Climate, Culture, and Academics

Data-Driven Goals to Achieve Jackson's Vision

Jackson's Revised Vision 2016-2017

- All Jackson students have the ability to achieve rigorous academic and social expectations through high-quality teaching that taps on multiple intelligences, real-world connections, and inquiry in a 21st Century learning environment. We will foster self-resiliency and autonomy to actualize leadership so that every student has the ability to empathize, respect, and function collaboratively with others to become contributing members of a global society.

Academic	Social/Emotional
Rigorous	Rigorous
High-quality teaching	Self-resiliency
Multiple Intelligences	Autonomy
Real-world connections	Leadership
Inquiry	Empathize
21st Century Learning	Respect
	Function collaboratively
Contributing members of a global society	Contributing members of a global society

Our goals for 2017-2018

- Institute a social skills curriculum

- Create clear and consistent behavioral expectations that positively build leadership, encourage responsible decision-making, and hold students accountable to these expectations

- Focus on writing development in all subject areas.

- Raise proficiency in all subject areas through rigorous, standards-aligned instruction.

Outcomes

- Review District Anchor Goals and analyze Jackson's progress towards these goals.

- Introduce Jackson's new goals based on last year's data

- Introduce the instructional and climate supports provided to students around academic, social, and emotional success.

District Anchor Goals

- Anchor Goal 2: Academics K-3

- Outcome Goal 1

- At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

- Outcome Goal 2

- At least 60% of Kindergarten students and 75% of 1st and 2nd grade students will make at least one year's worth of growth, as evidenced by their independent reading level from Q1 to Q4.

- Outcome Goal 3

- No more than 25% of 3rd grade students will score below basic on the 3rd Grade PSSA-ELA assessment.

- # **How are we doing?**

- Outcome Goal 1

- At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

Students at Tier 1 on AIMSweb (SDP: 42.0%)
Grades K-2, 2016-2017 YTD v. 2015-2016 YTD, by Network, School, and Grade Level
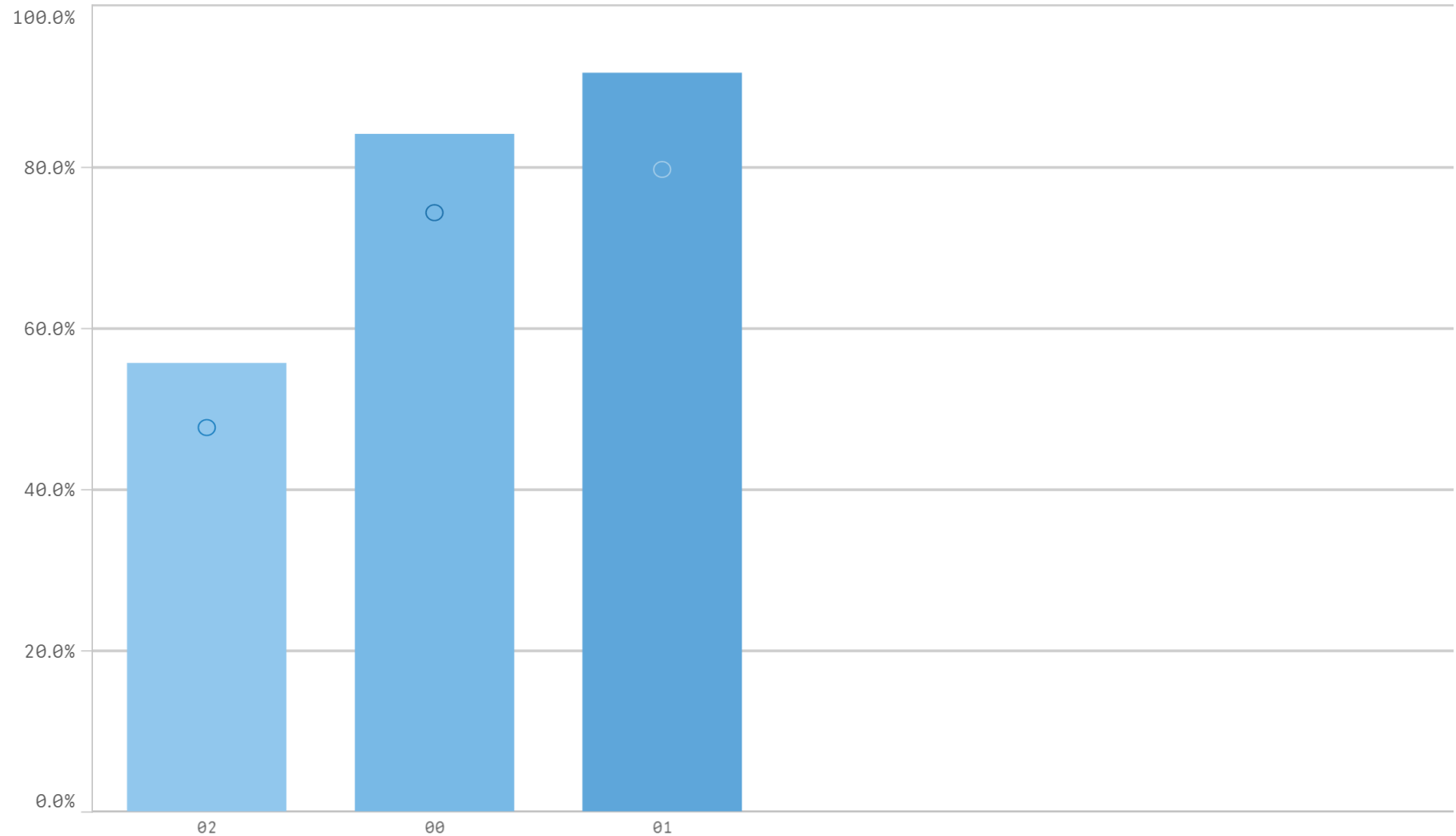
Jackson's Goal: Outcome Goal 1

