

Plano Independent School District

Jackson Elementary

2020-2021



Board Approval Date: October 20, 2020

Mission Statement

The mission of Jackson Elementary School is to provide a supportive learning environment in order to ensure high levels of learning for ALL students.

Vision

We are mission-driven, highly motivated, and maintain the highest expectations for ourselves, our students, and our colleagues. Our students are precious, and we will treat them kindly and with love every day. All of our students will succeed academically no matter what! Our tenacity and focus on what's best for our children will guide our actions every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jackson Elementary has a total enrollment of 558 students.

Jackson is a Title 1 school with 69% of our students being Economically Disadvantaged.

44% of students are LEP.

9% of our students are GT.

Our population is 20% White, 50% Hispanic, 8% Asian, and 18% African American.

Demographics Strengths

83% of African American students passed 5th grade STAAR Reading 1st admin.

Economically Disadvantaged students performed at nearly the same level as Non-ED students.

93% of African American students passed 3rd grade Reading STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a gap between the All Student group Meets performance level on STAAR Reading (43%) and the Special Education (23%) and Economically Disadvantaged (31%) student groups. **Root Cause:** Classroom instruction must focus on strong English academic language skills to support gaining content knowledge across all content areas for all students. Classroom instruction must focus on problem solving skills, writing skills, and reading comprehension.

Student Learning

Student Learning Summary

Jackson Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

The percentage of students who were on level for the reading records has increased from beginning of the year Aug. 2020 to middle of the year, February 2021.

K-50% to 57%

1-5% to 11%

2-18% to 12% (only grade with decrease in on level, however, the number of students at "above level" went from 33% to 50%)

3- 9% to 18%

4-6% to 15%

5-10% to 15%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a gap between the All Student group Meets performance level on STAAR Math (51%) and the Special Education (31%) and Economically Disadvantaged (39%) student groups. **Root Cause:** Math instruction must allow for previous gaps to be filled outside of Tier I instruction.

Problem Statement 2: There is a gap between the All Student group Meets performance level on STAAR Writing (29%) and the English Learner (23%) and Economically Disadvantaged (23%) student groups. **Root Cause:** Linguistic strategies must be used during instruction in writing as well as vertical alignment between grades for mastering writing concepts.

Problem Statement 3: There is a gap between the All Student group Meets performance level on STAAR Science (49%) and the Special Education (0%) and Economically Disadvantaged (37%) student groups. **Root Cause:** Vertical alignment must occur K-5 on Science TEKS.

Problem Statement 4: There is a gap between the All Student group Meets performance level on STAAR Reading (43%) and the Special Education (23%) and Economically Disadvantaged (31%) student groups. **Root Cause:** Classroom instruction must focus on strong English academic language skills to support gaining content knowledge across all content areas for all students. Classroom instruction must focus on problem solving skills, writing skills, and reading comprehension.

School Processes & Programs

School Processes & Programs Summary

- Unit Assessment Analysis Data Meeting for grade level analysis of district and common formative assessments. These meetings allow teams to determine when necessary interventions and extensions are applicable. It allows teams the time to develop the next step in instruction and resources to meet the needs of every learner.
- Vertical teams are designed to have representation from various grade levels in order facilitate conversations about areas of growth for our campus. The vertical teams develop common goals for the campus according to the needs of the learners. Teachers share ideas and strategies that were successful in their classroom in order to create continuity across the building.
- Committees are teams for teachers to learn and grow. The Technology Committee allows teachers an opportunity to learn and collaborate how to best use technology for teaching and learning. The AVID committee (grades 3-5) will focus on WICOR strategies and tools to help increase students' organization, critical thinking, and note-taking skills. PLC and Culturally Responsive Classroom committee are being added in 2020-2021 and teachers will have choice in the committees they join.
- Daily 5 is a campus wide initiative to increase students' listening, speaking, and reading comprehension skills. This initiative included a committee comprised of various grade level teachers that attended the two day Daily 5 workshop. Daily 5 walkthroughs and feedback we implemented to elicit conversation between and across teams on what is working and not working to guide future professional developments. Work in this area will continue in 2020-2021.

School Processes & Programs Strengths

- Unit Assessment Analysis is something that is building wide. It is creating conversations about specific areas of strengths and weaknesses to guide future instruction. The process is helping to improve teaching processes and is extremely beneficial to new teachers.
- Daily 5 implementation has allowed teachers to focus on grade level standards. The program has also helped to create a love of reading with students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a gap between the All Student group Meets performance level on STAAR Science (49%) and the Special Education (0%) and Economically Disadvantaged (37%) student groups. **Root Cause:** Vertical alignment must occur K-5 on Science TEKS.

