



Plano Independent School District Campus Improvement Plan

Jackson Elementary

1101 Jackson Drive

Plano, TX 75075

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3
Campus Information.....4
State Goals and Objectives.....5
Site-Based Improvement Committee Members6
State Compensatory Education Program Information7
Title I Program Information.....8
Comprehensive Needs Assessment Summary10
Critical Action #112
Critical Action #214
Health, Fitness and Attendance16
Violence Prevention and Bullying.....19
Parent Involvement.....22
Transition24
State Certified Teachers and Highly Qualified Paraprofessionals26

Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus 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.

Campus Information

Administration Team

Principal, Andrea Cockrell

Assistant Principal, Kamili Carthledge

About Us

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/31/2018 07:00 am

Meeting 2: Progress monitoring and review of strategic plan - 01/18/2019 07:00 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/17/2019 07:00 am

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jennie Killion	Faculty Member	2018	X	X	X
Barbara Kuwitzky	Faculty Member	2015	X	X	X
Kate Kuwitzky	Faculty Member	2016	X	X	X
Cindy Skinner	Faculty Member	2018	X	X	X
Tony Paradiso	Faculty Member	2018	X	X	X
Meagan Talamantes	Faculty Member, Special Ed	2018	X	X	X
Andrea Cockrell	Principal	2014	X	X	X
Kamili Carthledge	District Professional	2015		X	X
Connie Matthews	Campus Professional, Non-teaching	2018	X	X	X
Mercedes Tran	Support Staff Member	2015	X	X	X
Margaret Button	Parent-Selected by PTA	2018		X	
Anil Nanda	Parent-Selected by Principal	2018	X		
Jennifer Hillier	Parent	2017	X	X	X
Starr Laqua	Parent	2017	X		
Whitney Greenup	Parent	2018			
Kul Bishokarma	Parent	2018	X		
Greg Parks	Community Member	2017			
Shane Cox	Business Representative	2016			
Betty Fancher	Faculty Member		X	X	X
Amy Kincaid	Faculty Member		X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$410,178.24	State Compensatory Ed funds allocated for allowable supplemental resources and 6 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$198,594.00	Total Funding for 170,594.00 Title I Support Teachers (including tutoring, adult temp staff) and for 28,000 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$0	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2167.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Jackson ED students outperformed the district in Grade 3 Math, Grade 4 Math and Reading, and Writing. Jackson Bilingual students outperformed the district in Grade 3 Math, Grade 4 Math, Writing, and Reading, and Grade 5 Math and Reading	ESL students underperformed in Grade 3 Reading and Math and Grade 5 Math, Reading, and Science.	Grades 3-5 Reading continues to be an overall campus issue. Title 1 specialists will work with students in and out of the classroom who are at risk for failing STAAR.
Student Achievement	85 % of our students made adequate growth from 3rd to 4th grade STAAR and also from 4th to 5th grade STAAR looking at all subjects and all tests.	Overall reading performance, grades 3-5. ESL student performed below the district in almost all subjects and grades. Math Reporting Category 4 was weak across all grade levels.	Reading, Science and Math academic achievement. Title 1 funds will be used for staffing to help intervene with at risk students.
School Culture and Climate	Jackson has a collaborative culture where we develop strong relationships with students and families to ensure student academic achievement.	New staff members will be integrated into the school culture with success.	Integrating new staff members into the collaborative environment and buy into the school's vision of making student success our priority.
Staff Quality/ Professional Development	100% of staff is highly qualified as outlined by TEA. 100% of staff completed the required professional development. Low staff turnover rate.	Continued professional development in the area of balanced literacy and quality science instruction. Study of Language Objectives to help guide instruction using the ELPS.	Daily 5, teacher created assessments, using the new curriculum planner and TEKS analysis
Curriculum, Instruction, Assessment	Teachers have a strong knowledge of the state standards and scope and sequence from the district instructional calendar. Instruction is planned in	Teachers need to create custom assessments to gauge student success before, during, and after a lesson or unit of study.	Training on how to create formative assessments in the area of reading and math.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	advance with grade level collaborative teams.		
Family and Community Involvement	Strong PTA involvement, parent liaison is active with the families, mentoring program is strong, Food 4 Kids, Operation School Bell, Social worker on staff,	Parenting classes attendance is low, some families are not may not have the skills or resources to help kids at home with academics,	Increase parenting classes attendance.
School Context and Organization	The principal seeks advice from the team leaders and instructional specialists when making decisions, the principal conducts informal walkthroughs to observe teaching and learning to inform instructional decisions and resources/training needed. Content vertical teams are in place.	Collecting suggestions from the staff as a whole instead of mainly through the leadership teams.	Creating more avenues for staff input on new initiatives and campus decisions.
Technology	One to One Chromebooks for all students, Dreambox math computer program, Google Classroom, Digital presentations	Using classroom chromebooks as instructional tools to increase engagement and academic success.	Technology vertical team will meet monthly to discuss Chromebook integration and how to tie content into technology lessons to increase engagement and academic achievement.

