, there is no systematic, school wide emphasis on teaching and using reading strategies.

### Best Practice Research:

The proactive school uses communication avenues with parents—and the community—to inform the public about such issues. Formal interactions with parents, business leaders, and community members should be seen as opportunities to discuss the societal changes brought about by technology. They should use the experiences and expertise of community members, as well as experts from the school district, to develop a common core of knowledge that will serve as the basis for discussion. As this common vocabulary emerges, it is important for key stakeholders to discuss what this means for their families, their community, and the students in their schools.

Recent educational research is revealing a great deal about how changes in educational practices and policies can revamp classrooms and schools to close achievement gaps and promote excellence in learning for all students. At Luther Jackson MS, we are using Marzano's instructional strategies, Kagan cooperative learning and active engagement, and the LEARN model across the curriculum to differentiate instruction.

To increase student achievement in Reading, Luther Jackson MS will be using Marzano's six step approach to direct vocabulary instruction. This incorporates teaching of specific terms to help ensure that students have the background knowledge they need to understand the academic content they encounter in their classes.

Additionally, a series of reading strategies have been identified as being highly beneficial for assisting in increasing reading comprehension. As described in *Strategies That Work* (Harvey and Goudvis, 2000), guiding students in the following reading strategies can improve comprehension: making connections, determining importance, questioning, visualizing, inferring, synthesizing, and repairing comprehension.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	The percent of <b>Black</b> students passing the SOL Reading Test in grade 7 will increase from <u>82%</u> to <u>86%</u> in Spring 2009.
1.1.1	The percent of <b>Students with Disabilities</b> passing the SOL Reading Test in grade 7 will increase from <u>89%</u> to <u>92%</u> in Spring 2009.
1.1.1	The percent of <b>Black</b> students passing the SOL Reading Test in grade 8 will increase from <u>79%</u> to <u>81%</u> in Spring 2009.
1.1.1	The percent of <b>Students with Disabilities</b> passing the SOL Reading Test in grade 8 will increase from <u>74%</u> to <u>81%</u> in Spring 2009.
1.1.1	The percent of <b>All</b> students passing the SOL Writing Test in grade 8 will increase from <u>85%</u> to <u>90%</u> in Spring 2009.
1.1.1	The percent of <b>Students with Disabilities</b> students passing the SOL Writing Test in grade 8 will increase from <u>54%</u> to <u>64%</u> in Spring 2009.
1.1.1	The percent of <b>Black</b> students passing the SOL Writing Test in grade 8 will increase from <u>77%</u> to <u>81%</u> in Spring 2009.
1.1.1	The percent of <b>Hispanic</b> students passing the SOL Writing Test in grade 8 will increase from <u>79%</u> to <u>81%</u> in Spring 2009.
1.1.1	The percent of <b>Limited English Proficiency</b> students passing the SOL Writing Test in grade 8 will increase from <u>71%</u> to <u>81%</u> in Spring 2009.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase student achievement in Language Arts, using a variety of instructional strategies to build academic vocabulary, improve reading comprehension and fluency, and increase written language skills.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
E1. Analyze data quarterly (SOL, eCart, SRI, DRP, Gates, Writing Assessments), and utilize data to provide differentiation for targeted NCLB subgroups. Teachers, counselors and the instructional coach will recommend students to attend support classes, including Read 180, Action Literacy, and academic support tutorial classes based on prior performance on SOLs and other assessments.	English, Reading, Special Education and ESOL PLC leaders; Instructional Coach; Reading Specialist; Administrators	Funds to pay teachers for extra after school assistance, Saturday school, and Friday “homework parties;” FCPS volunteers from community business partners through Expanding Visions (7 <sup>th</sup> grade)	X	X	X	X	Quarterly teachers, counselors and the instructional coach will review data and make decisions.  After school activities director will monitor the attendance of the programs offered in regard to students designated as “at risk”.
E2. Include ESOL teachers in English PLC meetings, whenever possible, to provide better transition and skills access for LEP students.	English Department Chair	Computers with email or paper copies of minutes	X	X	X	X	Copy minutes of English PLC meetings to all ESOL teachers.
E3. Reinforce literature concepts of <i>tone, theme, and point of view</i> . Use <i>inference, summarizing, and finding supporting details</i> in literature.	English, Reading, Special Education and ESOL PLC leaders; Administrators	Textbooks, <i>Measuring Up</i> SOL practice books	X	X	X	X	Teachers will plan and share work products and common assessments during weekly PLC meetings, and will compare/contrast student performance.
