

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [X] Choice

Name of Principal Dr. Daniel L. Bowling

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Francis W. Jones Magnet Middle School

(As it should appear in the official records)

School Mailing Address 1819 Nickerson Boulevard

(If address is P.O. Box, also include street address.)

Hampton VA 23663-1026  
City State Zip Code+4 (9 digits total)

County\_\_

Telephone (757) 850-7900 Fax

Web site/URL http://jon.hampton.k12.va.us E-mail sslater@hampton.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Jeffery Smith  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jsmith@hampton.k12.va.us

District Name Hampton City Pblc Schs Tel. (757) 727-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Ann Cherry  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

\*Non-public Schools: If the information requested is not applicable, write N/A in the space.

## **Part I – Eligibility Certification**

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 21 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 30 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	114	100	214
7	117	107	224
8	90	123	213
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	321	330	651

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 43 % Black or African American
  - 6 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 43 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 5%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2016	688
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 42 %  
Total number students who qualify: 276

8. Students receiving special education services: 8 %  
52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>29</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>9</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Jones Magnet Middle School sets high expectations for academic achievement and character. We value respect, integrity, academic rigor, student accountability, and a family environment where students are inspired to pursue lifelong learning. We collaborate to foster the development of positive relationships with parents, students, staff, and community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Jones does not have a designated attendance zone, instead selecting students using a School Choice Application Process. Applications are mailed in the month of January. Parents make their school selection and applications are placed in a database for a lottery selection process. Using no screening or ability testing, Jones randomly admits selected students.

## **PART III – SUMMARY**

---

Jones Magnet Middle School is located in Hampton, Virginia, a city situated on the end of the Lower Peninsula and surrounded by the picturesque waters of the James River and Chesapeake Bay. Citizens of Hampton pride themselves of their city's rich history and its role in the development of this great nation. Tracing its start from 1608, Hampton is the oldest English speaking settlement in North America and boasts many historical sites.

Like many urban areas in the state, Hampton has struggled financially over the past decade. Fiscal pressures have marked a significant reduction in funding for the school district with the loss of \$25 million and 400 positions. Jones works tirelessly to mitigate the effects of funding loss, and with the support of a fiercely loyal community, the school continues to flourish.

Hampton encompasses an area of approximately 136 square miles and supports a diverse population of 135,410. Demographically, Hampton's population consists of 50.5% African American, 42.5% Caucasian, 5.5% Hispanic, and 2.2% Asian. Economically, the area supports a broad base of businesses and is the home of many government/military institutions including: Langley Air Force Base, NASA Langley Research Center, Virginia Air and Space Center, National Institute of Aerospace and the Veteran Affairs Medical Center. The community reports a median household income of \$49,890 with 16.4 % of households below the poverty line.

Jones currently serves 651 students in grades 6, 7, and 8 from across the city. Jones does not have a designated attendance zone, instead selecting students using a School Choice Application Process. Applications are mailed in the month of January. Parents make their school selection and applications are placed in a database for a lottery selection process. Using no screening or ability testing, Jones randomly admits selected students. Currently, the student body of Jones is 43% African American, 43% White, 6% Hispanic/Latino, 6% two or more races, and 1% Asian. Also, 46.7% of students are considered to be economically disadvantaged and receive free or reduced lunch. Jones offers specialized educational services to 108 students with IEP's and 504 plans. Additionally, the school offers an enrichment program to 46 students who have been identified as academically gifted.

The Jones leadership team bases the school's general operation and instructional effectiveness on performance data. Data is collected using formal and informal assessment methods which include, but are not limited to: Critical Skill Assessments, exams, literacy testing, Standards of Learning (SOL) results, grades, discipline, attendance, teacher observations, and climate surveys. This information drives the formation of the master schedule, including the level and number of courses offered for the year. Data gathered from teacher observations and overall performance determines teacher assignments to maximize instructional effectiveness and inform professional development needs. Student performance data is used to place students into academic programs, including before/after school tutoring, enrichment classes, and specialized educational programs. Climate survey data gathered from students and staff is used to focus resources in areas that demonstrate a need for improvement. Information collected on discipline and attendance is analyzed for patterns/trends and addressed through the school incentive program.

