

Lamar Consolidated Independent School District

Jackson Elementary

2022-2023 Campus Improvement Plan



Mission Statement

A.W. Jackson staff, parents and community members value all our students. We believe in providing an educational environment where students can draw from real world situations. High expectations are the core of our instructional focus in our quest to successfully move our students into becoming responsible, productive citizens in our society.

Vision

To ensure high levels of academic achievement for all students while fostering social and emotional growth.

Core Beliefs

Every Child, Every Day, Whatever It Takes

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jackson Elementary is a K-5 campus in Lamar CISD with an enrollment of 307. We service a variety of different populations through a Dual Language program, a Social Emotional Support Class, and a Structured Learning Class. Our student demographics include 83% Hispanic, 16% Black or African American, 1% White, Asian, American Indian or Alaskan Native. Other demographics include: 95% economically disadvantaged, 21% special education, 73% At-Risk and 40% English Learners .

Jackson staff consists of 17 classroom teachers, 3 instructional coaches, 1 bilingual specialist, 1 reading interventionist, 4 special education teachers, 4 specials teachers, and 8 paraprofessionals. For the 22-23 school year, 2 classroom teachers are new to campus, 1 with classroom experience.

Demographics Strengths

The total enrollment of 307 is a strength because it allows the classes to be smaller with a lower teacher to student ration. Our campus is a dual language campus with one other language spoken which is Spanish. With only two languages on campus, we are able to support language development in students primary language as well as English.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Jackson's EL population is 45% which is higher than the district at 15%. **Root Cause:** Many students come from bilingual homes where spanish is the first language.

Problem Statement 2: Jackson's SPED population is 16% **Root Cause:** Two district centralized programs serviced at Jackson

Problem Statement 3: Jackson's Economically Disadvantaged population is 95% which is higher than the district at 46%. **Root Cause:** Students lack fundamental skills in reading and math.

Student Learning

Student Learning Summary

GRA Data:

2022 End-of-year GRA data indicates:

*81% of Kinder students were On-level or Above-level

*35.18% of 1st grade students were On-level or Above-level

*40% of 2nd grade students were On-level or Above-level

EDL Data:

2022 End-of-year EDL data indicates:

* 41.67% of Kinder students were Above-level

* 27.27% of 1st grade students were Above-level

* 20% of 2nd grade students were On-level or Above-level

STAAR Data:

Jackson STAAR Preliminary Scores Spring 2022

	Reading (English)			Reading (Spanish)			
	<i>SPRING 21</i>	<i>SPRING 22</i>	DIFF		<i>SPRING 21</i>	<i>SPRING 22</i>	DIFF
3rd grade	39	34		3rd grade	3	7	
Appr.	71.43%	52.94%	-18.49%	Appr.	66.67%	57.14%	-9.53%
Meets	38.10%	32.35%	-5.75%	Meets	0.00%	28.57%	28.57%
Masters	14.29%	11.76%	-2.53%	Masters	0.00%	14.29%	14.29%
4th grade	48	44		4th grade	1	6	
Appr.	63.16%	65.91%	2.03%	Appr.	0.00%	50.00%	50.00%
Meets	21.05%	34.09%	13.04%	Meets	0.00%	0.00%	
Masters	7.89%	15.91%	8.02%	Masters	0.00%	0.00%	
5th grade	52	52		5th grade	4	2	
Appr.	67.31%	73.08%	5.95%	Appr.	100.00%	100.00%	0.00%
Meets	30.77%	48.08%	17.31%	Meets	25.00%	0.00%	-25.00%
Masters	13.46%	21.15%	7.69%	Masters	0.00%	0.00%	-25.00%