- 2016-2017 Baseline:
  - Kindergarten: 84% on target by spring AIMSweb assessment
  - 1st Grade: 91.5% on target by spring AIMSweb assessment
  - 2nd Grade: 55.6% target by spring AIMSweb assessment

- 2017-2018 Goal:
  - Kindergarten: 89% on target by spring AIMSweb assessment
  - 1st Grade: 97% on target by spring AIMSweb assessment
  - 2nd Grade: 61% target by spring AIMSweb assessment

How are we doing?

- Outcome Goal 2
- At least 60% of Kindergarten students and 75% of 1st and 2nd grade students will make at least one year's worth of growth, as evidenced by their independent reading level from Q1 to Q4.

Students Meeting Minimum Growth Goal in Independent Reading Level (SDP: 65.7%)

Grades K-3, 2016-2017 YTD v. 2015-2016 YTD, by Network, School, and Grade Level
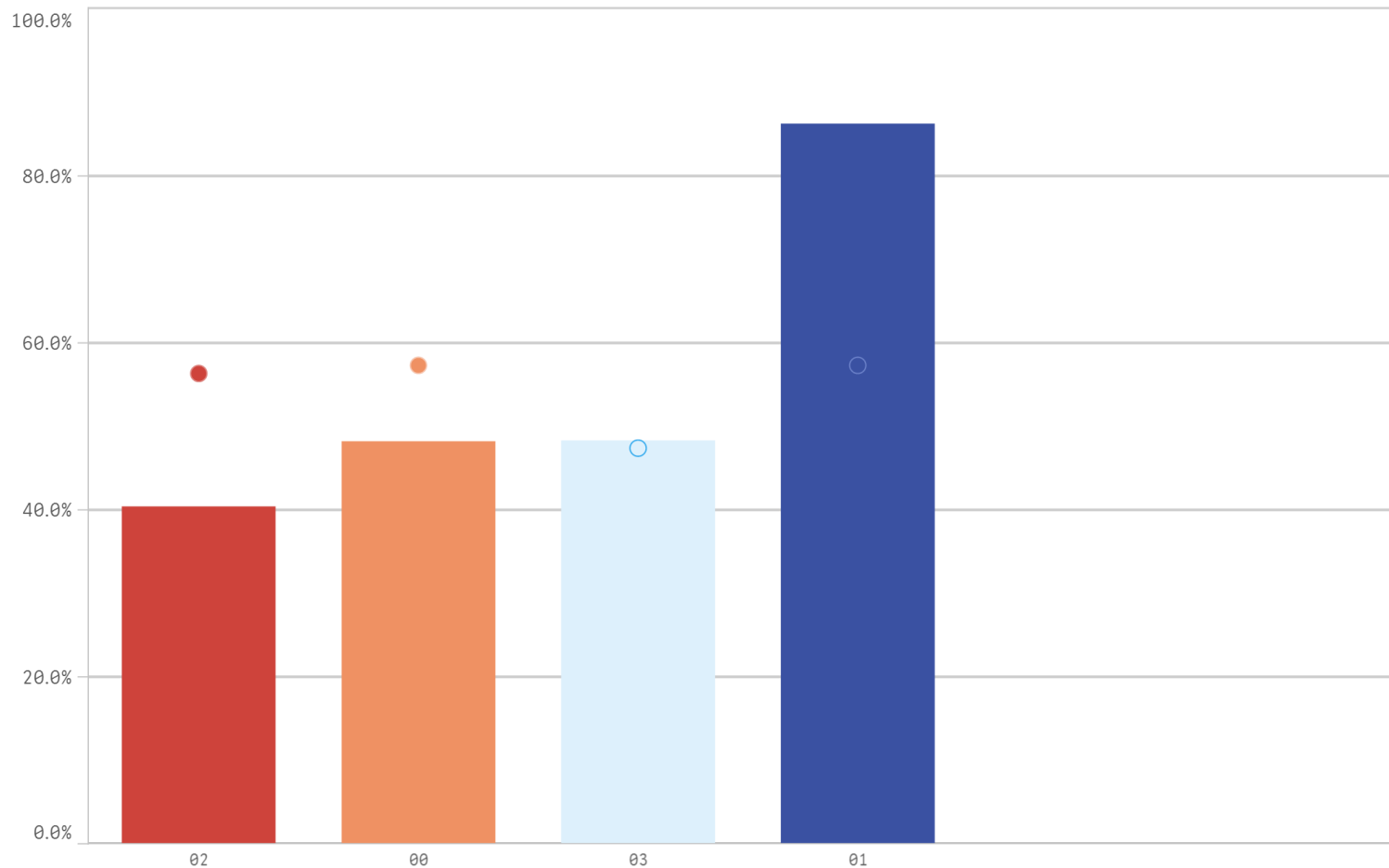
2016-2017 (Bars) v. 2015-2016 (Circles), through Q4. Colored by Year-Over-Year Change. Reported at the School level.

Jackson's Goal: Outcome Goal 2

- 2016-2017 Baseline:
  - Kindergarten: 48% of students made 1 year's growth
  - 1st Grade: 86% of students made 1 year's growth
  - 2nd Grade: 40.3% of students made 1 year's growth

- 2017-2018 Goal:
  - Kindergarten: 53% of students will make 1 year's growth
  - 1st Grade: 91% of students will make 1 year's growth
  - 2nd Grade: 46% of students will make 1 year's growth

How are we doing?

- Anchor Goal 2: Academics K-3

- Outcome Goal 3
  - No more than 25% of 3rd grade students will score below basic on the 3rd Grade PSSA-ELA assessment

- Anchor Goal 2: Academics 4-8

- Outcome Goal 2
  - No more than 20% of students will score below basic on the Reading and Math PSSA

ELA	Advanced	Proficient	Basic	Below Basic
3	5.3%	29.3%	40.0%	25.3%
4	17.3%	23.1%	44.2%	15.4%
5	5.6%	24.1%	44.4%	25.9%
6	12.1%	41.4%	31.0%	15.5%
7	16.7%	36.7%	43.3%	3.3%
8	6.7%	43.3%	40.0%	10.0%

How are we doing?

