

# **Plano Independent School District**

## **Jackson Elementary**

**2021-2022**



**Board Approval Date:** November 3, 2021

# 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

Revised/Approved: September 15, 2021

## 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.

# 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 (Prioritized):** 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:** Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**Problem Statement 2 (Prioritized):** There is a gap between the All Student group grades 3-5 Meets performance level on STAAR Math (51%) and the Special Education (31%) and African American (31%) student groups. **Root Cause:** Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**Problem Statement 3 (Prioritized):** There is a gap between the All Student group Meets performance level on STAAR Science (49%) and the English Learner (29%) and African American (31%) student groups. **Root Cause:** Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

# 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.

# 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

# Priority Problem Statements

**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 1:** Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a gap between the All Student group grades 3-5 Meets performance level on STAAR Math (51%) and the Special Education (31%) and African American (31%) student groups.

**Root Cause 2:** Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a gap between the All Student group Meets performance level on STAAR Science (49%) and the English Learner (29%) and African American (31%) student groups.

**Root Cause 3:** Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## 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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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

**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







**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 ELAR from 2019 to 2022.



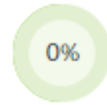







**Performance Objective 1:** HB3 - The percent of Jackson 3rd grade students that score meets grade level or above on STAAR Reading will increase from 36% in 2019 to 40% by June 2022. The English Learner student group performance will increase from 22% in 2019 to 28% in 2022. The Economically Disadvantaged student group performance will increase from 23% in 2019 to 32% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2022 STAAR Reading - 3rd Grade

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Kindergarten through Third grade staff will utilize the collaborative team framework to plan for effective foundational skills instruction. <b>Strategy's Expected Result/Impact:</b> Increase BOY to MOY MAP projected performance Projected Growth Met <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Jackson staff will be utilized to provide after school tutoring groups for identified students who need support in filling gaps in reading. <b>Strategy's Expected Result/Impact:</b> Increased MAP projected performance. <b>Staff Responsible for Monitoring:</b> Tutoring staff  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Tutors - 199 State Comp Ed - \$3,213, Tutors - 199 Bilingual/ESL/ELL - \$891, Tutors - 282 ESSER III - \$4,775	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use extended planning days to give teachers an opportunity to collaboratively plan for instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessment and CFAs. <b>Staff Responsible for Monitoring:</b> Classroom teachers  <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide magnetic letters, whiteboards, Think Up books, and PLC planning books to teachers to plan for learning in Reading. <b>Strategy's Expected Result/Impact:</b> Teachers will have needed materials to plan effective lessons. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> letters, boards, books - 211 Title I, Part A - \$9,900	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:




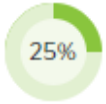








Student Learning
<b>Problem Statement 1:</b> There is a gap between the All Student group Meets performance level on STAAR Reading (43%) and the Special Education (23%) and Economically Disadvantaged (31%) student groups. <b>Root Cause:</b> Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**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 ELAR from 2019 to 2022.

**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 47% by June 2022. The Special Education student group performance will increase from 23% in 2019 to 28% in 2022. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 40% in 2022.

**Evaluation Data Sources:** 2022 STAAR Reading 3-5th grades

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Kindergarten through Fifth grade staff will utilize the collaborative team framework to plan for differentiation during the balanced literacy block. <b>Strategy's Expected Result/Impact:</b> Closing gaps for special education students in the areas of reading and writing. <b>Staff Responsible for Monitoring:</b> Special education staff and classroom teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Small group tutoring will be provided during the day for identified students in target areas to close gaps. (State comp Ed. tutor) <b>Strategy's Expected Result/Impact:</b> Decrease gaps in learning. Increase MAP and IRI scores. <b>Staff Responsible for Monitoring:</b> Classroom teachers, State Comp Ed tutor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Tutor for small groups - 211 Title I, Part A	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parent liaison will attend a conference for tips on parent engagement. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement and support. <b>Staff Responsible for Monitoring:</b> Administrators, Parents  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 2 Problem Statements:

Student Learning
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<b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .
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**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 2022.








**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 53% by June 2022. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 43% in 2022. The African American student group performance will increase from 38% in 2019 to 45% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Math - 3rd Grade

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent Math Night to help train parents on ways to assist their children in math. <b>Strategy's Expected Result/Impact:</b> Increased understanding of math concepts and outcomes on MAP math. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Demonstration Materials - 211 Title I, Part A	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Differentiation, targeted intervention and using formative and summative data will drive instruction. <b>Strategy's Expected Result/Impact:</b> Closing gaps in skills for all levels of students. <b>Staff Responsible for Monitoring:</b> Classroom teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Math Intervention Resources - 211 Title I, Part A	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use extended planning days for teams to collaboratively plan upcoming units. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessments as well as CFAs. <b>Staff Responsible for Monitoring:</b> classroom teachers.	Formative		
	Nov	Feb	June

Problem Statements: Student Learning 2				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> There is a gap between the All Student group grades 3-5 Meets performance level on STAAR Math (51%) and the Special Education (31%) and African American (31%) student groups. <b>Root Cause:</b> Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .
















**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 2022.

**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 53% by June 2022. The Special Education student group performance will increase from 31% in 2019 to 36% in 2022. The African American student group performance will increase from 31% in 2019 to 38% in 2022.