Jackson STAAR Preliminary Scores Spring 2022

Jackson STAAR Preliminary Scores Spring 2022								
Math	(English)				Math	(Spanish)		
	<i>SPRING 21</i>	<i>SPRING 22</i>	DIFF			<i>SPRING 21</i>	<i>SPRING 22</i>	DIFF
3rd grade	40	36			3rd grade	2	5	
Appr.	65.12%	69.44%	4.32%		Appr.	0.00%	40.00%	40.00%
Meets	23.26%	36.11%	12.85%		Meets	0.00%	0.00%	0.00%
Masters	6.98%	13.89%	6.91%		Masters	0.00%	0.00%	0.00%
4th grade	47	45			4th grade	1	4	
Appr.	59.57%	60.00%	0.43%		Appr.	0.00%	25.00%	25.00%
Meets	27.66%	22.22%	-5.44%		Meets	0.00%	0.00%	0.00%
Masters	12.77%	11.11%	-1.66%		Masters	0.00%	0.00%	0.00%
5th grade	52	53			5th grade	4	1	
Appr.	57.69%	77.36%	19.67%		Appr.	50.00%	0.00%	-50.00%
Meets	23.08%	33.96%	10.88%		Meets	0.00%	0.00%	0.00%
Masters	11.54%	3.77%	-7.77%		Masters	0.00%	0.00%	0.00%

Jackson STAAR Preliminary Scores Spring 2022

Jackson STAAR Preliminary Scores Spring 2022								
SCIENCE	(English)				SCIENCE	(Spanish)		
	<i>SPRING 21</i>	<i>SPRING 22</i>	DIFF			<i>SPRING 21</i>	<i>SPRING 22</i>	DIFF
5th grade	51	53				4	1	
Appr.	35.29%	50.94%	15.65%		Appr.	25.00%	0.00%	-25.00%
Meets	5.88%	13.21%	7.33%		Meets	0.00%	0.00%	0.00%
Masters	0.00%	3.77%	3.77%		Masters	0.00%	0.00%	0.00%

	Kinder GRA -- EOY 2022			
	Total Students	Overall		
		Below Grade Level	On Grade Level	Above Grade Level
Jackson Elementary	38	18.42%	31.58%	50%
Economic Disadvantage	34	20.59%	32.35%	47.06%
Black/African American	4	50%	0%	50%
Hispanic	32	15.62%	37.50%	46.88%
White	2	0%	0%	100%
Currently Emergent Bilingual	10	10%	70%	20%
Special Ed Indicator	2	50%	50%	0%

	1st Grade GRA -- EOY 2022			
	Total Students	Overall		
		Below Grade Level	On Grade Level	Above Grade Level
Jackson Elementary	54	64.81%	3.70%	31.48%
Economic Disadvantage	52	65.38%	3.85%	30.77%
Black/African American	6	66.67%	16.67%	16.67%
Hispanic	45	64.44%	2.22%	33.33%
White	3	66.67%	0%	33.33%
Currently Emergent Bilingual	24	79.17%	4.17%	16.67%
Special Ed Indicator	5	80%	0%	20%

	2nd Grade GRA -- EOY 2022			
	Total Students	Overall		
		Below Grade Level	On Grade Level	Above Grade Level
Jackson Elementary	65	60%	10.77%	29.23%
Economic Disadvantage	58	60.34%	10.34%	29.31%
Asian	1	0%	100%	0%
Black/African American	8	87.50%	0%	12.50%
Hispanic	53	58.49%	11.32%	30.19%
White	3	33.33%	0%	66.67%
Currently Emergent Bilingual	23	78.26%	0%	21.74%
Special Ed Indicator	19	84.21%	5.26%	10.53%

3rd Grade - Long Range data:

Early Childhood Math Board Outcome Goal													Early Childhood Literacy Campus Outcome Goal														
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 75% to 88% by June 2024.													The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 58% by June 2024.														
Yearly Target Goals													Yearly Target Goals														
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024								
75%	78%	82%	85%	88%	45%	48%	52%	55%	58%	45%	48%	52%	55%	58%	45%	48%	52%	55%	58%								
Closing the Gaps Student Groups Yearly Targets													Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	80%	74%	**	**	**	**	**	40%	75%	**	77%	72%	90%	2020	30%	48%	**	**	**	**	**	20%	46%	**	53%	40%	70%
2021	83%	77%	**	**	**	**	**	43%	78%	**	80%	75%	93%	2021	33%	51%	**	**	**	**	**	23%	49%	**	56%	43%	73%
2022	87%	81%	**	**	**	**	**	47%	82%	**	84%	79%	97%	2022	37%	55%	**	**	**	**	**	27%	53%	**	60%	47%	77%
2023	90%	84%	**	**	**	**	**	50%	85%	**	87%	82%	99%	2023	40%	58%	**	**	**	**	**	30%	56%	**	63%	50%	80%
2024	93%	87%	**	**	**	**	**	53%	88%	**	90%	85%	99%	2024	43%	61%	**	**	**	**	**	33%	59%	**	66%	53%	83%