Problem Statement 2: There is a gap between the All Student group Meets performance level on STAAR Math (51%) and the Special Education (31%) and Economically Disadvantaged (39%) student groups. **Root Cause:** Math instruction must allow for previous gaps to be filled outside of Tier I instruction.

Problem Statement 3: There is a gap between the All Student group Meets performance level on STAAR Writing (29%) and the English Learner (23%) and Economically Disadvantaged (23%) student groups. **Root Cause:** Linguistic strategies must be used during instruction in writing as well as vertical alignment between grades for mastering writing concepts.

Problem Statement 4: There is a gap between the All Student group Meets performance level on STAAR Science (49%) and the Special Education (0%) and Economically Disadvantaged (37%) student groups. **Root Cause:** Vertical alignment must occur K-5 on Science TEKS.

Problem Statement 5: There is a gap between the All Student group Meets performance level on STAAR Reading (43%) and the Special Education (23%) and Economically

Disadvantaged (31%) student groups. **Root Cause:** Classroom instruction must focus on strong English academic language skills to support gaining content knowledge across all content areas for all students. Classroom instruction must focus on problem solving skills, writing skills, and reading comprehension.

Perceptions

Perceptions Summary

Jackson has a collaborative culture where we develop relationships with students and families to ensure student academic achievement. Jackson is a School-wide Title 1 campus comprised of a large percentage of second language learners and under-resourced families. Over 24 different languages are spoken by our community. Support staff includes a parent liaison, two full-time counselors, a part-time social worker, three full-time Title 1 grade level specialists, a full-time Instructional Specialist, two full-time ESL specialists, a full-time Bilingual Instructional Specialist, a part-time dyslexia therapist, and a full-time GT/Advanced Academic specialist.

Perceptions Strengths

Based on End of year (2018-2019) Parent Survey and HRS Survey Indicators 1.1, 1.2 & 1.6

- Families feel welcome at school.
- There is clear day-to-day communication between parents and teachers (Remind, newsletters, flyers, S'more PACE newsletters, phone calls, and messages on planners).
- Faculty, staff, students, and parents see Jackson Elementary as a safe, orderly environment.
- There were fewer discipline issues this year (number of students requiring ISS/OSS/DAEP placement) than last year.
- No families were referred to court for Truancy.
- District interview procedures are in place.
- Parent and student programs provided at campus (Parent Education Programs, Parent Partners, Mentors, Food 4 Kids, Operation School Bell, AVID, SEL groups).
- Parent participation programs and events (AVID Information Night, ESL Family Game Night, School Picnics, Multicultural Night, Muffins with Moms, Donuts for Dads, Watchdogs, PTA, SBIC)
- Weekly E-News, Remind, Twitter, and Phone Tree calls are used to communicate information to families

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Results of Marzano's High Reliability Survey and the End-of-the-Year Family Survey indicated a perception from both teachers and the community that there is a need for additional formal ways to provide input regarding the optimal functioning of the school. **Root Cause:** The demographics of the campus (44% ELL and 67% Economically Disadvantaged) impact parent communication and accessibility to school programs and processes.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless 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
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 23, 2020











Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Jackson 3rd grade students that score meets grade level or above on STAAR Reading will increase from 36% in 2019 to 38% by June 2021. The English Learner student group performance will increase from 22% in 2019 to 26% in 2021. The Economically Disadvantaged student group performance will increase from 23% in 2019 to 28% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd Grade

Summative Evaluation: Met Objective










Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning provided through Global PD focused on common formative assessments and backward planning design. Strategy's Expected Result/Impact: Student achievement increased due to frequent monitoring of progress. Staff Responsible for Monitoring: Classroom Teachers and Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten through Fifth grade staff will be trained on the Daily 5 balanced literacy structures to incorporate writing, editing, and revising lessons on a daily basis. Strategy's Expected Result/Impact: Increase BOY to MOY MAP projected performance Projected Growth Met Staff Responsible for Monitoring: Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Jackson students that score Meets grade level or above on STAAR Reading 3-5 will increase from 43% in 2019 to 45% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 36% in 2021.