E4. Utilize skill practices to review word parts, use context clues, practice vocabulary attack, and determine importance of ideas. Model use of context clues to define words in either pre or post reading discussion.	All instructional staff , implemented by the Reading specialist and the Instructional Coach	Textbook and outside literature	X	X	X	X	Teachers will plan and share work products and common assessments during weekly PLC meetings, and will compare/contrast student performance.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement in Language Arts, using a variety of instructional strategies to build academic vocabulary, improve reading comprehension and fluency, and increase written language skills.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
E5. Directly teach the types of figurative language included in our POS. Reinforce concepts by identifying figures in other contexts. Ensure that each figure is reinforced at least three times after the initial unit.	English, Reading, Special Education and ESOL PLC leaders	Textbooks, outside literature	X	X	X	X	Teachers will plan and share work products and common assessments during weekly PLC meetings, and will compare/contrast student performance.
E6. Provide remediation for students who have not achieved promotion standards through enrollment in focused TA groups.	Core teachers on each team	<i>Measuring Up</i> SOL practice books, released SOL tests, BART items		X	X	X	Teachers will confer at interim and end of quarter to review student progress and adjust placement of students.
E7. In lieu of Reading SOL tests, students will, as appropriate, participate in alternate assessment instruments such as the VGLA.	English, ESOL, and Special Education PLC leaders, all instructional staff	Substitute time for training, planning and compilation.			X	X	Special Education Case Managers will review binders twice monthly to recommend more effective work samples.
E8. Analyze and implement common six traits assessments for quarterly writing.	English teachers	Substitute time for training, planning and compilation.	X	X	X	X	Teachers will meet to “norm” writing assessments.
E9. Review Reading programs in place and develop criteria for student placement.	Reading Specialist; English and Special Education Chairs; Administrators	Checklist for student placement	X	X			Criteria is developed and provided to counselors for use in identification of students for placement in programs during second semester.
E10. Implement the new English pacing guide, to include common assessments and discussions of reading resources.	English, Reading and Special Education PLC leaders	English pacing guide, common assessments developed through PLCs	X	X	X	X	Teachers will plan and share work products and common assessments during weekly PLC meetings, and will compare/contrast student performance.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement in Language Arts, using a variety of instructional strategies to build academic vocabulary, improve reading comprehension and fluency, and increase written language skills.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
E11. Identify students and subgroups with weakness in writing skills to provide targeted intervention.	Instructional coach, English (core and Special Ed.) teachers	SOL data	X	X			Instructional coach will create a spreadsheet identifying at-risk writing students. Teachers will regroup students during TA in order to provide focused intervention in writing.
E12. Develop, administer, and analyze timely formative assessments (specifically using eCart) to acquire feedback on student learning so that re-teaching can occur as necessary.	PLC leaders	Planning time through PLC to develop tests and analyze results	X	X	X	X	Teachers administer one eCart assessment per quarter
E13. Implement Kagan cooperative learning structures in order to promote active student engagement	Kagan committee, PLC leaders	Staff development provided during faculty meetings	X	X	X	X	Kagan committee introduces “structure of the month” at faculty meetings
E14. Integrate reading comprehension strategies in all content classes	Literacy committee	Staff development provided during faculty meetings	X	X	X	X	Teachers will submit plan documenting implementation of strategies
E15. Assign informational writing assessment specific to content area	Literacy committee	Staff development provided during faculty meetings	X	X	X	X	Assign at least one prompt per semester

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

- |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1.1 English language arts</li> <li><input checked="" type="checkbox"/> 1.1.2 Mathematics</li> <li><input type="checkbox"/> 1.1.3 Science</li> <li><input type="checkbox"/> 1.1.4 Social studies</li> </ul> | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.<br><br><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.<br><br><input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.2 Communicate in at least two languages                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                    |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Increase student achievement in Mathematics, using a variety of differentiated instructional strategies to improve performance in computation, estimation, measurement and geometry. Specific attention will be paid towards closing the achievement gap for our minority subgroups.