Student Learning Strengths

Based on the 2021 STAAR results:

- * 73% of students met approaches for 5th grade Reading
- * 77% of students met approaches for 5th grade math
- * 92% of EB students in 3rd grade met approaches in math
- * 72% of EB students in 4th grade met approaches in math
- * 76% of EB students in 5th grade met approaches in math
- * 72% of EB students in 3rd grade met approaches in Reading
- * 75% of EB students in 5th grade met approaches in Reading
- * 83% of African American student of 5th grade students met approaches in math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of 5th grade students on masters decreased from 12% to 4% on STAAR math from spring 2021 to spring 2022. **Root Cause:** Lack of educational opportunity due to staffing for the first half of year.

Problem Statement 2 (Prioritized): The percentage of 4th grade students on meets and masters decreased from 21% to 17% on STAAR math from spring 2021 to spring 2022. **Root Cause:** Lack of differentiation for accelerated learners.

Problem Statement 3 (Prioritized): The percentage of 3rd grade students on approaches decreased from 71% to 53% on reading STAAR from spring 2021 to spring 2022. **Root Cause:** Lack of foundational reading skills due to COVID.

Problem Statement 4 (Prioritized): 3rd - 5th Special Ed students remained at 40 % Approaches on 2022 Math STAAR **Root Cause:** Students have difficulties with fundamental skills at their grade level

Problem Statement 5: 64% of 1st-2nd students are below level as evidenced in GRA & EDL EOY scores. **Root Cause:** Lack of solid Tier 1 instruction for the Spring of 2021 caused students to begin the year with conceptual gaps in their learning. Students did not start the year on the district expected reading level and did not make the necessary growth.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction at Jackson is driven by the district's scope and sequence, roadmaps, and curriculum at a glance calendars. Some critical components of the district curriculum include: district progress monitoring assessments, campus common assessments, problem solving process, balanced literacy including the Reading/Writing Workshop and small group instruction across content areas. Teachers plan weekly using the guiding resources provided by the district for instruction where they discuss resources and instructional strategies to be used.

Jackson staff works collaborately with the parents and community to build a successful learning environment. We implement research-based instructional strategies to improve student achievement such as Lead4Ward, sheltered-instruction and Marzano strategies. Students' needs are met through various services such as Dyslexia, 504, GT and Dual Language.

The master schedule is structured to include a designated intervention time, known as SOARS time - Success of All Remarkable Students. This time is used to address instructional needs of students at each level. The schedule is structured so the instructional coaches can help each grade level at a different time.

Every student from K-5 begins their day with spiral review for math and reading. Students work in their classroom with support from their classroom teacher. Instructional coaches and special education teachers work with small groups to provide specific instruction to identified students.

PLC meetings are an integral part of the work at Jackson. Leaders and teachers meet bi-weekly to discuss student progress, instructional strategies and instructional needs.

The social and emotional needs of the students are met through a variety of different programs and experiences. Students participate in guidance lessons that are provided by the school counselor. She provides lessons around the Six Pillars of Character as seen through Character Counts. 5th grade students are provided the Kids and Cops program which is led by a member of the Ft. Bend County Sheriff's department. The counselor uses Solution-focused talks to work with students that have concerns or issues happening in their life.

Jackson has a Dual Language program to service our students that have a primary language other than English. Our students are Spanish speakers. The Bilingual/ESL Coach supports the implementation of the Dual Language framework. She provides programs throughout the year to provide information and training to the parents.

Parent engagement is encouraged through a variety of activities such as Literacy Night, STEM Night, Book Fairs, Veterans' Day Program, musical programs and Field Day. Bilingual parents are supported with information and communication in Spanish. Parents will have access to the Campus Improvement Plan in English and/or Spanish which will be available in the Front Office.

