Plano Independent School District

Jackson Elementary

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Revised/Approved: August 13, 2019

Demographics

Demographics Strengths

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

Economically Disadvantaged students perform 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: Jackson LEP students underperformed when compared to all students on 3rd and 4th grade STAAR tests in Reading, Writing, and Math. **Root Cause**: Jackson's English Language Learners continue to struggle with gaining strong English academic language skills to support gaining content knowledge across all content areas. Their lack of academic language affects their problem solving skills, writing skills, and reading comprehension.

Student Academic Achievement

Student Academic Achievement Strengths

- Math MAP- growth in all grade levels from winter-winter
- Reading MAP- growth in all grade levels from winter-winter
- 5th grade math STAAR scores (April 2019)- An observed strength was in the ESL category.
- 5th grade reading STAAR scores (April 2019)- An observed strength was in ESL and T.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At our campus, 55% of 4th graders passed the Writing STAAR test. **Root Cause**: 45% of students were unable to master the composition and the revising portion of the writing test. During the writing block of instruction, students need more feedback from teachers on the writing process and how to stay on topic and create main ideas and supporting statements. Our students struggle with not having a solid writing foundation due to lack of vertical alignment across the grade levels.

School Processes & Programs

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 eliminate busy work and adapt class time 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: Science scores have consistently been below the district and state average. **Root Cause**: Our student population is largely comprised of second language learners and students with low SES background. As a result of our population, our students come in with little background knowledge, weak critical thinking skills, and limited vocabulary development.

Perceptions

Perceptions Strengths

Based on End of year 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

Problem Statement 1: Jackson LEP students underperformed when compared to all students on 3rd and 4th grade STAAR tests in Reading, Writing, and Math.

Root Cause 1: Jackson's English Language Learners continue to struggle with gaining strong English academic language skills to support gaining content knowledge across all content areas. Their lack of academic language affects their problem solving skills, writing skills, and reading comprehension.

Problem Statement 1 Areas: Demographics

Problem Statement 2: At our campus, 55% of 4th graders passed the Writing STAAR test.

Root Cause 2: 45% of students were unable to master the composition and the revising portion of the writing test. During the writing block of instruction, students need more feedback from teachers on the writing process and how to stay on topic and create main ideas and supporting statements. Our students struggle with not having a solid writing foundation due to lack of vertical alignment across the grade levels.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Science scores have consistently been below the district and state average.

Root Cause 3: Our student population is largely comprised of second language learners and students with low SES background. As a result of our population, our students come in with little background knowledge, weak critical thinking skills, and limited vocabulary development.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation 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, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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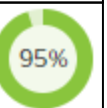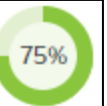- Study of best practices

Goals

Revised/Approved: October 01, 2019
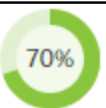
Goal 1: Ensure continued improvement in student learning.

Performance Objective 1: The campus will increase student learning in written composition, editing, and revising as evidenced by an increase in 4th grade STAAR writing scores for all students at the Approaches level by 10%.

> **Evaluation Data Source(s) 1:** STAAR Writing, 4th grade , June 2020.
>
> **Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 1:** Continue this CPO into the 2020-21 school year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Kindergarten through Fifth grade team leaders will attend a training on the Daily 5 balanced literacy structures to incorporate writing, editing, and revising lessons on a daily basis. 5th grade students will use Time for Kids as non-fiction texts during Daily 5.	2.4, 2.5, 2.6	Grade level team leaders, instructional specialists, and Title 1 support specialists.	Lesson plans, unit assessments, and formative assessments will reflect an increase in effective writing, editing, and revising proficiency.	40%	70%	95%
Problem Statements: Student Academic Achievement 1						
2) 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.	2.4, 2.5	Grade level team leaders and instructional specialists.		40%	65%	75%
Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) 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.	2.4, 2.5, 2.6	Grade level team leaders and instructional specialists.	STAAR scores in the area of writing will increase.	40%	65%	85%
	Problem Statements: Student Academic Achievement 1					
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 4) Kindergarten, 1st and 2nd grade team leaders and specialists will attend the Lead4ward training, Ready , Set, Launch which focuses on creating a balanced literacy program in the lower grades.	2.4	Principal, Grade level team leaders	Plano Literacy Assessments will show growth in students' written composition skills.	0%	35%	35%
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 Title I, Part A - 1500.00					
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Kindergarten, 1st grade, 2nd grade, and special education teachers will use a systematic phonological awareness piece 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.	2.4, 2.5	Principal and instructional specialist	Students' reading and writing skills will grow as shown by Plano Literacy writing samples and reading levels.	0%	35%	35%
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 Title I, Part A - 1600.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

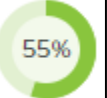| **Student Academic Achievement** |
|---|
| **Problem Statement 1**: At our campus, 55% of 4th graders passed the Writing STAAR test. **Root Cause 1**: 45% of students were unable to master the composition and the revising portion of the writing test. During the writing block of instruction, students need more feedback from teachers on the writing process and how to stay on topic and create main ideas and supporting statements. Our students struggle with not having a solid writing foundation due to lack of vertical alignment across the grade levels. |

Goal 1: Ensure continued improvement in student learning.