Jones functions as a Professional Learning Community. Teachers meet weekly in Collaborative Learning Teams by subject to create lesson plans and discuss best practices. Using the concepts of Understanding by Design, to plan with the end in mind, teachers utilize two major instructional websites: (1) The Jones Electronic File Cabinet which contains lesson plans and resources materials for the past decade; and (2) HCS' Curriculum, Instruction, and Assessment site, which contains a variety of materials that reflect the Virginia SOLs, scope and sequence, and pacing guides for levels Pre-K through 12.

Jones is committed to the use of technology. Every student is assigned a laptop computer. Classrooms are equipped with interactive white boards and the school has three computer labs. Lessons are strongly rooted in technology with a focus on problem-solving and a high level of rigor reflecting relevance to the real world. Teachers continually receive professional development in the use of instructional technology to stay highly efficient in their use of numerous educational websites and applications. Students receive

assignments and communicate with instructors through the school-wide use of a cloud-based program. Assessments are conducted electronically through online assessment programs to increase the timeliness of student feedback and provide detailed student performance data.

Jones prides itself on its accomplishments. Students continue to excel in all areas. Jones' SOL scores are the highest in the school division and surrounding region. As a testament to our achievements, Jones was proud to be recognized by the Virginia Department of Education with the 2017 Distinguished Achievement Award. Jones continues to maintain its stellar reputation of excellence, and remains the middle school of choice for Hampton.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

The core curriculum for Jones is comprised of mathematics, language arts, science, and social studies. Core subjects are offered at advanced and standard levels with gifted, special education, and academic enrichment classes available to qualified students. Specific classes allow students the opportunity to earn high school credit. Jones promotes its curriculum with a robust intervention program offering multi-tiered interventions. Support is mandatory for academically struggling and/or reluctant learners. The school demands that assignments be completed daily and requires students to carry an organized three ring binder. Jones prides itself on its ability to not only teach core content, but also develop students into independent life-long learners.

Jones understands the challenges of educating 21st century learners. To that end, the school commits to providing the highest quality instruction. Teachers intentionally design instruction to be explicit and differentiated through the use of lessons that are technology-enhanced, project-based, hands-on, and relevant. Jones utilizes instructional practices that scaffold subject matter into strategic lessons rooted in the Five C's (creativity, critical thinking, collaboration, communication, and citizenship). Mastery of material is determined by a student's ability to understand targeted learning objectives at the levels of synthesis and/or analysis. Significant effort is made to provide a guaranteed and viable curriculum that delivers instruction using the concept of Understanding by Design. Instructional planning begins with the end goal in mind and incorporates essential questions and desired understandings that help students envision the big picture relevance of the curriculum.

The English/Language Arts (ELA) program engages students in reading, literature, poetry, grammar, writing, vocabulary development, public speaking, and modern research methodologies. Students' reading levels are monitored throughout the year using the Scholastic Reading Inventory and a specific reading program individually designed to increase fluency and comprehension. Jones offers several specialized reading programs to address various reading deficiencies. Teachers select readings to expose students to various literary genres and current social issues (i.e. bullying, citizenship, poverty). Teachers are trained to deliver instruction in an integrated fashion that combines the various aspects of the ELA program. Jones utilizes a school-wide writing formula implemented to teach students how to effectively write an essay. Writing folders are maintained for each student and the contents follow the child through the middle school years. The ELA program utilizes the school's 1:1 Computer Program to deliver instruction, increase communication, and provide feedback to students and parents.

Jones offers an accelerated math program to students with all sixth and seventh grade math classes at the Honors Level and eighth graders taking either Algebra 1 or Geometry. Students are screened upon entering Jones using an Algebra Readiness Test and placed into one of two accelerated math tracks. Based on performance, students may be moved to a different math track and/or required to participate in morning tutoring, afternoon tutoring, or a math enrichment class. Math instruction focuses on developing students that have an appreciation of math through real world applications, technology-based instruction, and a practical/conceptual understanding of math processes. Instruction is designed to force students to be problem solvers and critical thinkers. Students are required to develop and communicate using a mathematical vocabulary. Math learners must not only be able to explain how to correctly solve a problem, but also interpret the answer. Teachers utilize various concrete manipulative and web-based programs to expand comprehension of abstract concepts.

