

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Andrew Jackson Middle School

Area:

North

Principal:

Dr. John Harris

Area Superintendent:

Dr. Ronald Bobay

SAC Chairperson:

Donald Dorsey Jr.

Superintendent: Dr. Brian Binggeli

Mission Statement:

At Andrew Jackson Middle School, we envision a school where all students learn in a clean and safe atmosphere that provides physical and emotional safety. At Jackson Middle School the parents, community, school personnel, and students display mutual respect, encouragement, and support for one another. We, as a faculty and staff, foster and encourage a love for life-long learning in an environment where students think creatively, solve problems, and make informed decisions. As a learning community parents, students, school personnel, and the city of Titusville share the responsibility of advancing the school's mission.

Vision Statement:

At Andrew Jackson Middle School, our mission is to provide all students with learning opportunities that will enable them to develop the knowledge, skills, and values to become positive, responsible, and productive individuals with a lifetime interest in learning.

Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

AJMS' total school population had 68%, 77%, and 76% of the students achieving a level 3 or higher in reading based on the FCAT for testing years 2012, 2011, and 2010, respectively. 69%, 75%, and 80% of AJMS' total school population achieved a level 3 or higher on the math FCAT for testing years 2012, 2011, and 2010, respectively. In writing, 75% of students scored a level 3 or higher on the FCAT for the 2012 school year. AJMS' total school population had 57%, 61%, and 58% of the students achieving a level 3 or higher in science based on the FCAT for testing years 2012, 2011, and 2010, respectively. 72%, 56%, and 68% of the lowest 25% made learning gains in reading based on the FCAT for testing years 2012, 2011, and 2010, respectively. On the FCAT math, 59%, 70%, and 74% of the lowest 25% made learning gains for testing years 2012, 2011, and 2010, respectively.

As of September 2012, the average reading comprehension percentile rank as measured by the FAIR assessment for seventh grade was 43. The average reading comprehension percentile rank as measured by the FAIR assessment for eighth grade was 50.

Looking at the Algebra EOC results, 100% of seventh graders and 90% of eighth graders performed at high standards. On the Geometry EOC, 90% of eighth graders performed at high standards.

Analysis of Current Practice: *(How do we currently conduct business?)*

AJMS is proud to be one of six middle schools in Brevard Public Schools who earned an "A" for the 2011- 2012 school year. Additionally, AJMS jumped from a 264th state ranking of middle schools to an amazing 145th. These results are due to AJMS's commitment to base instructional decisions on quantifiable data. Data driven instructional practices have fundamentally transformed our instructional decision making.

Students scoring a Level 1 or 2 in FCAT reading are required by the state to be enrolled in an intensive reading class during the school day, however, these students are also invited to participate in our daily **Morning School Program** which consists of tutoring sessions with teachers and computer based instruction from programs such as FCAT Explorer and ZEOS.

Students scoring a Level 1 or 2 in FCAT math are also invited to participate in the **Morning School Program** in order to receive tutoring from teachers. Additionally, students who scored a Level 1 in math attend an intensive math class that previews math skills a week ahead of their MJ 2 or MJ 3 math class, whereby providing an additional scaffolding of math support.

Additionally, students scoring a level 3 who are in the lowest 25% are also provided with scaffolding and support. AJMS created the **Generals in Training or G.I.T. Program** for these students. **G.I.T.** students in both 7th and 8th grade participate in one of the following ways: Attending the **Morning School Program** and/or being placed in a **G.I.T. Leadership Class** using a pull-out method in General Time or an elective. The Literacy Coach, Media Specialist, and Guidance Service Professional assist in conducting these classes.

AJMS' entire school population participates daily in the **General Reading Time** program. During the first period of instruction, twenty minutes is added to the schedule in order for AJMS students to participate in this school-wide reading endeavor.

ELLs participate in AJMS' **ESOL Morning School** daily and utilize the research-based computer program **Achieve 3000**

which provides extensive support in language acquisition. These students meet with the ESOL contact regularly before school and during **General Reading Time**.

Additionally, throughout the school year, students with FAIR scores that indicate a low probability of success on FCAT reading are invited to participate in **morning school** to work with their language arts teacher, Media Specialist and/or Reading Coach.