Evaluation Data Sources: 2021 STAAR Reading 3-5th grades

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten, 1st grade, 2nd grade, and special education teachers will use Foundational Skills Instruction (HMH) to teach beginning reading and writing skills. The Touchphonics program will be utilized for Tier 2 , Tier 3, and special education students who need additional instruction in the area of beginning reading and writing skills. Strategy's Expected Result/Impact: Closing gaps for special education students in the areas of reading and writing. Staff Responsible for Monitoring: Special education staff and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Literacy Footprints Resource Kit - 211 Title I, Part A - \$800	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Small group tutoring will be provided during the day for identified students in target areas to close gaps. (State comp Ed. tutor) Strategy's Expected Result/Impact: Decrease gaps in learning. Increase MAP and IRI scores. Staff Responsible for Monitoring: Classroom teachers, State Comp Ed tutor Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Tutor for small groups - 211 Title I, Part A - \$10,869	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Parent resources will be provided for training and available digitally such as parenting tips, academic guidance, and social/emotional support for children. Strategy's Expected Result/Impact: Increased parent engagement and support. Staff Responsible for Monitoring: Administrators, Parents Title I Schoolwide Elements: 3.1, 3.2	Formative		
	Nov	Feb	June
			











Strategy 4 Details	Formative Reviews		
Strategy 4: Supplemental Tutoring will be provided for immigrant students outside of the school day to increase English proficiency. Strategy's Expected Result/Impact: Improved proficiency levels and the effect of increased performance in all subject areas. Staff Responsible for Monitoring: Tutoring staff designed for support. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Tutors, Immigrant Funds - 199 Bilingual/ESL/ELL - \$10,000	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Jackson students that score Meets grade level or above on STAAR Writing 4 will increase from 29% in 2019 to 31% by June 2021. The African American student group performance will increase from 15% in 2019 to 19% in 2021. The Special Education student group performance will increase from 20% in 2019 to 22% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will focus on direct instruction involving editing and revising both commercially written compositions and their own compositions in grades K-5. Their main curricular resources will be Patterns of Power by Jeff Anderson and Writing Strategies by Jennifer Serravallo. An editing and revising formative assessment will be given every 9 weeks in grades 1-4. Strategy's Expected Result/Impact: Increased proficiency as measured on common writing rubrics. Staff Responsible for Monitoring: Teachers, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: K-5 teachers will create a list of non-negotiable writing elements that must be mastered by the end of each grade level. These elements will be included in writing rubrics and monitored on a regular basis. Writing samples will be scored every nine weeks to check for the non-negotiables using the grade level rubrics. Strategy's Expected Result/Impact: Increased levels of writing proficiency measured by rubrics. Staff Responsible for Monitoring: Teachers, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: State Comp Ed tutor - 199 State Comp Ed - \$5,508	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Jackson 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% in 2019 to 52% by June 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 40% in 2021. The African American student group performance will increase from 38% in 2019 to 42% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Parent Math Night (virtual presentation) to help train parents on ways to assist their children in math. Strategy's Expected Result/Impact: Increased understanding of math concepts and outcomes on MAP math. Staff Responsible for Monitoring: Administrators, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Demonstration Materials - 211 Title I, Part A - \$500	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Differentiation, targeted intervention, using formative and summative data to drive instruction will be used for small groups of intervention and enrichment (IE) Strategy's Expected Result/Impact: Closing gaps in skills for all levels of students. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Math Intervention Resources - 211 Title I, Part A - \$964	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Jackson students that score Meets grade level or above on STAAR Math 3-5 will increase from 51% in 2019 to 52% by June 2021. The Special Education student group performance will increase from 31% in 2019 to 34% in 2021. The African American student group performance will increase from 31% in 2019 to 35% in 2021.