Performance Objective 2: The campus will increase student learning in the area of science as evidenced by an increase in achievement on the 2020 STAAR science assessment for all students at the Approaches level by 10%.

    Evaluation Data Source(s) 2: 2020 5th grade Science STAAR

    Summative Evaluation 2: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 2: Continue this CPO into 2020-21 school year

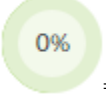| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) K-5 teachers will get trained on how to use science interactive word walls to develop conversations around science content and science vocabulary.	2.4, 2.5, 2.6	Title 1 Instructional Specialist	Science STAAR scores will increase for 5th grade.	30%	55%	55%
Problem Statements: School Processes & Programs 1						
2) Grade 3-5 science teachers will create and analyze weekly formative assessments to gauge progress towards mastery of grade level science standards.	2.4, 2.5, 2.6	Grade level team leaders and Title 1 instructional specialist.	STAAR scores will increase for 5th grade science.	30%	50%	50%
Problem Statements: School Processes & Programs 1						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 2 Problem Statements:

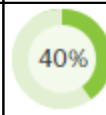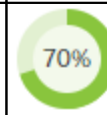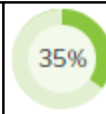| School Processes & Programs |
|---|
| **Problem Statement 1**: Science scores have consistently been below the district and state average. **Root Cause 1**: Our student population is largely comprised of second language learners and students with low SES background. As a result of our population, our students come in with little background knowledge, weak critical thinking skills, and limited vocabulary development. |
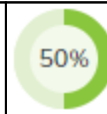
Goal 2: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: A minimum of 65% of the English Language Learners in grades K-5 will make expected growth on Reading MAP.

Evaluation Data Source(s) 1: K-5 MAP growth (Plano Reported Growth Measure)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue this CPO into 2020-21 School Year

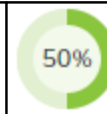| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) ESL and Bilingual specialists will implement English Language Development (ELD) curriculum to increase students' ability to use academic vocabulary and form complete sentences in English.	2.4, 2.5, 2.6	ESL specialists and Bilingual Specialist	Students will acquire academic vocabulary to access course content and improve their reading comprehension skills.	40%	60%	70%
	Problem Statements: Demographics 1					
TEA Priorities Build a foundation of reading and math 2) Teachers will use language acquisition strategies defined in the ELPS (English Language Proficiency Standards) toolkit along with language engagement strategies across all content areas, including reading and math, described in 7 Steps to a Language Rich Interactive Classroom by John Seidlitz with their ESL and Bilingual students. Hands on manipulative and visuals will be used to help students acquire language skills.	2.4, 2.5, 2.6	Principal and Assistant Principal	Teachers will acquire knowledge and skills in English so they can succeed academically in reading and math.	35%	50%	50%
	Problem Statements: Demographics 1 **Funding Sources**: 211 Title I, Part A - 1000.00					
100% = Accomplished		0% = No Progress		✕ = Discontinue		

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Jackson LEP students underperformed when compared to all students on 3rd and 4th grade STAAR tests in Reading, Writing, and Math. **Root Cause 1**: Jackson's English Language Learners continue to struggle with gaining strong English academic language skills to support gaining content knowledge across all content areas. Their lack of academic language affects their problem solving skills, writing skills, and reading comprehension.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC Members

Committee Role	Name	Position
Administrator	Andrea Cockrell	Principal
Administrator	Kamili Carthledge	Assistant Principal
Classroom Teacher	Tony Paradiso	Teacher
Non-classroom Professional	Mercedes Tran	Bilingual Specialist
Non-classroom Professional	Amy Kincaid	Librarian
Non-classroom Professional	Connie Matthews	Instructional Specialist
Classroom Teacher	Barbara Kuwitzky	Teacher
Classroom Teacher	Sarah Stephens	Teacher
Parent	Stephanie Fleischhauer	Parent
Parent	Ashley Wheeler	Parent
Parent	Anil Nanda	Parent
Parent	Victoria Bray	Parent
Community Representative	Greg Parks	Community Member
Business Representative	Shane Cox	Business Partner
Classroom Teacher	Shilah Pyle	Teacher
Non-classroom Professional	Andrea Hall	Counselor

Addendums

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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • 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. **Fitness** • 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. **Physical Activity Requirements** • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

Plano ISD - ARPE   August 30, 2019

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• 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. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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	
4. **Parent Involvement** • 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 community informed. Funding source: State and Local • 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		Principal	