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams defined by the district's definition of the Professional Learning Community process (policies and practices.)
Root Cause and Strategy	We will address the need for implementing a campus-wide PLC process by training staff, modeling and implementing the process.
Goal	The campus will build a shared understanding around how planning conversations and behaviors strengthen collaborative teams in order to create an effective campus PLC.
Project Lead	Administrators
Staff, Title I Staff	Classroom teachers, Campus Instructional Specialists
Materials and Resources	Leading a High Reliability School, Learning by Doing, Collaborative Teams that Transform Schools (All by Robert Marzano)

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Clearly define school vision, mission, goals and values through teacher professional learning	Title 1 specialists	6117 – Professional Salaries (Adult Temp)	170,000	monthly at staff meetings	Agendas and Notes	Staff will have a clear understanding of Jackson's vision, mission, and campus goals.	Significant Progress View HRS artifacts Google Folder	Significant Progress	Significant Progress During professional learning sessions, the vision, mission, and campus goals were clearly communicated and implemented.	
Train and model the three foundational ideas of PLC: focusing on learning, building a collaborative culture, and focusing on results.	Title 1 specialists	6117 – Professional Salaries (Adult Temp)	170,000	monthly at staff meetings and during professional learning sessions	Agendas and notes from grade level teams weekly planning sessions	The teachers will use the PLC process to plan effective lessons and create assessments that reflect student progress.	Some Progress View HRS artifacts Google Folder Four questions posted at planning Analyze student data as a team TEKS and UbD used during collaborative planning	Significant Progress	Significant Progress Training and monitoring of collaborative team planning sessions took place throughout the year. Data was analyzed regularly to measure the impact of collaborative planning and lessons.	

Jackson Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Collaborative teams will embed the PLC process in their district provided extended planning opportunities	Title 1 specialists	6117 – Professional Salaries (Adult Temp)	170,000	4 half day planning sessions per year starting in September, 2018.	Agendas and notes from extended planning sessions.	Student academic progress as shown by teacher and district assessments.	Some Progress Half day planning includes long term unit planning and data analysis while exploring various resources and best practices for instruction. Continue work on common assessment to drive interventions. 4 times/year	Significant Progress	Significant Progress Teams used the four questions during weekly planning sessions to stay focused on standards, best strategies, and formative assessments to gauge progress. EOY MAP scores and 5th grade STAAR scores demonstrate proficient academic progress.	

Critical Action #2

Problem Statement	The percentage of students meeting the approaches, meets and masters grade level standard in reading is below the district average in the following reading groups: Grade 3 Reading 72%/ 38%/ 21% (District 85%/56%/38%) Grade 4 Reading 79%/37%/17% (District 81%/60%/38%) Grade 5 Reading 72%/51%/28% (District 86%, 67%,40%)
Root Cause and Strategy	We will address the need for students to have a strong language foundation, academic vocabulary, effective reading comprehension strategies, and exposure to literature by implementing a strong balanced literacy program in the classroom.
Goal	Increase the percentage of students meeting the approaches, meets and masters grade level standard in reading in grades 3, 4, and 5.
Project Lead	Administrators
Staff, Title I Staff	Classroom teachers, Grade level Title 1 Intervention Specialists, Campus Instructional Specialists, Title 1 Teacher Assistant for grades K-1
Materials and Resources	The Daily 5, Jan Richardson's Next Step Forward in Guided Reading, Jennifer Seravillo's Reading Strategies, literacy libraries in each grade level, District curriculum planner ,McGraw Hill Tier 2 vocabulary book, McGraw Hill vocabulary stories, ELD kits

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
K-5 classroom teachers will implement the Daily 5 literacy program to foster independent reading skills, fluency, and student engagement in the reading process. Teachers will also focus on quality Tier 2 instruction. We will monitor growth using PES scores in K-5, STAAR scores will increase, TPRI and TEJAS Lee levels will increase, IRI's will show growth	Title 1 Teacher Assistant for grades K-1	6120 - Paraprofessional Salaries (Half/Full-Time)	28,000	Daily during reading instruction	Teacher lesson plans, classroom observation notes, T-TESS goal setting and evaluation notes,	Improve academic growth in reading.	Significant Progress Training sessions continue during collaborative planning and vertical team discussions. Periodic walkthroughs to gauge implementation, PES progress analyzed.	Significant Progress	Significant Progress Data from MAP, TPRI, Tejas Lee, and IRI's show students made progress toward EOY goals in reading fluency and comprehension. Teachers fully implemented the Daily 5 routines in their classrooms	Title 1 Assistant helped monitor students in Kindergarten as the teachers implemented the Daily 5 routines.
	Instructional supplies	6329 – Supplies and Materials (Teacher Materials)	6518.74							