- Anchor Goal 2: Academics 3-8

- Outcome Goal 2
    - No more than 20% of students will score below basic on the Reading and Math PSSA

Math	Advanced	Proficient	Basic	Below Basic
3	9.2%	21.1%	13.2%	56.6%
4	7.4%	16.7%	37.0%	38.9%
5	3.6%	12.5%	25.0%	58.9%
6	3.4%	13.8%	29.3%	53.4%
7	3.2%	12.9%	22.6%	61.3%
8	0.0%	16.1%	9.7%	74.2%

Jackson's Goal: Outcome Goal 3 (Grade 3) and Outcome goal 2 (4-8)

- Grade 3: No more than 25% of 3rd grade students will score below basic on the 3rd grade PSSA ELA assessment.
  - 2016-2017 Baseline: No more than 25.3% of 3rd grade students scored below basic of the 3rd grade PSSA ELA assessment.
  - 2017-2018 Goal: No more than 20.3% of 3rd grade students will score below basic of the 3rd grade PSSA ELA assessment.

- Grades 4-8: No more than 20% of students in grades 6th-8th and 4th-5th will score below basic on the ELA PSSA

- 2016-2017 Baseline:
  - 4th: No more than 14.3%
  - 5th: No more than 26%
  - 6th: No more than 15.8%
  - 7th: No more than 3.3% scored below basic on the ELA PSSA

  - 2017-2018 Goal:
    - 4th: No more than 9.3%
    - 5th: No more than 21% will score below basic on the ELA PSSA

    - 6th: No more than 10.8%
    - 7th: No more than 3.3% will score below basic on the ELA PSSA

Jackson's Goal: Math Grades 3-8

- Grades 3-8: No more than 20% of students in grades 6th-8th (17-18: 6th 47.6%, 7th: 53.1%, 8th: %) and 4th-5th (17-18: 4th: 34.2%, 5th: 54.6%) will score below basic on the Math PSSA (16-17 Baseline, 4th: 39.2%, 5th: 59.6%, 6th:52.6 %, 7th: 58.1 %, 8th: %).4th: No more than 14.3%

- 2016-2017 Baseline:
  - 3rd: No more than 56.6%
  - 4th: No more than 39.2%
  - 5th: No more than 59.6%
  - 6th: No more than 52.6%
  - 7th: No more than 58.1% scored below basic on the Math PSSA

  - 2017-2018 Goal:
    - 3rd: No more than 51.6%
    - 4th: No more than 34.2%
    - 5th: No more than 54.6%
    - 6th: No more than 47.6%
    - 7th: No more than 53.1% will score below basic on the ELA PSSA

Anchor Goal 1: Attendance and Culture

- At least 50% of students will attend 95%of days or more. No more than 15% of students will attend less than 85% of days.
- At least 90% of students will have 0 out-of-school suspensions (grades 4-8).

At least 50% of students will attend 95% of days or more. No more than 15% of students will attend less than 85% of days.