**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

SOL data

Plain English Math 7 SOL with subgroups:

	2006	2007	2008
All	23.1	22.0	30.6
Black	26.7	16.7	14.3
Hispanic	10.4	8.3	35
White	33.4	7.1	0
LEP	22.2	23.1	31.6
Econ. Dis.	18.0	15.3	29.2
SWD	21.5	12.1	33.3

Math 7 SOL with subgroups:

	2006	2007	2008
All	57.5	60.3	65
Black	52.8	45.2	48.5
Hispanic	55.4	51.5	56.8
White	65.7	73.7	71.5
LEP	50.6	46.0	58.8
Econ. Dis.	48.7	49.6	56.1
SWD	28.0	27.3	60.7

Plain English Math 8 SOL with subgroups:

	2006	2007	2008
All	25.7	40.6	47.6
Black	18.2	25.0	33.3
Hispanic	22.0	27.3	27.8
White	23.6	33.3	50.0
LEP	23.0	45.7	42.1
Econ. Dis.	20.6	30.0	40.7
SWD	28.1	47.8	100.0

Math 8 SOL with subgroups:

	2006	2007	2008
All	89.0	84.6	91.4
Black	85.0	71.5	84.0
Hispanic	84.1	80.9	86.2
White	92.5	89.1	92.6
LEP	78.7	78.5	86.1
Econ. Dis.	84.8	75.9	84.8
SWD	68.7	51.5	80.5

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

During instructional walkthroughs conducted in the 06-07 school year, strengths and weakness were noted in the Mathematics program. One strength was the alignment of the curriculum to standards. Weaknesses were noted in the areas of processing and reflection, monitoring of student understanding and differentiation. SOL data has shown high achievement in our Algebra classes across all strands. Math 8 SOL data has shown strengths in Number and Number Sense and Patterns, Functions and Algebra, and some weakness in the Computation and Estimation and Geometry strands. Math 7 data has revealed relative strength in Number and Number Sense but weaknesses in other strands, especially Measurement, Geometry, Probability and Statistics, and Patterns, Functions and Algebra.

Best Practice Research:

Recent educational research is revealing a great deal about how changes in educational practices and policies can revamp classrooms and schools to close achievement gaps and promote excellence in learning for all students. The proactive school uses communication avenues with parents—and the community—to inform the public about such issues. Formal interactions with parents, business leaders, and community members should be seen as opportunities to discuss the societal changes brought about by technology. They should use the experiences and expertise of community members, as well as experts from the school district, to develop a common core of knowledge that will serve as the basis for discussion. As this common vocabulary emerges, it is important for key stakeholders to discuss what this means for their families, their community, and the students in their schools.