Jackson has a variety of different student groups and activities. Girls in grades 3-5 have the opportunity to participate in Girls on the Run which is a program designed around girls' emotional needs and their physical health. The students will participate in a 5K at the end of the program. Students in grades 4 and 5 have the opportunity to apply for Jackson Jammerz which is an instrumental group directed by the music teacher. Students learn to read music, how to take care of the instruments and what it takes to have a successful performance. The students are given the opportunity to perform in front of parents and peers. Jackson also has Student Council and Little Librarians.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students were not given specific interventions for MTSS. **Root Cause:** Teachers used broad intervention instead of specific and strategic interventions.

Problem Statement 2: Consistent implementation of small group instruction **Root Cause:** Lack of preparedness and accountability

Perceptions

Perceptions Summary

Our K-12 Campus Climate Parent survey indicated the following perceptions:

Grade of an A on the quality of the school -60%

Grade of a B on the quality of the school- 40%

Parents agreed or strongly agreed the teachers set high expectations for their child and all students. They believe their child is prepared to do well in the next grade and receiving effective instruction. The feedback provided was timely and helpful for their child and teachers provided feedback on test and quizzes to help students learn. Parents also agree or strongly agreed that there are staff members to help students with a school problem and/or personal problem. The atmosphere of the school was positive per the parent survey. They felt welcomed, informed and knew the teachers were available to discuss their child's needs. Safety is a concern for all parents. The parents at Jackson feel the school is a safe place where students and teachers respect one another.

Parents feel comfortable on the campus as seen on visitors at lunch time and drop off in the morning. Parents are familiar with the principal because of the length of time on the campus. Second generations are now coming to Jackson and see a familiar face.

Our student survey indicated the following perceptions:

92% of students would give the school a grade of A/B. The students are proud of the school and have good friends at the school. They know they are treated fairly and that there are people to talk to if they have a school problem or personal problem. Students feel encouraged by their teachers and feel they are given praise for good work. The school is a safe place for them.

The culture and climate at Jackson is based on the Six Pillars of Character. Students are encouraged to implement the six pillars in everyday situations. Student Council is another organization that promotes the use of the six pillars and encourages leadership opportunities.

Perceptions Strengths

We are a No Place for Hate campus.

Parents believe we are a quality school.

We have a positive atmosphere on our campus per parent survey.

We are a safe campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low participation on Parent Climate Survey which did not provide a clear picture of parent perceptions. **Root Cause:** Parents do not respond to electronic

surveys, message or information on a regular basis.

Problem Statement 2: Need to increase parent engagement **Root Cause:** Parents are working to provide for their family, not enough tangibles provided to students/parents.

Priority Problem Statements

Problem Statement 5: Jackson's EL population is 45% which is higher than the district at 15%.

Root Cause 5: Many students come from bilingual homes where spanish is the first language.

Problem Statement 5 Areas: Demographics

Problem Statement 2: The percentage of 5th grade students on masters decreased from 12% to 4% on STAAR math from spring 2021 to spring 2022.

Root Cause 2: Lack of educational opportunity due to staffing for the first half of year.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: The percentage of 4th grade students on meets and masters decreased from 21% to 17% on STAAR math from spring 2021 to spring 2022.

Root Cause 1: Lack of differentiation for accelerated learners.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: The percentage of 3rd grade students on approaches decreased from 71% to 53% on reading STAAR from spring 2021 to spring 2022.

Root Cause 4: Lack of foundational reading skills due to COVID.

Problem Statement 4 Areas: Student Learning

Problem Statement 3: 3rd - 5th Special Ed students remained at 40 % Approaches on 2022 Math STAAR

Root Cause 3: Students have difficulties with fundamental skills at their grade level

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals











Goal 1: By May 2022, the number of K-2 students 'on-level or above level' will increase by 10% at each grade level as measured by GRA & EDL levels at the end of the year.

Performance Objective 1: Enhance Tier 1 instruction through Professional Development, Planning, Vertical Teams and Coaching/Co-Teaching.