Students Attending 95% or More Days (SDP: 36.9%)
2016-2017 YTD v. 2015-2016 YTD, by Network, School, and Grade Level
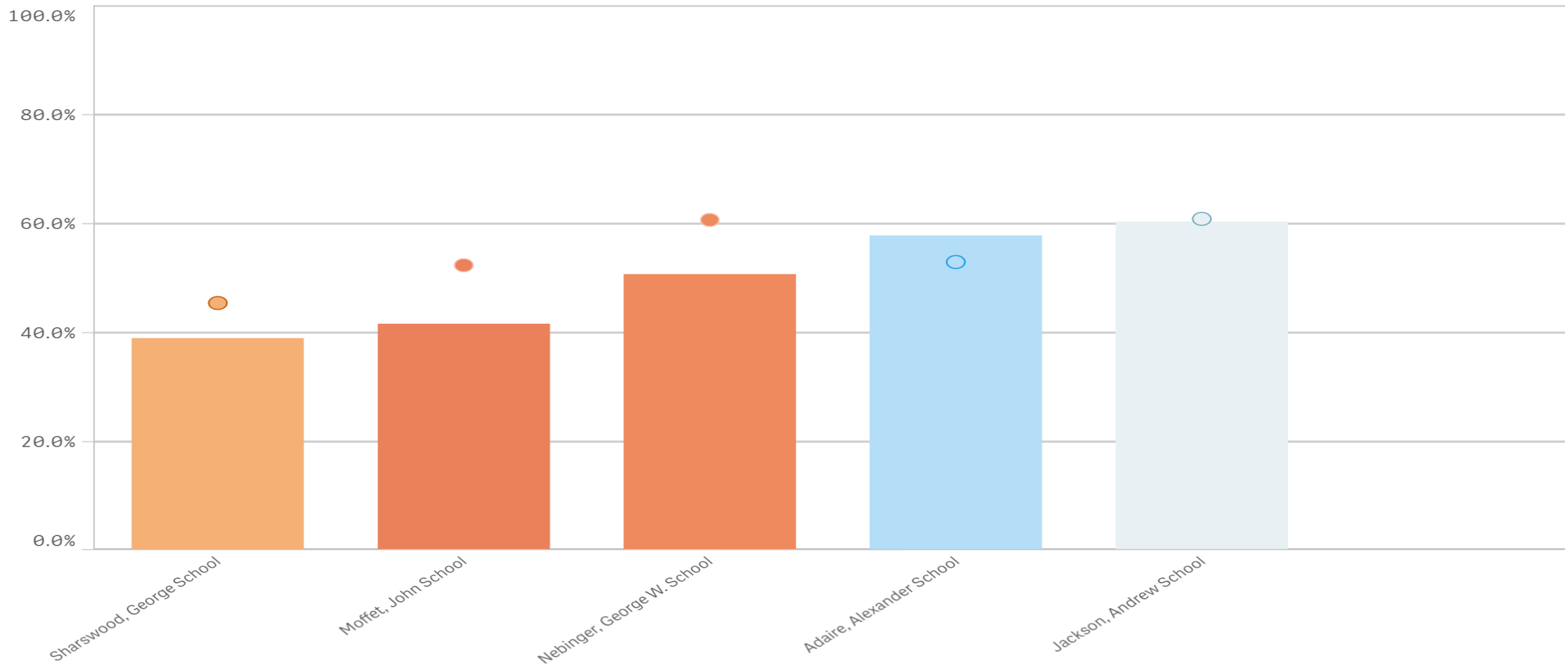
2016-2017 (Bars) v. 2015-2016 (Circles), through Jun. Colored by Year-Over-Year Change. Reported at the School level.

Jackson's Attendance Goal

- 2016-2017 Baseline: 60.2% of students attended 95% of days or more.

- 2017-2018 Goal: At least 65% of students will attend 95% of days or more.

At least 90% of students will have 0 out-of-school suspensions (grades 3-8).

Zero Suspensions

Zero Suspensions

Students with Zero Out-of-School Suspensions (Cumulative by Month)
Cumulative YTD by month for 2015-2016, 2016-2017
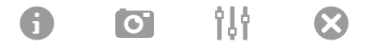
The 4 R's

- The 4 R's serve as a cornerstone for Jackson's revised culture model:

  - We are **respectful** of ourselves, each other, and our environment
  - We are **responsible** for our own actions and work to positively influence the actions of others
  - We are **reliable**, can be trusted, and can be depended on.
  - We hold ourselves and others to high behavioral expectations of excellence, therefore executing **rigor.**

- The goal of the model is to encourage the development of the 4 R's through a positive behavior support that:
  - Promotes leadership, self-awareness, cultural sensitivity, and responsibility.
  - Teaches students to learn from their mistakes
  - Helps students understand there are consequences, positive or negative, for our actions.