AJMS' entire student population participates in "**Data Chats**" with both their Language Arts teachers and the Literacy Coach. Students are presented with an honest reflection of their current status by looking at their results of various sources of data such as FCAT and FAIR. Students construct goals for self improvement and participate throughout the school year in periodic self assessment reflections aligned with their stated goals.

J.U.M.P. (Jackson's Ultimate Mentoring Program) provides at risk students with a positive adult role model for an additional layer of support. Faculty, staff, administration and community members unite in order to match selected students with an adult mentor who meets with students on a regular basis.

Band and orchestra students are provided the opportunity to work with a mentor after school every Tuesday and/or Thursday. Mentors are either Titusville High Band or Orchestra members.

The **N.B.A. program (No Bullying Allowed)** has enjoyed tremendous success at AJMS. This program continues to provide selected students with the opportunity to train in conflict resolution skills in order to participate in a school-wide campaign to address bullying.

AJMS' first implemented **Lesson Study** with the science department in 2010. This process will continue into the 2013 school year.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

This year, our focus has shifted to two specific goals: School-Wide Differentiated Accountability Daily Bell Work and Implementing Positive Behavior Support.

Differentiated Accountability Daily Bell Work:

According to Education World's author, Dr. Fred Jones: "In the hall, students laugh and joke and flirt as they pass from class to class. This is normal behavior for the hallway. The classroom, in contrast, is a work environment. Students would love to bring their social environment from the hall into the classroom. They would love to spend the first part of the class period finishing their conversations. And they will, unless you clearly structure a change in behavior. Do everything you can to define the entrance into your classroom as a doorway between *two different worlds*. Clearly separate the social world from the world of schoolwork. You can only define a work environment through *work*."

At AJMS, the business of school begins the moment every Jackson General walks into his or her classroom. Differentiated accountability daily bell work is 100% school-wide, and yes, that means **every** single classroom. Reading, Language Arts, and the social studies departments have structured their bell work according to common core standards and aligned to FCAT 2.0 reading with 7th grade and 8th grade differentials. Science bell work is structured to align with FCAT 2.0 in science whereas math bell work is aligned with FCAT 2.0 math for 7th and 8th grade respectively. Of course, Algebra and Geometry bell work aligns with those content core competencies. However, the elective departments have chosen to highlight specific core competencies identified as signature weaknesses across the board for each of our struggling math learners. Furthermore, according to research of Dr. Ruby K. Payne, these basic areas of math skills demand automaticity at this basic level, or functioning at more complex, higher levels of thinking is virtually impossible. Therefore, the following is a breakdown of the elective department's areas of focus for this school year for data driven bell work:

- ☆ Family and Consumer Science = Measurement
- ☆ Business Education = Percentages
- ☆ Computer and Technology = Fractions
- ☆ Art = Integers
- ☆ Music = Multiplication

“What is needed is a meaningful learning experience that does not require active teaching. With daily Bell Work learning begins immediately, sends the message that a classroom is a place of business, and structures the entire learning environment.” (Dr. Fred Jones) AJMS has adopted differentiated accountability bell work as a school-wide goal in order to provide “real-time” data driven decision making from daily bell work results. Additionally, AJMS is utilizing periodical summative/formative assessments of the bell work as a substitute for district-wide differentiated accountability assessments in order to expedite this process of data driven core content decision making.

Obviously, our bell work results will be analyzed, compared and tracked to determine such things as student growth and/or instructional weaknesses.

Positive Behavior Support:

“Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School –wide Positive Behavior Support (SWPBS) provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.” (Positive Behavioral Interventions and Supports)

Although AJMS had begun implementing *some* PBS behavioral practices last school year by utilizing a token economy and providing several opportunities for students to engage in commerce (Morning School Store and Popcorn Wednesday’s), complete school-wide implementation of PBS Tier 1 and Tier 2 this school year is one of our main goals.

In July, several members of AJMS’ faculty and administrators were trained in Tier 1 of the Florida’s Positive Behavior Support Project.

During registration, faculty and students were surveyed in order to generate “authentic” PBS incentives. Results of these surveys translated into practices such as an “Electronic Zone” during our PBS Lunch-time Patio Incentive and Thankful Thursday Faculty Celebrations every Third Thursday of the month. Additionally, AJMS faculty was introduced to Tier 1 and Tier 2 PBS through pre planning trainings.