At Luther Jackson MS, we are using Marzano's Instructional strategies, Kagan cooperative learning and active engagement, and the LEARN model across curriculum to differentiate instruction. We will focus on Marzano's six step approach to direct vocabulary instruction, which incorporates teaching of specific terms in a specific way that helps ensure that students have the academic background knowledge they need to understand the content they encounter in school.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	The percent of <b>Hispanic</b> students passing the SOL Mathematics Test in grade 8 will increase from <u>85%</u> to <u>88%</u> in Spring 2009.
1.1.2	The percent of <b>Hispanic</b> students passing the SOL Plain English Mathematics Test in Grade 8 will increase from <u>28%</u> to <u>56%</u> in Spring 2009. How many students do you have taking Plain English?
1.1.2	The percent of <b>Limited English Proficiency</b> students passing the SOL Plain English Mathematics Test in grade 8 will increase from <u>42%</u> to <u>60%</u> in Spring 2009.
1.1.2	The percent of students passing the SOL Mathematics Test in grade 7 will increase from <u>68%</u> to <u>79%</u> in Spring 2009.
1.1.2	The percent of <b>Black</b> students passing the SOL Mathematics Test in grade 7 will increase from <u>56%</u> to <u>79%</u> in Spring 2008.
1.1.2	The percent of <b>Hispanic</b> students passing the SOL Mathematics Test in grade 7 will increase from <u>61%</u> to <u>79%</u> in Spring 2009.
1.1.2	The percent of <b>Black</b> students passing the SOL Plain English Mathematics Test in grade 7 will increase from <u>14%</u> to <u>30%</u> in Spring 2009.
1.1.2	The percent of <b>Students with Disabilities</b> passing the SOL Mathematics Test in grade 7 will increase from <u>72%</u> to <u>79%</u> in Spring 2009.
1.1.2	The percent of <b>Economically Disadvantaged</b> students passing the SOL Mathematics Test in grade 7 will increase from <u>60%</u> to <u>79%</u> in Spring 2009.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase student achievement in Mathematics, using a variety of differentiated instructional strategies to improve performance in computation, estimation, measurement and geometry.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
M1. Monitor performance of and provide assistance to all students, focusing on those in at-risk NCLB subgroups. We will use data collected from prior SOL performance, eCart scores, teacher-made common quarterly assessments, records review during Child Study and other appropriate sources. Math teachers, counselors, teamed and self contained teachers and the instructional coach will recommend students to attend based on prior performance on SOLs and other assessments.	Mathematics PLC leaders in general education, special education and ESOL; Instructional Coach; Administrators	Monitoring takes place during PLCs, team and Department meetings, during the school day.	X	X	X	X	After school activities director will monitor the attendance of the programs offered in regards to student designation as “at risk.”
M2. Provide additional assistance after school, in Algebra Readiness Initiative (ARI), and Tutorial Math, remediation during TA, and classroom differentiation. As a group discuss the effectiveness of each program periodically.	Mathematics PLC leaders in general education, special education and ESOL; Instructional Coach; Administrators	Funds to pay teachers for extra after school assistance, Saturday school and Friday “homework parties.” Utilize parents and FCPS volunteers from the Central Administration Building (CAB).	X	X	X	X	Interim and quarterly reports, in addition to quarterly assessments.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement in Mathematics, using a variety of differentiated instructional strategies to improve performance in computation, estimation, measurement and geometry.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
M3. Conduct peer observations by department using the walkthrough model based on FCPS walkthrough rubric from 2007	Department Chair; Supervising Administrator	Funding for substitutes.	X	X	X	X	Teachers will turn in a walkthrough check list at least once a quarter to the department chair and their instructional administrator. Teachers will debrief with the teacher they observed within one week of the walkthrough using the walkthrough document.
M4. Use LEARN Model to plan and implement lesson. Emphasize Active Learning (A) in regards to differentiation.	Department Chair or grade level representative Instructional Coach	Training for new teachers on LEARN model by instructional coach. Done during PLC.	X Trai ning	X	X	X	Teachers will plan and share work products during weekly PLC meetings.
M5. Extra focus will be placed on teaching the following SOL strands: <i>Probability and Statistics</i> Grade 7 and 8, <i>Number and Number Sense</i> , <i>Measurement and Geometry</i> Grade 7. These areas were chosen because they showed the greatest need for remediation after analyzing the data. Teachers will share eCart results and share strategies for teaching the subject matter during PLCs. Released SOL questions will be used during teaching and on assessments.	Administrators Instructional Coach Department Chair or grade level representative	Released SOL tests, BART tests and Coach books (1per student). After school SOL remediation class with teacher and volunteer staffing.	X	X	X	X	Teachers will share common assessment results and compare student performance.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement in Mathematics, using a variety of differentiated instructional strategies to improve performance in computation, estimation, measurement and geometry.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
M6. In lieu of Math SOL tests, students will, as appropriate, participate in alternate assessment instruments such as the VGLA.	Mathematics PLC leaders in general and special education	Substitute time for training, planning and compilation. Planning time possibly supported through Teacher Collaboration Service (TCS) resources.				X	Special Education Case Managers will review binders twice monthly to recommend more effective work samples.
M7. Math vocabulary will be stressed and various strategies for teaching and improving comprehension of vocabulary will be implemented in all math classes.	Reading Specialist; Instructional Coach; Mathematics PLC leaders in general and special Education	Vocabulary instruction materials	X Trai ning	X	X	X	Math department will share at least two vocabulary activities they have completed in their classroom once per quarter. They will also periodically review the essential vocabulary on the pacing guides and evaluate progress of students across curricula.
M8. Talk with teachers about eCart results during team time and during the leadership council to develop cross curricular links between other subjects and math. Examples include common vocabulary, graphing in science and social studies and computation and estimation during Technology Tools and Family and Consumer education.	Department Chairs; Team Facilitators; Mathematics PLC leaders in general and special Education	Planning time possibly supported through Teacher Collaboration Service (TCS) resources.		X	X	X	Minutes will be collected during meetings and reviewed to determine what has been discussed concerning cross curricular connections.
M9. Math teachers will ensure processing and reflection time takes place at the end of each lesson. This can be done through interactive notebooks, meta- cognitive reflection, checkout slips or classroom discussion.	Department Chair; Instructional Coach	Interactive notebook resource materials	X Trai ning	X	X	X	Teachers will share one strategy per month during PLC meetings. Also teachers will share their methods for formative assessments.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement in Mathematics, using a variety of differentiated instructional strategies to improve performance in computation, estimation, measurement and geometry.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
M10. A variety and differentiated ability level of review math questions will be displayed on the morning announcements for students to solve.	Math teachers, Instructional coach and media teacher	Bank of math questions	X	X	X	X	Math teachers and Instructional coach will develop math questions to be displayed on the morning announcements.
M11. Develop, administer, and analyze timely formative assessments (specifically using eCart) to acquire feedback on student learning that informs instruction.	PLC leaders	Planning time through PLC to develop tests and analyze results	X	X	X	X	Teachers administer one eCart assessment per quarter
M12. Implement Kagan cooperative learning structures in order to promote active student engagement	Kagan committee, PLC leaders	Staff development provided during faculty meetings	X	X	X	X	Kagan committee introduces “structure of the month” at faculty meetings
M13. Investigate providing time for remediation/enrichment during the school day on a regular weekly basis	Instructional Council members	Early release day for staff planning			X	X	A plan is developed by end of 1 <sup>st</sup> quarter, to be implemented during 2 <sup>nd</sup> quarter. Evaluate effectiveness of plan at end of 2 <sup>nd</sup> quarter. Teams re-assigned students in TA classes based on student learning needs. Students were attached to math teachers when grades and assessment scores showed need for extra assistance.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

**STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.**

*Check all that apply to this school improvement plan objective.*

- |                                                                                                                              |                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.                                 | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic.                                                        | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills.                         |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.                                              | <input type="checkbox"/> 2.8 Make healthy and safe life choices.                    |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Use PBS (Positive Behavior Support) school-wide to improve student behavior within common areas (hallways, cafeteria, bathrooms, buses) by encouraging students to carry out the school's core values of respect, responsibility, and honesty through their interactions with their fellow students, faculty, and treatment of the school environment.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

The PBS committee and administrators evaluated data collected from the PBS committee last year, analyzing the number of office referrals to the assistant principals and examined the number of unexcused tardies reported in our SASI database. From the information collected, it was determined that our school needs to strengthen our implementation of the Positive Behavior Support. Tardiness to class and "class disruptions" continue to be significant problems, with 249 reported instances of tardiness and 163 reports of class disruption/disrespect reported for the 07-08 school year. After discussion by the PBS committee, a decision was made to attempt to devise a more efficient referral system. This decision was based upon the tremendous number of referrals written and difficulties that administrators were having in responding to these referrals in an adequate amount of time. The administrative team will work in conjunction with the PBS committee to create a more effective referral. During a faculty meeting, the staff collaboratively determined our main areas of focus for PBS should be to address student's behavior within the common areas of our school (hallways, cafeteria, bathrooms and buses), reduce tardy arrivals to class, and reinforce our school dress code.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Last year, teacher reporting of student disciplinary problems increased, showing an improving use of the referral system. However, as the year progressed, the volume of referrals increased, making it more difficult for administrators to promptly address each referral. Students also initially submitted ROAR cards (which recognized positive behaviors) at a higher rate. As the year progressed, ROAR card submission declined as incentives were not provided on a timely basis and students were not motivated to submit their cards due to declining interest in the incentives provided.

Best Practice Research:

“Many schools make the mistake implementing a school-wide system of discipline or positive behavior support without monitoring its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed to a) prevent ineffective practices from wasting time and resources, b) improve the efficiency and effectiveness of current procedures, c) eliminate elements of the system that are ineffective or inefficient, and d) make modifications before problem behavior patterns become intractable.”