Key Components

- Being Proactive

- Recognizing leadership potential

- Instituting non-negotiables

- Implementing a system of accountability

- Rewarding students for positive behavior

- Providing clear systems for responding to misbehavior and clear consequences

- Cafeteria procedures

Being Proactive

- 20 minute, daily social skills lesson
  - Connected to literacy and videos via the internet
  - Everfi grades 6-8: Character Playbook and Digital Responsibility
    - Analyzing Influences, Understanding and Managing Emotions, Communicating Effectively, Resolving Conflict, Stepping In, Making Decisions, Wireless Communication, Digital Relationships and Respect

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Recognizing Leadership Potential

- The core of our behavior model is the belief that all students can reach their leadership potential. We can achieve this through the following anchors:

  - Recognizing mistakes are a teachable moment and can be learned from
  - Providing students with the understanding of what is acceptable behavior and what is not
  - Holding students accountable for misbehavior
  - Praising students for behaviors that exhibit our 4 R's
  - Expressing the importance of consistency, and how this relates to real-life situations
  - Building student leadership through the formation of a student government

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Instituting Non-Negotiables Building-Wide

- No one has the right to hurt another person
  - Keep your hands, feet, and objects to yourself
  - Speak to each other in an appropriate tone of voice without inappropriate language
  - Engage in peer mediation
    - Vision Connection: Respect, empathize

Instituting Non-Negotiables Building-Wide

- We will not discredit ourselves or our school
  - Hold yourself to high standards
  - Executive leadership
  - Show Jaguar Pride
    - Vision Connection: Rigorous, autonomy, leadership

Instituting Non-Negotiables Building-Wide

- We will behave like Jaguars with honor.
  - Respect each other
  - Say please and thank you
  - Introduce yourself to others
  - Sit appropriately
    - Vision connection: Respect, function collaboratively, contributing members of society

Instituting Non-Negotiables Building-Wide

- We take care of our school and each other
  - We clean up after ourselves
  - We treat school materials, furniture, and facilities as if they were our own
  - We advocate for each other
  - We respect cultural and learning differences
  - We understand that everyone is unique
  - We understand that we ALL have something to contribute
    - Vision connection: Respect, empathize, function collaboratively

Instituting Non-Negotiables Building-Wide

- We understand the value of education
  - We persevere, even when something is hard
  - We complete all of our work to the best of our ability, on time
  - We advocate for ourselves when something is difficult
    - Vision connection: Rigorous, self-resiliency

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System of Accountability

- Our core behavior beliefs will be maintained by implementing a rating system that praises positive student behavior and leadership and helps students and parents understand the need for behavioral responsibility:
  - All students will receive a weekly behavior rating. At the K-5 level, behavior ratings will be reported to parents daily.
  - All K-8 students' behavior ratings will be averaged into a weekly rating. The weekly ratings will determine:
  - Who is in need of support and/or behavioral intervention(s)
  - Positive "wins" or rewards for consistent student behavior
  - The formation of a student government to help institute a cultural environment that exhibit our 4 R's.

- **Rationale:** Students need to understand there are consequences to their actions, positive or negative. Students struggling with behavior need to be identified to provide the appropriate supports. This provides a method of tracking student behaviors.

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Rewards: Student Wins

- All students will be eligible to obtain a "win" based upon positive students' behavior and leadership. Wins will be categorized accordingly:

- Positive or about status: Category 1 wins: Jaguar Fridays (30 minutes)

- Monthly Positive and above status (students who, consistently during the period of one month, have positive or above status):
  - Wear Jaguar PAWS pin
  - Participates in category 1 wins
  - Participates in monthly category 2 wins: movie, free dress down, etc.

- Quarterly Student Government status (1 report card quarter of student government status, with the exception of 2 weeks)
  - Eligible to represent student government for his/her community
  - Participates in category 1 and 2 wins.
  - Wears Jaguar Pride shirt
  - Participates in category 3 wins: trip, etc.

Acquiring Student Government Status

- Students will acquire student government status by consistently displaying Jaguar behavior through our norms.

- The acquisition of student government signifies leadership within the building. All grade bands (K-1, 2-3, 4-5 and 6-8) will have a representative (delegate) on the board.

- The executive members of the board will be voted upon by the student body and must be in grade 6 or above. Only students with "student government status" are eligible to run for executive membership. The following positions will compose the executive team:
  - **President**: Runs all student government meetings, seeks input from the student body, works as a liaison with the leadership team, seeks to maintain a positive environment and embodies PAWS pride.
  - **Vice-President:** Assists the President in his/her duties
  - **Secretary:** Records all notes of student government meetings, maintains a calendar of student events, and meets with the leadership team to ensure these events are communicated with the community.
  - **Treasurer:** Keeps accounts of all funds donated to the student body (with adult supervision), makes recommendations for purchases, uses cost analysis strategies for fundraising and events.