The social studies department educates on the history of the nation, economics, geography, and the civic responsibilities of citizenship. The curriculum covers American history from Pre-Columbian times to the present and exposes students to historical speeches and documents that laid the foundation for American ideals. Through the use of project-based instruction, teachers challenge students to apply their understandings to citizenship and its impact on the political, governmental, and economic systems in the United States.

The science curriculum focuses on Earth, life, and the applied sciences of physics and chemistry. The student-centered curriculum is inquiry-based. Instruction emphasizes building and developing a conceptual understanding of scientific practice, habits, skills, and observation. Teachers provide students with authentic laboratory and field investigations allowing students to generate and evaluate scientific explanations of the real world. Student enrichment occurs through community partnerships with NASA Langley Research Center, Virginia Air and Space Center, and The Virginia Living Museum.

## **2. Other Curriculum Areas:**

To help students reach their full potential, Jones offers an extensive catalog of elective courses. Electives include: World Languages, Spanish I, Spanish II, band, chorus, art, technology, business, and physical education. These offerings are designed to enhance the core curriculum by building key concepts and integrating cross-curricular projects and activities. Elective courses not only teach their prescribed curriculums, but also support the core curriculums by partnering with a particular core subject. This partnership allows key concepts to be embedded and reinforced during electives. Electives are designed to enrich the school experience by fostering a student's creativity and exposing them to areas of interest. Additionally, elective courses serve as a vehicle to explore career pathways. These pathways are used to help identify and guide students in the selection of courses as they transition to high school.

The World Languages course, offered as a semester course to sixth grade students, exposes students to the geography, culture, and languages of Germany, France, Spain, and Japan. Spanish I and II are year-long courses offered to seventh and eighth graders with accompanying Carnegie Units. The Spanish I and II curricula immerse students in all aspects of the language with exposure to both native and non-native speakers. Teachers focus on comprehension, grammar, written and oral expression, vocabulary development, and exploration the geopolitical makeup of Spanish-speaking countries around the world.

Fine Arts at Jones comprises offerings in visual and performing arts. Students may select year-long courses in art, band, or choral music. Selections are made in sixth grade and typically follow a natural course and skill progression through the seventh and eighth grades. Fine Art courses provide a systematic program to build skills in playing an instrument, reading/composing music, vocal development, or expression in visual arts. The curriculum fosters the development of imagination and creative expression. All students are required to participate in numerous musical performances or art shows throughout the school year. Qualifying students are selected for district and regional honors.

Career and Technical Education (CTE) is taught as a semester and year-long course to sixth, seventh, and eighth graders. The curriculum is designed to provide knowledge and skills in support of the Career Readiness and Exploration Initiative. Teachers provide students with a technology-rich program that exposes participants to the skills valued and required for a 21st century work place. All eighth grade CTE courses are assigned one Carnegie Unit.

Business courses at Jones include Keyboarding and Computer Concepts, Make it Your Business, and Business Marketing. Keyboarding is a semester course required for all sixth grade students. The course supports the development of keyboarding skills and educates students on critical operating aspects of their Chromebooks. Business courses are year-long electives that offer one Carnegie Unit. Courses are designed to expose students to business concepts and principles through project-based learning. Students learn the ideals of entrepreneurship and the role business plays in supporting local and national economies.

Physical Education and Health is offered as a year-long course to all students at Jones. The physical education curriculum is fitness-based, rather than sport-based. Instructors focus on engaging students in activities that are not linked to traditional sports. The curriculum involves activities/exercises that all participants find entertaining and reduce the anxiety associated with performance and skill-based activities. The curriculum focuses on teaching the life-long benefits of exercise and provides strategies and techniques to remain physically fit. The health curriculum provides students with a Family Life component that is geared to the developmental needs of middle school students. Health focuses on many adolescent concerns and provides strategies for dealing with stress, eating disorders, body image, peer pressure, drug/alcohol/tobacco use, and relationships. Considerable time is placed on understanding the function of

body systems and the role of proper nutrition on wellness.