At the beginning of this school year all AJMS faculty members were equipped with two weeks of lesson plans in order to implement Tier 1 PBS behavior expectations with our students. Students engaged in discussions of what AJMS’ behavioral expectations look like in all school related settings. Teachers then sought and continue to seek opportunities to “reward” AJMS’ General behavior expectations. The token, “STARBUCK” is used to show our appreciation for exhibiting these behavioral expectations. On Monday’s before school and during lunch, our “STARBUCK STORE” is open for business!



CONTENT AREA:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Programs
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Arts/PE	<input checked="" type="checkbox"/> Other: Electives		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

To increase student achievement, 100% of AJMS faculty will participate in daily differentiated accountability bell work and formative common assessments.

Strategies: *(Small number of action oriented staff performance objectives)*

Barriers	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Implementation with fidelity, faculty buy-in, and maintaining higher order questioning	Create content specific bell work geared toward FCAT 2.0 and Common Core Standards for grades 7 and 8	Administration, AJMS faculty, and department chairs	Ongoing	Salaries for four core team leaders @ 18 hours X \$31 for a total of \$2200	Content specific bell work PowerPoints
	Create formative, common assessments based on daily bell work that will be utilized to drive instruction	Administration, AJMS faculty, and department chairs	Ongoing	Purchase of the Apperson Scanner @ \$1200 Purchase of Scantrons @ \$875	Formative common mini-assessments
	Begin daily differentiated accountability bell work	Administration, AJMS faculty, and department chairs	Within the first three weeks of school		Lesson plans and student results
	Conduct formative, common assessments at least once per grading period	Administration, AJMS faculty, and department chairs	At least once per grading period		Test item analysis

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Qualitative: Based on teacher surveys, 70% of teachers will verify that daily bell work and formative common assessments are effective forms of instruction.

Quantitative: 100% of AJMS faculty will participate in daily differentiated accountability bell work and formative common assessments.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student*

achievement)

Qualitative: Based on student surveys, 70% of students will verify that daily bell work and formative common assessments are effective forms of instruction.

Quantitative: 70% of students will master at least one formative common assessment with a score of 70% or higher as measured by Analysis of Apperson reports.

CONTENT AREA:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Programs
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Arts/PE	<input checked="" type="checkbox"/> Other: Electives		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

To enhance the culture of learning, AJMS will implement Tier 1 and Tier 2 Positive Behavior Support (PBS) school wide.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Implementation with fidelity, faculty and student buy-in, funding, and community involvement	Establish a PBS team	Administration	Summer, 2012		ERO registration
	Train the PBS team	District, administration, and PBS team	July, 2012		Training agenda
	Train AJMS faculty	Administration, PBS team, AJMS faculty	Pre-Planning, ongoing		Training agenda
	Train AJMS students	Administration, PBS team, AJMS faculty, AJMS students	Ongoing		Lesson plans
	Establish "token economy"	Administration, PBS team, AJMS faculty, AJMS students	Ongoing	\$400	Starbuck
	Create and maintain "Starbuck Store"	Administration, PBS team, AJMS faculty, AJMS students, SAC	Mondays before school and during lunch	\$750	Inventory and pictures
	Write grant for PBS funding	Grant team	Due October 12, 2012		Grant results
	Establish PBS lunch incentives	PBS team, AJMS students, General Parents in Action	September, 2012		Pictures
	Train AJMS faculty on Rtl:B database	Administration, PBS team, AJMS faculty	August, ongoing		Agendas
	Utilize Rtl:B database	Administration, AJMS faculty, school psychologist, behavior analyst	Ongoing		Reports generated
	Facilitate "Thankful Thursday" faculty celebrations	Administration, PBS team, business partners, community	Every third Thursday of the month		Pictures and feedback

	Celebrate student achievement with academic award assemblies	Administration, AJMS faculty, AJMS students, PBS team, business partners, community	Once every 9 weeks	\$1800	Program and stakeholder feedback
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EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Qualitative: Based on teacher surveys, 70% of teachers will verify that PBS has helped to develop a positive school culture.
Quantitative: Utilizing PBS, AJMS would like to see the number of office referrals being written will decrease by 5% for the 2013 school year.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Qualitative: Based on student surveys, 70% of students will verify that PBS has helped to develop a positive school culture.
Quantitative: Utilizing PBS, AJMS would like to see the number of student infractions decrease by 5% for the 2013 school year.