**Evaluation Data Sources:** 2022 STAAR Math 3-5th

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative planning for instruction for all students will be used within the grade level and across vertical teams throughout the year. <b>Strategy's Expected Result/Impact:</b> Increased scores on MAP, unit assessments, and CFAs <b>Staff Responsible for Monitoring:</b> Classroom teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Differentiation, targeted intervention and using formative and summative data will drive instruction. <b>Strategy's Expected Result/Impact:</b> Increased performance results for all demographic groups.  <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Jackson staff will be utilized to provide after school tutoring groups for identified students who need support in filling gaps in math. <b>Strategy's Expected Result/Impact:</b> Increased MAP projected performance scores. <b>Staff Responsible for Monitoring:</b> Tutors  <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Tutors - 199 State Comp Ed - \$3,213, Tutors - 199 Bilingual/ESL/ELL - \$891, Tutors - 282 ESSER III - \$4,775	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

Performance Objective 2 Problem Statements:


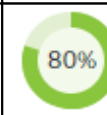



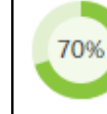




Student Learning
<b>Problem Statement 2:</b> There is a gap between the All Student group grades 3-5 Meets performance level on STAAR Math (51%) and the Special Education (31%) and African American (31%) student groups. <b>Root Cause:</b> Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

**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 2022.

**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 52% by June 2022. The English Learner student group performance will increase from 29% in 2019 to 32% in 2022. The African American student group performance will increase from 31% in 2019 to 38% in 2022.

**Evaluation Data Sources:** 2022 STAAR Science

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased MAP and 5th grade Science scores. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased levels of vocabulary in Science for all student groups. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Instructional Specialists.  <b>Problem Statements:</b> Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> There is a gap between the All Student group Meets performance level on STAAR Science (49%) and the English Learner (29%) and African American (31%) student groups. <b>Root Cause:</b> Tier 1 instruction must focus on strong differentiation to support student learning across all content areas .

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Crystal Roach	Professional non-teaching staff
Administrator	Kamili Carthledge	Professional non-teaching staff
District-level Professional	Delmy Ewing	District level professional
Classroom Teacher	Tony Paradiso	Faculty Member
Classroom Teacher	Barbara Kuwitzky	Faculty Member
Classroom Teacher	Jessica Campbell	Faculty Member
Classroom Teacher	Deanna Rome	Faculty Member
Classroom Teacher	Edgar Hernandez	Faculty Member
Classroom Teacher	Shilah Pyle	Faculty Member
Classroom Teacher	Nichelle Pappas	Faculty Member
Community Representative	Greg Parks	Community Representative
Business Representative	Chad Weinzetl	Business Representative
Community Representative	Marilou Boardman	Community Representative
Parent	Anil Nanda	Parent
Community Representative	Connie Roth	Community Representative
Parent	Stephanie Rosen	Parent
Parent	Stacey Sullivan	Parent
Parent	Carlos Aguirre	Parent
Parent	Jerika Hendrickson	Parent
Parent	Taranya Pendli	Parent
Business Representative	Raymond Estrella	Business Representative
Business Representative	Nicole Zamora	Business Representative
District-level Professional	Dora Deboer	District level professional

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		\$3,213.00
2	2	3	Tutors		\$3,213.00
Sub-Total					\$6,426.00
Budgeted Fund Source Amount					\$6,426.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		\$891.00
2	2	3	Tutors		\$891.00
Sub-Total					\$1,782.00
Budgeted Fund Source Amount					\$1,782.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	letters, boards, books		\$9,900.00
1	2	2	Tutor for small groups		\$0.00
2	1	1	Demonstration Materials		\$0.00
2	1	2	Math Intervention Resources		\$0.00
Sub-Total					\$9,900.00
Budgeted Fund Source Amount					\$263,922.00
+/- Difference					\$254,022.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		\$4,775.00
2	2	3	Tutors		\$4,775.00
Sub-Total					\$9,550.00
Budgeted Fund Source Amount					\$9,550.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total Budgeted
					\$281,680.00
					Grand Total Spent
					\$27,658.00
					+/- Difference
					\$254,022.00

# 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
<b>2019 # of Students</b>		38	11		7			10	44		36	54	19	73
<b>2019</b>	46	21	55		71			30	23		22	37	32	36
<b>2020</b>	48	23	55		71			31	25		24	37	33	37
<b>2021</b>	50	26	56		72			33	28		26	38	35	38
<b>2022</b>	53	29	57		73			35	32		28	39	37	40
<b>2023</b>	57	34	58		74			37	37		32	40	40	42
<b>2024</b>	62	39	59		75			40	43		36	41	44	44

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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
<b>2019 # of Students</b>		38	11		7			10	44		36	54	19	73
<b>2019</b>	38	45	64		71			70	36		39	52	47	51
<b>2020</b>	40	47	64		71			71	38		40	52	48	52
<b>2021</b>	42	49	65		72			73	40		41	53	49	52
<b>2022</b>	45	52	65		72			75	43		43	53	51	53
<b>2023</b>	49	56	66		73			77	47		45	54	53	55
<b>2024</b>	54	61	67		74			80	52		48	55	56	56

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

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