Jackson Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									and students benefited.	
Teachers and specialists will use reading comprehension strategies as defined in the Comprehension Toolkit and create guided reading lessons based on the Jan Richardson book, The Next Step Forward in Guided Reading	Title 1 Teacher Assistant for grades K-1	6117 – Professional Salaries (Adult Temp)	170,000	Daily during reading instruction	Teacher observations and evaluations, schedule of weekly and extended planning, meeting notes, walk through data, documents/notes	Improve academic growth in reading.	Some Progress Daily 5 checklist Vertical team agendas Jan Richardson plans	Some Progress	Some Progress	Title 1 Assistant helped monitor students in Kindergarten as the teachers implemented the Daily 5 routines.
Intervention specialists, Title 1 teacher assistant, and classroom teachers will use data from MAP, IRI's, and teacher observation notes to guide vocabulary instruction. The vocabulary instruction will provide students with strategies as tools for learning new words. The MAP vocabulary strand will show student growth, Reporting Category 1 on STAAR will show growth in vocabulary development.	Tier 2 vocabulary book, McGraw Hill vocabulary stories, ELD kits	6117 – Professional Salaries (Adult Temp)	170,000	Daily during reading instruction	Teacher lesson plans, classroom observation notes, and teacher evaluation notes	Improve academic growth in reading.	Some Progress Vocabulary Strand comparison Set vocabulary routines in 3-5.	Some Progress	Some Progress Teachers explored the various resources focusing on improving students' knowledge of vocabulary and using new vocabulary in their oral language and writing.	

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Aug. 2018		Completed
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Sept. 2018		Completed
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.	Principal	Coordinated School Health Curriculum	Aug. 2018-May 2019		Completed
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Sept. 2018		Completed
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Aug. 2018-May 2019		Completed

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Aug. 2018-May 2019		Completed
4th & 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.	P.E. Teacher	Fitnessgram Student Report	May 2019		Completed

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Aug. 2018-May 2019		Completed
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Aug. 2018-May 2019		Completed
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.	Principal	Yearly Plan Form	Aug. 2018-May 2019		Completed
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Aug. 2018-May 2019		Completed
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Aug. 2018-May 2019		Completed

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Aug. 2018-May 2019		Completed

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Aug. 2018		Completed
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Aug. 2018		Completed
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Aug. 2018-May 2019		Completed

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Aug. 2018		Completed
Review referral process.	Principal or designee	Campus referral plan	Aug. 2018		Completed

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Aug. -Sept. 2018		Completed
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Aug. 2018		Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Aug. 2018-May 2019		Completed

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Aug. 2018		Completed
Monitor high risk areas.	All staff	Schedule (if necessary)	Aug. 2018-May 2019		Completed

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Aug. 2018		Completed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Staff handbook	Aug. 2018-May 2019		Completed
Employ discipline interventions.	Designated staff	Administrators, counselors, and teachers	Aug. 2018-May 2019		Completed
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administrators, counselors, and teachers	Aug. 2018-May 2019		Completed

Jackson Elementary – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Conference with parents/students.	Teachers or other staff	Administrators, counselors, and teachers	Aug. 2018-May 2019		Completed

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	office manager, school secretary, parent liaison, administration	During student registration and parent information nights.		Completed
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Parent Liaison	Parent liaison and office staff	During student registration and parent information nights.		Completed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	CTA	Monthly		Completed
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Admin and campus CTA	Weekly of Wednesdays		Completed
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Twitter and Remind applications	Weekly		Completed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Admin	Monthly		Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Principal	Admin and parent liaison	Monthly		Completed
We will have an AVID night where parents can come and get more information about our AVID program while learning how to support the AVID program at home. Funding source: Title 1 \$2,262.00	Principal	Admin and AVID coordiantor	October 2, 2018		Completed

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Guidance Counselors	Guidance counselors	Aug. 2018-May 2019		Completed
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Counselors, Pre K teachers	Social worker, counselors	Aug. 2018-May 2019		Completed
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	Counselors	Pre K teachers and counselors	Aug. 2018-May 2019		Completed
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Pre K teachers	Pre K and Kinder teachers	May 2019		Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Title 1 specialists and Instructional specialists	Aug. 2018-May 2019		Completed