APPENDIX A

Reading	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects)</small>
Anticipated Barriers: <ul style="list-style-type: none"> All students are not able to take advantage of morning school activities and teacher led help sessions due to their mode of transportation Student motivation Providing supervision and matching student ACADEMIC needs with the teacher's expertise when designing the Mutual Accountability Rooms (MARS) Teacher buy in Implementing data chats with fidelity Teacher resistance to daily bell work and teacher created mini-assessments Developing lessons based on bell work and mini-assessments 		
Strategies: <ul style="list-style-type: none"> <u>Implement</u> the Generals in Training Program (GIT) for those students that scored a level 3, but fall into the lowest 25 to 30% of readers on FCAT 2.0 <u>Create</u> a school wide "Morning School" program that provides students with additional practice using the ZEOS Reading Software, completing homework and making up assignments <u>Offer /provide</u> teacher led daily help sessions to all students <u>Design and manage</u> a <i>Mutual Accountability Room(MARS)</i> for students to come to for additional help during their elective classes <u>Conduct</u> FCAT and FAIR data chats to make students aware of their strengths and weaknesses <u>Drive</u> instruction from the daily Language Arts/Reading bell work and mini-assessments 		
FCAT 2.0 Students scoring at Achievement Level 3	32%=199 students	35%
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading	34%=212 students	37%
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading	72%	75%
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:	68%	71%

Baseline data 2010-11:		
Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White: →	25%	22%
Black: →	57%	52%
Hispanic: →	37%	32%
Students with Disabilities (SWD) not making satisfactory progress in Reading	66%	55%
Economically Disadvantaged Students not making satisfactory progress in Reading	44%	41%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Differentiated accountability bell work and mini assessment professional development	September, 2012	Apperson reports
Unpacking the Common Core Standards	September, 2012 February, 2013	Lesson plans

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: <div style="border: 1px solid black; padding: 2px; display: inline-block;">78%</div>	Incorporating academic language in core content area classes according to Common Core Standards	Faculty PD on explicit instruction for incorporating academic language in listening and speaking	Faculty PD Agenda
2012 Current Percent of Students Proficient in Reading: <div style="border: 1px solid black; padding: 2px; display: inline-block;">56%</div>	Maintaining momentum for improving reading skills	Utilize PBS incentives for morning ESOL participation and production Utilize Achieve 3000 for morning program Continue to incorporate periodical data chats	Reports generated by Achieve 3000 Results demonstrated by use of Achieve 3000
2012 Current Percent of Students Proficient in Writing: <div style="border: 1px solid black; padding: 2px; display: inline-block;">44%</div>	Standard written English is a challenge for native English speakers, and ESOL students are very frustrated by the demands of writing	Incorporate explicit writing instruction into the morning ESOL program Monitor writing in Language arts classrooms	Student products/portfolios

Mathematics	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barriers: <ul style="list-style-type: none"> • All students are not able to take advantage of morning school activities and teacher led help sessions due to their mode of transportation • Student motivation • Providing supervision and matching student ACADEMIC needs with the teacher's expertise when designing the Mutual Accountability Rooms (MARS) • Teacher buy in • Teacher resistance to daily bell work and teacher created mini-assessments 		

<ul style="list-style-type: none"> Developing lessons based on bell work and mini-assessments 		
Strategies: <ul style="list-style-type: none"> <u>Create</u> a school wide "Morning School" program that provides students with additional practice using the ZEOS Software, completing homework, and making up assignments <u>Offer /provide</u> teacher led daily help sessions to all students <u>Design and manage</u> a <i>Mutual Accountability Room</i> (MARS) for students to come to for additional help during their elective classes <u>Implement</u> daily math bell work in all math classes and electives <u>Drive</u> instruction from the daily mathematics bell work and mini-assessments <u>Utilize</u> word walls in social studies classrooms to assist with vocabulary acquisition <u>Integrate technology</u> utilizing FCAT Explorer, Khan Academy, ZEOS, United Streaming, and Mimeo Pads 		
FCAT 2.0 Students scoring at Achievement Level 3	34% = 211 students	37%
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics	32% = 201 students	35%
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics	59%	62%
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11:	69%	72%
Student subgroups by ethnicity NOT making satisfactory progress in Mathematics : <div style="text-align: right; margin-right: 20px;"> White: → Black: → Hispanic: → </div>	24% 60% 33%	21% 55% 29%
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	67%	61%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	43%	40%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Differentiated accountability bell work and mini assessment professional development	September, 2012	Apperson reports
ZEOS professional development	Ongoing	ZEOS reports