HB3 Goal

Evaluation Data Sources: Lesson plans, grades, assessments, walk-throughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will refine first line instruction through components of the balanced literacy framework, differentiated Next Steps to Guided Reading small group instruction and flexible grouping for all students including those receiving EB, SE and 504 accommodations.</p> <p>Strategy's Expected Result/Impact: Increase student performance and growth on GRA & EDL</p> <p>Staff Responsible for Monitoring: Administrators, CORE Team, RLA Teachers</p> <p>Funding Sources: RAZ Kids - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,295</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will collaborate with CORE team and administration to analyze data (running records) through planning, PLC, MTSS, ARD, 504, LPAC and staffing meetings in order to differentiate first line instruction based upon identified needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance and growth on GRA, EDL and running records.</p> <p>Staff Responsible for Monitoring: Administrators, CORE Team, RLA & SRLA Teachers</p> <p>Funding Sources: Reading materials - 211 Title I, Part A - \$6,310</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide EB parents and students with English acquisition strategies to encourage parent involvement that will increase the language and literacy skills of EB students.</p> <p>Strategy's Expected Result/Impact: Improvement in EB students' language proficiency</p> <p>Staff Responsible for Monitoring: EB Specialist, Admin</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will provide daily word talks and sheltered instruction strategies to all students. Strategy's Expected Result/Impact: Increased student interaction with high level vocabulary for all students. Staff Responsible for Monitoring: Teachers and coaches</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional development on Next Steps to Guided Reading will be provided to teachers by campus and district leadership. Strategy's Expected Result/Impact: Improving small group instruction and increase GRA and EDL levels. Staff Responsible for Monitoring: Instructional Coaches, and EB Specialist</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers participate in PLC's, vertical teams, long range planning, and bi-monthly planning using district roadmaps to ensure the curriculum is being implemented in all RLA classrooms. Strategy's Expected Result/Impact: Effective implementation of RLA instruction which will improve student achievement Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will provide daily systematic phonemic awareness and phonics instruction utilizing Heggerty and HMH phonics. Strategy's Expected Result/Impact: Increased reading fluency resulting in increased GRA and EDL levels. Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers of ESL or Dual Language Kindergarteners, First Graders and Second Graders will incorporate RAZ-Kids from Reading A-Z no less than 40 minutes per week. Strategy's Expected Result/Impact: This online based resource builds student fluency, decoding skills, and basic comprehension skills</p>	Formative		
	Nov	Feb	June

which will result in Increased reading scores as evidenced by GRA/EDL.

Staff Responsible for Monitoring: Emergent Bilingual Specialist, Instructional Coaches

Funding Sources: RAZ-Kids - 199 PIC 25 State Bilingual/ESL - \$768



No Progress

Accomplished

Continue/Modify










Discontinue

Goal 1: By May 2022, the number of K-2 students 'on-level or above level' will increase by 10% at each grade level as measured by GRA & EDL levels at the end of the year.

Performance Objective 2: Ensure all students receive intensive interventions by remediation or enrichment.

HB3 Goal

Evaluation Data Sources: Running Records, GRA, EDL & MTSS








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate SOARS into the master schedule to provide remediation time using appropriate resources for all students including identified at-risk students</p> <p>Strategy's Expected Result/Impact: Designated time during the school day specifically for intervention on the master schedule.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use BOY MAP assessments, and GRA/EDL data to identify students that are at-risk of not progressing and provide intervention or those that are on level and in need of enrichment.</p> <p>Strategy's Expected Result/Impact: Servicing identified students and addressing their specific needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase teacher knowledge and implementation of students accommodations and modifications through professional development, planning's, co-teaching and collaboration with SPED master list teacher.</p> <p>Strategy's Expected Result/Impact: Student data on assessments, trackers, and grades.</p> <p>Staff Responsible for Monitoring: Admin, SPED, Teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023 all 3rd through 5th grade Reading students and student groups including at risk will increase academic performance including Meets and Masters level by 5% as measured by 2023 STAAR results.

Performance Objective 1: Enhance Tier 1 instruction through Professional Development, Planning, Vertical Teams and Coaching/Co-Teaching.