Jones' students in grades six through eight visit the library media center on a weekly basis for skill instruction in reading, digital citizenship, resource evaluation and research, and technology integration. The library supplements all curricular areas by providing resources and instruction to meet different personal academic needs. Students are taught to be inquiring learners who evaluate and use print and digital information with the goal of developing life-long literacy skills.

### **3. Instructional Methods, Interventions, and Assessments:**

Instruction at Jones focuses on preparing students for academic success through their middle, high, and post-public school years. To do this, our teachers employ a variety of traditional and innovative strategies, thoughtfully designed and refined through practice, that allow students to develop into life-long learners. At Jones, we rely heavily on data to drive our instruction and academic programs. Student performance data is obtained through the administration of weekly common assessments, quarterly district-wide tests, and state assessments. All performance data is disaggregated by multiple school stakeholders. Data is utilized to make adjustments to the overall instructional program and to fine-tune instruction taking place in individual classrooms. As a school community, we are committed to owning our data, and believe that this ownership helps us more effectively educate our students.

Teachers at Jones embrace technology as an instrumental part of their teaching. Because each student is issued a laptop computer at the beginning of the year, all teachers at Jones utilizes a cloud-based program as a means of communication, instruction, and feedback for students. This allows all students virtually unlimited access to information and other web-based venues of support. Many of our teachers use a "flipped" classroom model, where the majority of instruction is done through teacher-created presentations, recordings, and notes that students access outside the normal class time, allowing time in class to be spent on deeper discussions of a topic and guided practice. Jones' teachers use project-based learning to provide students the opportunity to apply their learning in practical ways, develop problem-solving skills, and improve mental elasticity. Teachers recognize that, while lecture and regimented practice are an integral part of student cognition, students require tangible ways to apply their learning and make it relevant to the world around them. All of this is done as a means to tailor, as much as possible, the learning experience for each student. Lessons and instructional delivery are differentiated so that students have the opportunity to gain knowledge and skills in a way that suits their style(s) of learning.

At Jones, there is a gap in achievement that exists with our students receiving special education services. To address this, we have in place a robust program to meet the needs of these learners. Jones applies a full inclusion model of instruction, in which students with disabilities receive support from special education teachers in their core classes alongside their peers without disabilities. Additionally, our special education teachers provide their students with small group tutoring before school. For each grade level, we have specialized elective classes for students with disabilities. These classes provide students with additional help in core academic subjects. Along with additional academic support, there is an emphasis on developing study skills and organization.

Year after year, Jones has proven to be highly successful in taking students of diverse backgrounds, with varying levels of academic attainment, and transforming them into high achievers. This is the result of a structured, rigorous set of standards for all. Every decision at Jones is made to ensure that this high standard is maintained. We do not allow students to fail, but instead provide them the support, motivation, and opportunities for success. Jones employs a multi-tiered intervention program to address any student performing below our standard. We will not accept any less than a child's best effort. We firmly believe in the importance of providing acceleration to students who are highly motivated and successful. This is done through opportunities to take advanced classes and earn Carnegie Units towards their high school diplomas, and a wide variety of clubs that operate after school focusing on foreign languages, science education, the arts, civic responsibility, and fitness.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

Jones works hard to maintain a positive school climate for all. School stakeholders (students, teachers, and parents) are surveyed each year regarding the climate of the school building. These anonymous surveys produce a high response rate. The data is disaggregated and used to guide the school in its overall yearly improvement planning. Jones is pleased to consistently produce the highest overall faculty and student satisfaction rates in the school division. To ensure we address concerns and continue to improve, the school maintains a number of committees and incentive programs to foster a positive school environment for all of its members.

Jones employs a number of incentive-based programs to reward and motivate students. These programs are designed to enhance the middle school experience for youth while supporting the underlying tenets of the school. Our Positive Behavioral Interventions and Support (PBIS) program allows teachers to reward students with “Paws” during class time that can be collected and exchanged for prizes at the “PawMart” during scheduled times. In addition, the school offers special events periodically spaced through the school year (i.e. Harvest Dance, Winter Carnival, Rock Concert) that must be earned through successful academic performance and good behavior and attendance. These programs are highly prized by students and serve to build a culture where students love their school and, more importantly, where it is “cool” to be successful.