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Systems for Responding to Misbehavior

Violation	First Offense	Second Offense	Third Offense	Fourth Offense
Bullying	• Parental Notification • Student's Name is moved directly to concern. • Mediation session. • Automatic concern status	• Parent Conference with return with parent • Detention with completed exit ticket • Student will meet with counselor. • Automatic concern status	• Bullying Incident filed • No non-academic activities for 2 weeks. • Reflection essay • 1 week detention • Automatic concern status	• 1 day minimum suspension • No non-academic activities for 2 weeks • Reflection essay • Automatic concern status
Fighting	• Required peer mediation session • No school activities for 2 weeks. • Possible Suspension • Automatic concern status	• Monthly required meeting with Dean/Counselor • 2 hours of community service. • Required peer mediation session • No non-academic activities for 2 weeks. • Suspension • Automatic concern status	• Biweekly required meeting with Dean/Counselor • 2 hours of community service. • Required mediation session • No school activities for 2 weeks. • Suspension • Automatic concern status	• Suspension. • Student will be recommended for a disciplinary transfer. • Automatic concern status

Systems for Responding to Misbehavior

Violation	First Offense	Second Offense	Third Offense	Fourth Offense
Walking Out of Class/Skipping	• Student will be escorted back to class. • Teacher Classroom Management Techniques. • Teacher calls office	• Student will be brought back to class. • Teacher Classroom Management Techniques.	• Student will be brought back to class. • Teacher Classroom Management Techniques. • Parent Conference run by teacher • 2 hours of community service	• Student will be brought back to class. • Teacher Classroom Management Techniques. • Parent Conference • 2 hours of community service • Student will be required to meet with dean biweekly. • No non-academic activities for 2 weeks.
Electronic Devices	• Student yields the device. • Student retrieves the device from Teacher at the end of the day.	• Student yields the device. • A parent/guardian will be required to pick up the device.	• Student yields the device. • Detention	• Student yields the device. • Detention • No non-academic activities for 2 weeks.

Systems for Responding to Misbehavior

Violation	First Offense	Second Offense	Third Offense	Fourth Offense
Dress Code Infractions	• Student will be provided a donated school uniform. • Parental Notification	• Student will be provided a donated school uniform. • Parental Notification • Detention	• Student will be provided a donated school uniform. • Parental Notification • Community service	• Student will be provided a donated school uniform. • Parent Conference
OFFENSIVE/ PROFANE LANGUAGE/ GESTURES & Insubordination	• Classroom Management Strategies: • Parental Notification	• Classroom Management Strategies: • Parental Notification • Lunch detention	• Classroom Management Strategies: Lunch/After School Detention, Writing Assignment, 1 to 1 Conference, Buddy Teacher, etc. • Parental Notification • No non-academic activities for 2 weeks.	• Parent Conference • No non-academic activities for 2 weeks. • • Harassment Incident filed

Systems for Responding to Misbehavior

Violation	First Offense	Second Offense	Third Offense	Fourth Offense
DESTRUCTION OF SCHOOL PROPERTY	• RESTITUTION • Parental Notification • 1 hour of Community Service/detention • Automatic concern status	• RESTITUTION • Parental Notification • 2 hours Community Service • Automatic concern status	• RESTITUTION • Parental Notification • 1-day suspension • Serious Incident Filed • Automatic concern status	• RESTITUTION • 2-day suspension • Serious Incident Filed • No non-academic activities for 2 weeks. • Automatic concern status

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Academic	Social/Emotional
Rigorous	Rigorous
High-quality teaching	Self-resiliency
Multiple Intelligences	Autonomy
Real-world connections	Leadership
Inquiry	Empathize
21st Century Learning	Respect
	Function collaboratively
Contributing members of a global society	Contributing members of a global society