Evaluation Data Sources: Student data on assessments, grades, diagnostic assessments










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers participate in PLC's, vertical teams, long range planning, and bi-monthly planning using district roadmaps to ensure the curriculum is being implemented in all RLA classrooms.</p> <p>Strategy's Expected Result/Impact: Effective implementation of RLA instruction which will improve student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p>	Formative		
	Nov	Feb	June
	100%	100%	100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Research-based RLA staff development including, Next Steps to Guided Reading, will be provided to ensure staff members are highly qualified and are able to meet the needs of all students. Teachers will participate in the STAAR redesign training.</p> <p>Strategy's Expected Result/Impact: Teachers will have the opportunity for professional growth by learning new strategies and techniques to use in their classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p>	Formative		
	Nov	Feb	June
	90%		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Follow the Balanced Literacy guidelines to assure quality instruction to support RLA classrooms. Teachers will incorporate guided reading and TEKS based strategy groups as part of balanced literacy. In addition, students will have the opportunity to participate in technological based stations such as Istation.</p> <p>Strategy's Expected Result/Impact: Improvement in students' reading and writing skills</p> <p>Staff Responsible for Monitoring: Coaches, Admin, Teachers</p>	Formative		
	Nov	Feb	June
	65%		
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the use of appropriate leveled readers, word talks, comprehension strategies and cooperative learning strategies in RLA classes.</p> <p>Strategy's Expected Result/Impact: Lesson plans, assessments, grades, walk-throughs, observations, interactive notebooks/journals</p> <p>Staff Responsible for Monitoring: Coaches, Admin, Teachers</p> <p>Funding Sources: Scholastic Story Works- Classroom Mag. - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,334.75</p>	Formative		
	Nov	Feb	June
	55%		

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will monitor, analyze and evaluate RLA data to determine strategies, instructional resources, and technology needed to help students master state objectives.</p> <p>Strategy's Expected Result/Impact: Well-planned lessons and appropriate strategies used to improve instruction and student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Funding Sources: Instructional resources - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,295</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Analyze student performance and levels on TELPAS reading and reference PLDs in order to determine appropriate strategies and resources for EL students</p> <p>Strategy's Expected Result/Impact: Make data-driven decisions to support EL learning and achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers, Admin</p> <p>Funding Sources: Instructional resources - 199 PIC 25 State Bilingual/ESL - \$780</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase teacher knowledge and implementation of students accommodations and modifications through professional development, planning's, co-teaching and collaboration with SPED master list teacher.</p> <p>Strategy's Expected Result/Impact: Student data on assessments, trackers, and grades.</p> <p>Staff Responsible for Monitoring: Admin, SPED</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers of 3rd, 4th and 5th graders that are ESL or Dual Language students will incorporate Raz-Kids from Reading A-Z no less than 40 minutes per week.</p> <p>Strategy's Expected Result/Impact: This online based resource builds student fluency, decoding skills and basic comprehension skills which will result in increased reading scores and evidenced by GRA/EDL</p> <p>Staff Responsible for Monitoring: Emergent Bilingual Specialist, Instructional Coaches</p> <p>Funding Sources: Raz Kids - 199 PIC 25 State Bilingual/ESL - \$768</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: By May 2023 all 3rd through 5th grade Reading students and student groups including at risk will increase academic performance including Meets and Masters level by 5% as measured by 2023 STAAR results.

Performance Objective 2: Ensure all students receive intensive interventions through remediation or enrichment

Evaluation Data Sources: Assessment data, grades, SOARS groups

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Integrate research-based interventions with fidelity such as LLI, HMH, and leveled guided reading instruction. Small groups will be structured to provide intentional instruction for targeted students that are identified as SPED, At-Risk, and EL.</p> <p>Strategy's Expected Result/Impact: Improvement in students' reading skills</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Funding Sources: SCE Paraprofessional - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$0</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide tutorial services for all students who have not shown proficiency on campus, district, and state assessments including students identified as At-Risk.</p> <p>Strategy's Expected Result/Impact: Improvement in student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Admin, coaches</p> <p>Title I: 2.4</p> <p>Funding Sources: Payroll cost - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,368.25</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide in-school and/after school tutorials for students who are identified through HB 4545</p> <p>Strategy's Expected Result/Impact: Improvement in student reading achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches, administration and teachers</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: By May 2023 all 3rd through 5th grade Math students and student groups including at risk will increase academic performance including Meets and Masters level by 5% as measured by 2023 STAAR results.