Faculty and staff members are provided numerous opportunities to participate in refining our school’s climate and culture. Interested faculty and staff members can join the Jones Climate and Culture and/or Hospitality Committee(s). These committees serve to build a school environment that feels more like “family” than simply a group of co-workers. Numerous events are planned throughout the school year to provide faculty members an opportunity for fun, relaxation, and community building. Examples of events include: dance contests, physical fitness activities, after school social clubs, holiday themed contests, and numerous treats. These committees work in conjunction with the school leadership team to provide monthly faculty and staff recognition for service, classroom performance, or community activism.

Administrators at Jones have open door policies, which increases opportunities for staff members, students, and parents to address any concerns or issues that may arise. All stakeholders know that their thoughts and opinions are valued. It is understood that no effort will be spared for the betterment of our school.

### 2. Engaging Families and Community:

Jones believes in the adage, “It takes a village to raise and educate a child.” To that end, the school works tirelessly to build relationships with families and to utilize community resources in the academic, social, emotional, and physical development of our students. The school understands that in order for parents to be actively involved in their child’s education, it must create opportunities for participation, build an environment of trust, and provide the mechanism(s) for open communication.

One avenue for parent involvement is the Jones’ Parent Teacher Student Association (PTSA). This organization coordinates its efforts with the school to involve parents in numerous committees and school activities. The PTSA board surveys parents at the beginning of each school year to determine parents’ talents, skills, and interests. Based on this information, parents are asked to volunteer on various committees, present at career fairs, mentor, and/or supervise at various school activities. The school and PTSA work collaboratively to ease parents into becoming active within the school. Aligning parents with tasks that they find comfortable and ensuring a positive experience increases trust and the likelihood of continued engagement.

Jones emphasizes the importance of community volunteerism. Through school clubs, Jones works with community organizations for the betterment of Hampton. The National Jr. Honor Society and Student Counsel Association (SCA) work with outside organizations such as National Cancer Society, Jump Rope for Heart, local food banks, angel trees, and church Caritas groups. Students are directly involved in all

aspects of these programs, from the initial planning to the distribution of goods and services. The performing arts program performs a number of programs at various community retirement homes and civic meetings. The school faculty and PTSA support student volunteerism with extra credit, prizes, and recognition. Although by eighth grade students need little motivation to get involved, they understand the importance of our community partnerships, and helping those less fortunate in our city.

The key to actively engaging families in the educational process is providing opportunities and ensuring ample lines of communication. Jones works hard to ensure families remain informed of all school activities and spares no efforts in the dissemination of information. The school utilizes a number of avenues to effectively communicate with its stakeholders. These methods include: JMMS webpage, PTSA/school newsletters, mass emails/text messages, HCS Messenger, flyers, and school marquee.

### **3. Professional Development:**

Hampton City Schools operates with the philosophy that professional development is vital to the continued improvement of the school division and its personnel. With the thought of controlling capital outlay and improving efficiency, the school division uses data, along with state and federal requirements, to formulate professional development offerings. Professional development is offered throughout the school year and covers a wide range of interests and topics. These professional development opportunities are made available to all teachers through the Department of Professional Learning. The Department of Professional Learning offers a library of research-based professional development courses designed to support both the school division and teacher in pursuing continuous improvement. Professional development is offered in conjunction with local higher education institutions (Old Dominion University, Christopher Newport University, Regent University, The College of William & Mary) to provide additional certifications, degree advancement, and/or recertification points.

District-wide professional development focuses on major initiatives designed to improve student learning. Professional development of this nature is offered during the summer and typically involves a train-the-trainer model. The school leadership team receives training and available resources to utilize in the subsequent training and implementation of the desired initiative into their school. Understanding that each school is distinctly different, administrators are given significant latitude and support in providing professional development to staff. Examples of professional development sessions over the past years include, but are not limited to: Professional Learning Communities (PLC), Evocative Coaching, Visible Learning, High-Performing School Cultures, Leverage Leadership, Get Better Faster, and Understanding by Design.