Writing Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects)</small>
Anticipated Barriers: <ul style="list-style-type: none"> All students are not able to take advantage of teacher led help sessions due to their mode of transportation Student motivation Teacher buy in 		
Strategies: <ul style="list-style-type: none"> <u>Offer /provide</u> teacher led daily help sessions to all students 		

<ul style="list-style-type: none"> • <u>Implement</u> the "Wow! I'm a Writer" program • <u>Utilize</u> LINCS vocabulary strategies with FCAT language 		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	76% = 217 students	79%

Science	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barriers: <ul style="list-style-type: none"> • All students are not able to take advantage of teacher led help sessions due to their mode of transportation • Student motivation • Teacher buy in • Teacher resistance to daily bell work and teacher created mini-assessments • Developing lessons based on bell work and mini-assessments 		
Strategies: <ul style="list-style-type: none"> • <u>Offer /provide</u> teacher led daily help sessions to all students • <u>Utilize</u> the computer lab for FCAT Focus and Explorer and track student progress • <u>Increase</u> science concept mastery by using Graphic Organizers when applicable • <u>Drive</u> instruction from daily science bell work and mini-assessments • <u>Create</u> Exit Slips to be used at the end of labs and activities as formative assessment to monitor concept mastery 		
FCAT 2.0 Students scoring at Achievement level 3 in Science:	39% = 113 students	42%
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	18% = 15 students	21%

APPENDIX B

Algebra 1 EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Algebra:	48% = 62 students	51%
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	44% = 56 students	47%
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity not making satisfactory progress in Algebra.		
<u>White:</u> →	8%	5%
<u>Black:</u> →	17%	14%
Students with Disabilities (SWD) not making satisfactory progress in Algebra	25%	22%
Economically Disadvantaged Students not making satisfactory progress in Algebra	3%	0%

APPENDIX C

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI:			
MTSS Leadership Team	Data Sources	Data Management	Training
School Counselors/GSP Administration Staffer	FCAT/FAIR Grades Discipline Reports	A3 AS400 PMRN	District Trainings Literacy Coach School Psychologist

School Psychologist Behavior Analyst Literacy Coach	Attendance Reports Student Records Observation/Anecdotal	Site Reporter Data Desktop	Counselors Faculty Meetings Professional Development
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MTSS meetings will be counselor initiated based upon information from the data sources as reviewed by the MTSS Leadership Team. Training in the RtI/MTSS process will be scheduled for staff throughout the school year during faculty meetings and Thursday's during AJMS' in-house professional development training days.

PARENT INVOLVEMENT: AJMS captured 15,692 volunteer hours in 2011, but only 4,429 volunteer hours in 2012. According to a parent volunteer, "I had no idea that the computer didn't automatically log me in as volunteer." This parent comment from last school year indicated that a procedure was missing for parents to understand how to use the VIP system. Many parent volunteer hours were not captured into this system because parents did not know that they had to sign in as a volunteer at AJMS; they assumed that when they signed into the system as a visitor that it would automatically be counted as volunteering. Additionally, numerous volunteer hours were not captured from Titusville High School students who work to mentor students in AJMS' band and orchestra programs because these THS students routinely signed into the VIP system as "Visitors" and not "Mentors". The THS students reported that the process for registering as a volunteer was too cumbersome. Therefore, AJMS has had to place an additional layer of support for utilizing the VIP system by training and utilizing the talents of our front office staff. Both our office and data clerks will be ensuring that volunteers sign in, and when necessary, they will be instructing our parent and student volunteers how to use the VIP accurately in order to capture a more honest reflection of AJMS' volunteer hours. AJMS' goal this year is to increase volunteer hours by 10% from 2012.

ATTENDANCE: The overall attendance rate for Andrew Jackson Middle School in the 2012 School year was 94.55%. In the 2013 school year, AJMS expects to increase their overall attendance to 95.00% by increasing the amount of one-on-one meetings with students that are experiencing high levels of absenteeism, research shows that students who feel a connection with their school have higher rates of attendance and a higher graduation rate.

SUSPENSION: AJMS had 1172 office referrals for the 2012 school year. Additionally, there were 231 days of out-of-school suspensions. Utilizing PBS, AJMS would like to see these numbers decrease by 5% for the 2013 school year.