Performance Objective 1: Enhance Tier 1 instruction through Professional Development, Planning, Vertical Teams and Coaching/Co-Teaching.

HB3 Goal

Evaluation Data Sources: Student data on assessments, grades, diagnostic assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers participate in PLC's, vertical teams, long range planning, and bi-monthly planning using district roadmaps to ensure the curriculum is being implemented in all math classrooms.</p> <p>Strategy's Expected Result/Impact: Effective implementation of math instruction which will improve student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Coach - 211 Title I, Part A - \$81,110</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Research-based math staff development including, Guided Math, will be provided to ensure staff members are highly qualified and are able to meet the needs of all students</p> <p>Strategy's Expected Result/Impact: Teachers will have the opportunity for professional growth by learning new strategies and techniques to use in their classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Follow the P16 guidelines to assure quality instruction to support math classrooms</p> <p>Strategy's Expected Result/Impact: Improvement in students' math skills</p> <p>Staff Responsible for Monitoring: Math Coach, Admin, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the use of manipulatives, student discourse and cooperative learning strategies in math classes.</p> <p>Strategy's Expected Result/Impact: Lesson plans, assessments, grades, walk-throughs, observations, interactive notebooks, and math manipulatives</p> <p>Staff Responsible for Monitoring: Math Coach, Admin, Teachers</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will monitor, analyze and evaluate math data to determine strategies, instructional resources, and technology needed to help students master state objectives.</p> <p>Strategy's Expected Result/Impact: Well-planned lessons and appropriate strategies used to improve instruction and student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Funding Sources: Instructional resources - 199 PIX 30 State SCE Title I-A, Schoolwide Activit</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: By May 2023 all 3rd through 5th grade Math students and student groups including at risk will increase academic performance including Meets and Masters level by 5% as measured by 2023 STAAR results.

Performance Objective 2: Increase Family and Parent Engagement to increase STAAR performance.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Math Nights will be held to inform parents of how to assist their child with math by providing a variety of strategies and methods including strategies in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Improved partnership with parents and improved student achievement in STEM</p> <p>Staff Responsible for Monitoring: Math Coach, Admin</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: By May 2023 all 3rd through 5th grade Science students and student groups including at risk will increase academic performance including Meets and Masters level by 10% as measured by 2023 STAAR results.

Performance Objective 1: Enhance Tier 1 instruction through Professional Development, Planning, Vertical Teams and Coaching/Co-Teaching.

HB3 Goal

Evaluation Data Sources: Student data on assessments, grades, diagnostic assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the 5E lesson planning model for science lessons to assure quality tier 1 instruction in all classrooms. Strategy's Expected Result/Impact: Improvement of students' critical thinking skills. Staff Responsible for Monitoring: Teachers and coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide weekly opportunities for students to write in the science classroom such as: CER's, reruns, journaling, and sentence stems. Strategy's Expected Result/Impact: Increase students ability to communicate their understanding of science concepts through writing. Staff Responsible for Monitoring: Coaches and teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Align the percentage of classroom and outdoor science investigations to the recommended percentages as defined by Texas Administration Code (TAC). Strategy's Expected Result/Impact: Improvement in students' science achievement Staff Responsible for Monitoring: Teachers and coaches</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate science vocabulary throughout the 5E lesson model to increase familiarity and use of academic content and language. Strategy's Expected Result/Impact: Teachers are able to ensure a solid foundation for continued learning in science. Staff Responsible for Monitoring: Teachers and coaches</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers participate in PLC's, vertical teams, long range planning, and bi-monthly planning using district roadmaps to ensure the curriculum is being implemented in all science classrooms. Strategy's Expected Result/Impact: Effective implementation of science instruction which will improve student achievement Staff Responsible for Monitoring: Coaches, Teachers, Admin</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: The campus will monitor, analyze and evaluate math data to determine strategies, instructional resources, and technology needed to help students master state objectives. Strategy's Expected Result/Impact: Well-planned lessons and appropriate strategies used to improve instruction and student achievement Staff Responsible for Monitoring: Admin, Coaches, Teacher	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: By May 2023 all 3rd through 5th grade Science students and student groups including at risk will increase academic performance including Meets and Masters level by 10% as measured by 2023 STAAR results.

