

**Alignment Jackson Middle School Team**

**Thursday, June 26, 2014**

**United Way of the Capital Area 11:00am-12:30pm**

Meeting commenced at 11:11am

Welcome and Introductions

Review of Principles

Skip review of minutes and Tactical plan

**Overview**

How do align resources, communities, non-profits, and profit companies to support grade level reading?

- Focus on after school
- School electives
- Students can focus on active engagement activities in the after school programs. This allows students to become interactive with the characters and establish creative ways to introduce reading and using music.
- Making sure that the classrooms are equipped with computers to monitor the students
- The issue right now is identifying resources if they exist. What are some other ideas or thoughts to get to the next level?
- In all JPS middle schools the stop, drop, and read program focuses on reading for a period of time in the classroom. If students are in math class they read math problems as long as you are focused on reading for that period of time in the classroom. One Jackson many readers also has a program in place at several JPS middle schools. How do we align all of these resources?
- The elementary committee worked on a comprehensive toolkit? How can we customize this for middle school?
- Resources for the toolkit-We can tap into those organizations that have those resources
  - What exactly do the schools need?
  - What is already going on in the school?
  - Create a tactical plan that creates the resources (resource guide)
  - We have to make sure that we have a particular measurement
  - Can we find out what community organizations are supporting middle school? Such as the stop, drop, and read campaign. Some programs have been in the schools for a while and they are clearly not impacting the students so we want to guard against this.
  - There is a program where teachers work with parents and it's called academic parent teacher teams. The teacher looks at her entire class and the measurements are not hidden. The teacher develops a plan for all the students to get their goal. The teacher demonstrates the activities for the parents and they take the information home to their child.

We need more focus on parent and teacher meetings and building relationships. We can those meetings as a starting point and this will have to be built step by step.

The challenge is how do we implement this?

**Community Partners** Community Partners Develop Professional Development for JPS Middle School.  
Develop academic parent teacher teams for middle school pilot community partner's support

- Develop Professional development for JPS Middle School Educators.

#### **Develop Academic Parent Teacher teams for middle school**

- Pilot community
- Partners Support

#### **District sets uniform standard**

- Knowing reading level sharing with parents
- Data conversations with parents
- Efficacy
- Relationships
- Student development
- Parent View Adolescent
- Teacher view
- Love through Chaos
- Attitudes and beliefs
- Disposition
- Behavior
- Creative Learning Styles

#### **Middle School**

- Work with one particular school so that it's nurtured. Worst performing schools (Blackburn, Whitten, and Chastain Elementary School)
- Pilot the idea
- Move to make action steps

#### **Work Follow Up List**

Amy-will identify the personnel to possibly include (child psychologist, Dr. Tatum, Dr. Linda West)  
Development of Professional Development

(Layla, Thea, and Amy) Create a list of consultants

Anthony/Kamper Develop tactical plan

Calendar dates: October identify instructional dates for professional development

Amber will research data for Blackburn, Whitten, and Chastain Elementary School

**Still pending**

- developed tactical plan based on this information
- outputs and the outcomes

**Time adjourned 12:45**

**Next Meeting July 24, 2014**