Quoted from “<http://www.pbis.org/schoolwide.htm#IsEffective>”

Schools that have successfully implemented the Positive Behavior Support have seen a measurable improvement in student behavior and overall climate improvement within the school. The program is most successful with 100 percent staff participation throughout the school year. Further, clearly articulated explanations of procedures and subsequent reinforcement of those procedures serve to support efforts to address student behaviors. Moreover, the ability of teachers to readily report student behavior problems and for administrators to promptly address these problems works to correct most student issues. Additionally, determining and providing student-preferred incentives which recognize students for displays of positive behaviors reinforces school expectations.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	Each month, at least 85% of all teachers will directly support the PBS program as indicated by their distribution of ROAR cards, maintaining a 4:1 or greater ratio of ROAR cards distributed to referrals issued. Results will be tracked by a spreadsheet prepared by the PBS Committee.
2.1	Each quarter, the number of unexcused tardies will be 20% lower than the number for the same quarter of the 2007-2008 school year.
2.1	Each quarter, the number of office referrals for incidents occurring in common areas of the school will be 20% lower than the number for the same quarter of the 2007-2008 school year.
2.1	The number of students surveyed who are receiving a ROAR card in Spring 2009 will be equal to or greater than the number of students surveyed who are receiving a ROAR card in Fall 2008.
2.1	The number of 7 <sup>th</sup> grade students receiving a ROAR card will be equal to or greater than 75%.
2.1	The number of 8 <sup>th</sup> grade students receiving a ROAR card will be equal to or greater than 50%.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Use PBS (Positive Behavior Support) school-wide to improve student behavior within common areas (hallways, cafeteria, bathrooms, buses) by encouraging students to carry out the school's core values of respect, responsibility, and honesty through their interactions with their fellow students, faculty, and treatment of the school environment.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. <b>Professional Development:</b> Educate staff regarding the PBS program: objectives and processes	PBS Sub Committee (Thom Jones)	PowerPoint presentations used in outlining the system to teachers: ROAR cards and mini-referral slips	X	X	X	X	Monthly faculty meetings, e-mails to faculty, PBS committee meetings: analysis of collected data
2. Teach and reinforce the PBS program to students throughout the year	Primarily TA teachers; other teachers as needed within the school	Supplied by PBS committee	X	X	X	X	Teacher feedback through team and committee meetings; analysis of data re. referrals and recorded SASI data
3. Continue to use ROAR card system that was implemented 07-08 school year	All faculty	Cost of materials and printing for ROAR cards	X	X	X	X	Collection of cards at lunch -tracked by Asst. Principals and PBS committee. Develop survey to measure distribution of and student reaction to ROAR cards.
4. Monitor ROAR card and referral system through team meetings and PBS committee	Faculty, PBS committee, Asst. Principals	Ongoing data entry into EXCEL regarding number of ROAR cards and disciplinary actions	X	X	X	X	Monthly faculty meetings, PBS committee meetings: analysis of collected data. Committee will recommend revisions to strategies based on results of data analysis. Goal is 20% reduction in referrals compared to 07-08 school year.
5. Develop and present lessons for a Character Education program that incorporate PBS concepts.	TA Committee	Pages included in planner, supplemental materials for individual classes and lessons			X	X	Students will be surveyed to determine their level of participation in the TA lessons and adherence to the character traits emphasized.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Use PBS (Positive Behavior Support) school-wide to improve student behavior within common areas (hallways, cafeteria, bathrooms, buses) by encouraging students to carry out the school’s core values of respect, responsibility, and honesty through their interactions with their fellow students, faculty, and treatment of the school environment.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Involve bus driving staff with PBS techniques, including distribution of ROAR cards and reference to school core values	PBS Committee and administrative staff	ROAR cards and copies of school core values for posting on buses supplied by PBS committee for bus drivers.		X	X	X	Improved behavior on buses as reflected by reduction in referrals and increase in ROAR cards from bus drivers. Two bus drivers will attend meetings of the PBS committee and share information with the transportation supervisor and other drivers.
7. Provide parents with information about PBS committee’s goals and strategies: newsletter, website communications	Parents, all faculty and staff, interested members of the community	Printing costs and promotional materials	X	X	X	X	Parent feedback through PTA, telephone calls, emails, and other direct and indirect communications: increased communication between parents and students regarding PBS objectives
8. Develop and implement a new system to recognize faculty members and promote faculty participation in the PBS program.	PBS committee	Printing costs and promotional materials, solicited materials from vendors		X	X	X	Implement new system by middle of the 2 <sup>nd</sup> Quarter. At least one member of each team recognized before the end of the school year.
9. Align coding for referrals with SASI coding language to enable accurate data collection regarding student disciplinary infractions	Administrators	SASI coding information	X	X			Feedback from administrator efforts when completing disciplinary proceedings
10. Development of a new discipline referral system, focused on accurate tracking of infractions and simplified use for teachers and administrators	Administrators	Examples of referrals to serve as models for referral in development			X	X	Feedback from teachers and administrators to determine efficiency of use and ability to track and document infractions