Evaluation Data Sources: 2021 STAAR Math 3-5th

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Use AMC assessments to determine math intervention needs for K-2. Teachers will utilize the interventions aligned with the data from the assessment. Strategy's Expected Result/Impact: Close gaps in all areas of math (numeracy, geometry, measurement, etc.) Staff Responsible for Monitoring: Classroom teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative planning for instruction for all students will be used within the grade level and across vertical teams throughout the year. Strategy's Expected Result/Impact: Increased scores on MAP, unit assessments, and CFAs Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Jackson students that score Meets grade level or above on STAAR Science 5 will increase from 49% in 2019 to 51% by June 2021. The English Learner student group performance will increase from 29% in 2019 to 31% in 2021. The African American student group performance will increase from 31% in 2019 to 35% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade 3-5 science teachers will create and analyze weekly formative assessments including Science Talk (gr. 3) and Science Discussion Questions (gr. 4 & 5) to gauge progress towards mastery of grade level science standards. Strategy's Expected Result/Impact: Increased MAP and 5th grade Science scores. Staff Responsible for Monitoring: Teachers, Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: K-5 teachers and students will use science interactive word walls, sentence frames, and critical vocabulary to develop understanding and conversations around science content and science vocabulary. Strategy's Expected Result/Impact: Increased levels of vocabulary in Science for all student groups. Staff Responsible for Monitoring: Classroom teachers and Instructional Specialists.	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Crystal Roach	Professional non-teaching staff member
Administrator	Kamili Carthledge	Professional non-teaching staff
District-level Professional	Delmy Ewing	Professional non-teaching staff
Classroom Teacher	Tony Paradiso	Faculty Member
Classroom Teacher	Barbara Kuwitzky	Faculty Member
Classroom Teacher	Jessica Campbell	Faculty Member
Classroom Teacher	Deanne Rome	Faculty Member
Classroom Teacher	Edgar Hernandez	Faculty Member
Classroom Teacher	Shilah Pyle	Faculty Member
Non-classroom Professional	Mary St. Clair	Support Staff Member
Community Representative	Greg Parks	Community Representative
Business Representative	Shane Cox	Business Representative
Business Representative	Chad Weinzetl	Business Representative
Community Representative	Marylou Boardman	Community Representative
Parent	Amanda Nazareno	Parent
Parent	Anil Nanda	Parent
Parent	Norma Ramirez	Parent
Community Representative	Connie Roth	Community Representative
Parent	Stephanie Rosen	Parent
Parent	Stacey Sullivan	Parent
Parent	Carlos Aguirre	Parent
Parent	Catherine Muldowney	Parent

Addendums

Jackson - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 29% in 2019 to 31% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
30% 2019 Baseline: 29%	31%	33%	35%	37%

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	All
2019 Baseline	15	21	54	*	80	*	*	20	23	*	23	36	20	29
2020	16	23	54	*	80	*	*	21	25	*	24	36	21	30
2021	19	25	55	*	81	*	*	22	28	*	26	37	23	31
2022	22	29	55	*	81	*	*	24	32	*	29	37	25	33
2023	26	33	56	*	82	*	*	27	37	*	32	38	28	35
2024	31	39	58	*	84	*	*	30	43	*	37	40	31	37
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Jackson - STAAR Grade 5 Science														
The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 49% in 2019 to 51% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
50% 2019 Baseline: 49%		51%			52%			53%			54%			
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	All
2019 Baseline	31	38	69	*	80	*	60	0	37	0	29	49	48	49
2020	32	39	69	*	80	*	60	1	38	1	30	49	49	50
2021	35	42	69	*	80	*	61	2	41	2	31	49	50	51
2022	38	44	70	*	81	*	62	4	44	4	32	50	52	52
2023	42	48	70	*	81	*	64	7	48	6	34	50	54	53
2024	47	53	71	*	82	*	66	10	53	9	37	51	57	54
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Jackson

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		38	11		7			10	44		36	54	19	73
2019	46	21	55		71			30	23		22	37	32	36
2020	48	23	55		71			31	25		24	37	33	37
2021	50	26	56		72			33	28		26	38	35	38
2022	53	29	57		73			35	32		28	39	37	40
2023	57	34	58		74			37	37		32	40	40	42
2024	62	39	59		75			40	43		36	41	44	44

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Jackson

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		38	11		7			10	44		36	54	19	73
2019	38	45	64		71			70	36		39	52	47	51
2020	40	47	64		71			71	38		40	52	48	52
2021	42	49	65		72			73	40		41	53	49	52
2022	45	52	65		72			75	43		43	53	51	53
2023	49	56	66		73			77	47		45	54	53	55
2024	54	61	67		74			80	52		48	55	56	56

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Jackson

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	33	32	63		82		62	23	31	10	32	45	41	43
2020	35	34	63		82		63	24	33	11	34	45	42	44
2021	37	37	64		83		65	26	36	13	36	46	44	45
2022	40	40	65		84		66	28	40	15	38	47	46	47
2023	44	45	66		85		69	30	45	18	42	48	49	49
2024	49	50	67		86		72	33	51	22	46	49	53	51

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	31	43	70		82		77	31	39	20	41	55	43	51
2020	33	45	70		82		78	32	41	21	42	55	44	52
2021	35	47	71		83		79	34	43	22	43	56	45	52
2022	38	50	71		83		80	36	46	24	45	56	47	53
2023	42	54	72		84		81	38	50	26	47	57	49	55
2024	47	59	73		85		83	41	55	29	50	58	52	56

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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