In the support of teachers, administrators require all instructional staff to provide specific professional goals each school year. Teachers are encouraged to produce personal and classroom instructional goals. These goals are reviewed with each staff member and specific professional development plans are discussed and/or developed. Teacher's personal goals may be tied to career advancement, recertification, acquiring additional endorsements, and advanced degrees, while instructional goals focus on the art/craft of teaching. Professional development in this arena may focus on self or evaluator identified needs. Based on school, department, teacher, and student achievement data, professional development offerings can be made voluntary or mandatory. School-based professional development remains organic and evolves based on the explicit or implicit needs of the teacher. Professional development topics include: Bloom's Revised Taxonomy, Unpacking the Standards, Effective Lesson Planning, Instructional Technology, and Computer Applications.

### **4. School Leadership:**

The administrative team at Jones is comprised of a principal and two assistant principals. Jones also relies heavily on the experience and leadership of our instructional leaders: mathematics, language arts, science, physical education, social studies, electives, special education, and guidance, as part of the School Leadership Team (SLT). This team meets regularly in order to discuss school program performance and address issues pertaining to the climate and culture of the building. The principal works to impart a vision of success by distributing responsibility and ownership of the school's mission, recognizing the value and

potential of each staff member. Excellent leaders understand the importance of having a driving vision. Furthermore, they understand how to facilitate the sharing of that vision by others. At the heart of this belief is the desire to increase student achievement and success. As dynamic educational leaders, the administrative team is never satisfied with the status quo. We search for ways to drive progress. This includes routinely evaluating the effectiveness of instructional programs and making certain that faculty and students are not only held accountable to the high standards that our school culture and continued success demand, but that they maintain an understanding as to why those standards are crucial to the success of Jones.

The principal uses a combination of distributive and democratic styles of leadership in order to drive progress and maintain a focus on student growth and achievement. This blended leadership is effective in ensuring that teachers have input into the process of fulfilling Jones' mission, while keeping momentum and progress from stagnating. The principal relies on members of the SLT to effectively communicate with their respective departments, conveying and gathering crucial information when necessary. This is done primarily through department and grade level Collaborative Learning Team (CLT) meetings.

The principal and assistant principals work diligently to maintain a regular presence in classrooms, making sure that teachers and students are aware of our commitment to their success. We monitor instruction and provide feedback to teachers for the purpose of improving their practices, while also taking the time to recognize teachers and students for their accomplishments. We believe that when teachers feel supported, they will perform to a higher standard. Accordingly, we strive to provide teachers with any support they may need to ensure the best teaching and learning environment possible.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

As a magnet school, Jones maintains an accelerated academic program, particularly in the areas of Language Arts and Mathematics. We pride ourselves on offering students a challenge that will prepare them for success as they transition to high school. While our program is accelerated, our student population is derived from a true lottery process. Accordingly, we serve students from a variety of academic backgrounds, with a wide variability of historical success. While our students may come to us with varied ability levels, our high standards for achievement are unchanging. Much of our success hinges upon our ability to lift students up to our standard, and even push them beyond.

In order to ensure success, we refuse to allow students to fall behind. Our administrators and teachers are committed to providing students additional help as soon as the need arises through a multi-tiered Response to Intervention program. This program offers three levels of intervention with increasing levels of intensity. The lowest intensity tier of our program serves students assigned to attend morning tutoring two days each week for Language Arts or Math. This is designed to be short-term, and only continues until students have attained the knowledge missed during normal instructional time. Our medium intensity intervention is an assignment to our after school tutoring program. Students who need more intensive support are required to attend these sessions until they have demonstrated sufficient level of mastery through classroom performance and assessments. The most intensive level of intervention offered to students in Language Arts and Math is enrichment classes. These classes are offered during the school day, taking the place of a student's elective class. Students attend these classes for ninety minutes every other day, where they are retaught material and skills in support of the classroom instruction. Student assignments to these classes last the entire year, or until they are able to demonstrate that they no longer require this level of support.

As a matter of practice, these tiers are fluid; students can transition from one tier of intervention to another over the course of a year. In addition to the support students receive in Language Arts and Math, teachers in Science, Social Studies, and Electives are committed to providing students with additional help, one-on-one or in small groups, with many teachers conducting additional help sessions for students throughout the week.