Performance Objective 2: Increase Family and Parent Engagement to support STEM activities.





Evaluation Data Sources: Attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Science Night will be held to provide opportunities for families to engage in science strategies and methods in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Improved partnership with parents and improved student achievement in STEM.</p> <p>Staff Responsible for Monitoring: Teachers, coaches and admin</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: We will provide a safe, healthy, secure environment for students, staff, families and communities as evidenced in the strongly agreed and agreed on the K-12 Insight Survey.

Performance Objective 1: Focus on the social emotional, physical and academic well-being of all students as evidenced in guidance lessons and SEL programs.

Evaluation Data Sources: Failure list, discipline referrals, and MTSS behavior data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in No Place for Hate activities. Strategy's Expected Result/Impact: Improve on the social emotional, physical and academic well-being of students. Staff Responsible for Monitoring: Students, teachers and counselors.	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate Character Counts Six Pillars lessons. Strategy's Expected Result/Impact: Improve on the social emotional, physical and academic well-being of students. Staff Responsible for Monitoring: Teachers and counselors.	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will have the opportunity to participate in extra-curricular activities such as Jackson Jammerz, Student Council and Little Librarians so that students can receive a well-rounded education. Strategy's Expected Result/Impact: Improve on the social emotional, physical and academic well-being of students. Staff Responsible for Monitoring: Club sponsors Title I: 2.5	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Create committee to help implement PBIS campus wide Strategy's Expected Result/Impact: Decrease discipline and increase discourse with social emotional issues/concerns. Staff Responsible for Monitoring: Staff	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Jackson Elementary

Total SCE Funds: \$7,293.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Jackson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jasmine Dayton	Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Jackson Elementary conducted a comprehensive needs assessment (CNA) on the following dates: June 13, 2022. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows: 9/7/22, 10/12/22, 12/7/22, 1/11/23, 2/8/23, 3/8/23, and 4/5/23.

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2022-2023 school year and/or evaluated during the following months (December, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: 12/7/22, 2/8/23, 3/8/23 and 6/1/23.

2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

Schoolwide programs to increase student performance include SOAR time, after school, and morning tutorials. SOAR time is a school-wide intervention time that is offered Monday-Thursday during the grade level scheduled intervention time. Instruction is extended to morning tutorials from 7:00-7:30 and afterschool is offered for 1 hour each day Tuesday-Thursday.

2.5: Increased learning time and well-rounded education

Students are taught strong character education as well as academic content. Participating in character building activities supports a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Jackson ES will tutor **students most at risk of not meeting the challenging State academic standards** and MTSS Tier 3 students in Grades K-5 in Reading and Math

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Jackson ES will tutor **students most at risk of not meeting the challenging State academic standards** and MTSS Tier 3 students in Grades K-5 in Reading and Math

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Bratcher		Title I	1.0

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading materials		\$6,310.00
3	1	1	Math Coach		\$81,110.00
Sub-Total					\$87,420.00
Budgeted Fund Source Amount					\$87,420.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RAZ Kids		\$1,295.00
2	1	4	Scholastic Story Works- Classroom Mag.		\$2,334.75
2	1	5	Instructional resources		\$1,295.00
2	2	1	SCE Paraprofessional		\$0.00
2	2	2	Payroll cost		\$2,368.25
3	1	5	Instructional resources		\$0.00
Sub-Total					\$7,293.00
Budgeted Fund Source Amount					\$7,293.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	RAZ-Kids		\$768.00
2	1	6	Instructional resources		\$780.00
2	1	8	Raz Kids		\$768.00
Sub-Total					\$2,316.00
Budgeted Fund Source Amount					\$4,015.00
+/- Difference					\$1,699.00
Grand Total Budgeted					\$98,728.00
Grand Total Spent					\$97,029.00
+/- Difference					\$1,699.00