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

**STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.**

*Check all that apply to this school improvement plan objective.*

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

The faculty and staff of Luther Jackson Middle School will seek and promote service learning opportunities for all students. The current after school program will continue to encompass the objective of promoting community service opportunities for all programs and recognition for service.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources: Luther Jackson Middle School currently requires only 8<sup>th</sup> grade Civics classes to participate in a Service Learning Project, which is 15 hours for each student. The AVID students conducted a tally of the hours that all Luther Jackson students participated in Service Learning.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Luther Jackson Middle School has a newly implemented school wide systematic method for monitoring and reporting student community service, which is included in the student handbook. Only eighth grade civics classes have a required Service Learning component. In a separate requirement, all students inducted into the National Junior Honor Society (NJHS) are required to complete 30 hours of community service. NJHS members have the option of completing these hours both on and off of school grounds.

Best Practice Research: Research in civic education revealed that “starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow member of a community and body politic. This focus is not only developmentally appropriate but also consistent with the goals of many schools to foster pro-social skills and behaviors. In addition, there is a need for greater attention to age-appropriate instrument identification to document civic development for school-aged students by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice. Addressing this need will also assist other public schools interested in recapturing their civic mission and in creating a K-12 developmental framework for civic developmental.” (The Center for Information and Research on Civic Learning and Engagement (CIRCLE), Working Paper 47, June 2006)

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By the end of the academic year 100% of eighth graders will participate in Service Learning Projects.
3.2	By the end of the academic year the total number of Service Learning Hours for seventh Grade students will increase from 764 to 1000.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The faculty and staff of Luther Jackson Middle School will seek and promote service learning opportunities for all students. The current after school program will continue to encompass the objective of promoting community service opportunities for all programs and recognition for service.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Develop and implement a system to record student participation in community activities on a semester basis collating data directly from the student planner.	Lara Ohanian Laura Walter Rob Usher Social Studies Department	System will use current school resources at no added expense.		x		x	Committee will encourage use of current recording system found in planner.
2. Recognition quarterly of student service learning activities through various methods including LJTV, Blackboard, the school newsletter, and the PTA newsletter to encourage an increase in student participation.	TA teachers Laura Walter Ted Monson Lara Ohanian Rob Usher Christine Lyons Social Studies Department	Reports will use current school resources at no added expense	x	x	x	x	Committee will provide input to the various sources which prepare these reporting instruments.
3. Develop a strategy to increase student participation in community outreach activities with a focus on 7 <sup>th</sup> grade.	PTA 7 <sup>th</sup> Grade History Teachers Christine Lyons Bob Hassett	System will use current school resources at no added expense.	x	x	x	x	Committee will verify existence and access of volunteer opportunities clearing house.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The faculty and staff of Luther Jackson Middle School will seek and promote service learning opportunities for all students. The current after school program will continue to encompass the objective of promoting community service opportunities for all programs and recognition for service.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. Provide students who have completed student learning hours a reflection template to record their hours.	TA teachers Laura Walter Ted Monson Lara Ohanian Rob Usher Christine Lyons Social Studies Department	System will use current school resources at no added expense.		x		x	Committee will encourage use of current recording system found in planner and newly created reflection template.