

# Lamar Consolidated Independent School District

## Jackson Elementary

### 2024-2025 Campus Improvement Plan



# Mission Statement

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

## Vision

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

## Core Beliefs

Every Child, Every Day, Whatever It Takes

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# Comprehensive Needs Assessment

Revised/Approved: September 20, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

- \*Additional professional development on the new CBLI strategies, Next Steps to Guided Reading, and Guided Math.
- \*Additional resources to differentiate instruction to individualize student needs and special populations.
- \*Additional time for classroom teachers and special education teacher to collaborate and plan for successful implementation of classroom strategies.
- \*Additional technology resources that allow students to mimic the online testing format of assessments such as STAAR and TELPAS.
- \*Additional methods to increase parental and community involvement.

Stakeholders are: Principal (Ashley Smith), Assistant Principal (Rhonda Love), Parent (Vanessa Cantu), School Leaders (Ashley Bratcher, Elizabeth Harris, and Monica Melton), Teachers (Candice Morin and Tiffany Bradshaw)

# Demographics

## Demographics Summary

Jackson Elementary is a K-5 campus in Lamar CISD with an enrollment of 452. We service a variety of different populations through a Dual Language program, a Early Childhood Social Emotional Class, and a Structured Learning Class. Our student demographics include 77% Hispanic, 14% Black or African American, 5% White, 2% Asian, .26% American Indian or Alaskan Native and 3% are 2 or more races. Other demographics include: 71% economically disadvantaged, 17% special education, 40% At-Risk and 34% English Learners.

Jackson staff consists of 18 classroom teachers, 3 instructional coaches, 1 emergent bilingual specialist, 1 reading interventionist, 2 special education teachers, 4 specials teachers, and 10 paraprofessionals. For the 24-25 school year, 7 classroom teachers are new to campus, 1 without any classroom experience.

## Demographics Strengths

Jackson is a campus of 452 that has increased its cultural diversity by adding additional languages such as Russian, Arabic, Vietnamese, Portuguese, and Tamil to the campus.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Jackson's EB population is 43% which is higher than the district at 24%. **Root Cause:** The majority of the EB population comes from homes where Spanish is the primary language spoken which limits their exposure to the English language.

**Problem Statement 2:** Jackson's Economically Disadvantaged population is 86% which is higher than the district at 48%. **Root Cause:** Families are living at or below the poverty level. They are lacking in experiences and resources that are readily made available to their peers who have access to more resources.

**Problem Statement 3:** Jackson's SPED population is 17% which is higher than the district at 14%. **Root Cause:** The impact of having a high economically disadvantaged population affects student learning and development.

# Student Learning

## Student Learning Summary

### GRA Data:

2024 End-of-year GRA data indicates:

\*48% of Kinder students were On-level or Above-level

\*57% of 1st grade students were On-level or Above-level

\*82% of 2nd grade students were On-level or Above-level

	May 2023 STAAR Reading Language Arts, Grade 3				May 2024 STAAR Reading Language Arts, Grade 3				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	44	75%	41%	14%	50	72%	36%	24%	-3%	-5%	10%
Economic Disadvantage	42	76%	40%	12%	41	66%	34%	20%	-10%	-6%	8%
Hispanic	35	83%	43%	11%	33	70%	39%	21%	-13%	-3%	10%
Currently Emergent Bilingual	13	92%	31%	15%	21	62%	29%	19%	-30%	-2%	4%
Special Ed Indicator	16	38%	13%	0%	10	60%	0%	0%	23%	-13%	0%

	May 2023 STAAR Mathematics, Grade 3				May 2024 STAAR Mathematics, Grade 3				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	46	87%	39%	9%	56	63%	38%	16%	-24%	-2%	7%
Economic Disadvantage	43	88%	37%	9%	46	57%	30%	13%	-32%	-7%	4%
Hispanic	37	84%	38%	5%	39	64%	38%	13%	-20%	1%	7%
Currently Emergent Bilingual	15	80%	33%	7%	27	70%	37%	15%	-10%	4%	8%
Special Ed Indicator	16	81%	19%	0%	10	20%	0%	0%	-61%	-19%	0%

	May 2023 STAAR Reading Language Arts, Grade 4				May 2024 STAAR Reading Language Arts, Grade 4				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	35	69%	40%	14%	57	75%	33%	14%	7%	-7%	0%
Economic Disadvantage	33	67%	39%	15%	50	76%	34%	16%	9%	-5%	1%
Hispanic	29	69%	48%	17%	44	75%	32%	16%	6%	-16%	-1%
Currently Emergent Bilingual	16	81%	63%	19%	23	74%	30%	17%	-7%	-32%	-1%
Special Ed Indicator	8	38%	0%	0%	12	50%	17%	0%	13%	17%	0%

	May 2023 STAAR Mathematics, Grade 4				May 2024 STAAR Mathematics, Grade 4				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	36	58%	36%	11%	58	66%	26%	2%	7%	-10%	-9%
Economic Disadvantage	33	61%	36%	12%	51	67%	24%	2%	6%	-13%	-10%
Hispanic	30	63%	43%	13%	45	67%	22%	0%	3%	-21%	-13%
Currently Emergent Bilingual	17	65%	47%	12%	25	76%	40%	0%	11%	-7%	-12%
Special Ed Indicator	8	25%	0%	0%	12	33%	8%	0%	8%	8%	0%

	May 2023 STAAR Reading Language Arts, Grade 5				May 2024 STAAR Reading Language Arts, Grade 5				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	35	77%	40%	11%	54	74%	54%	26%	-3%	14%	15%
Economic Disadvantage	30	73%	40%	10%	46	70%	46%	22%	-4%	6%	12%
Hispanic	29	83%	41%	14%	40	75%	48%	23%	-8%	6%	9%
Currently Emergent Bilingual	16	88%	44%	6%	24	88%	58%	25%	0%	15%	19%
Special Ed Indicator	12	58%	8%	0%	11	18%	9%	0%	-40%	1%	0%

	May 2023 STAAR Mathematics, Grade 5				May 2024 STAAR Mathematics, Grade 5				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	37	86%	54%	11%	54	81%	43%	19%	-5%	-11%	8%
Economic Disadvantage	32	84%	50%	9%	46	78%	37%	13%	-6%	-13%	4%
Hispanic	31	90%	55%	13%	40	78%	38%	10%	-13%	-17%	-3%
Currently Emergent Bilingual	18	89%	50%	6%	24	88%	54%	21%	-1%	4%	15%
Special Ed Indicator	12	67%	33%	0%	11	55%	18%	0%	-12%	-15%	0%

	May 2023 STAAR Science, Grade 5				May 2024 STAAR Science, Grade 5				DIFFERENCE		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Jackson Elementary	37	46%	24%	3%	54	43%	19%	11%	-3%	-6%	8%
Economic Disadvantage	32	41%	19%	0%	46	37%	13%	7%	-4%	-6%	7%
Hispanic	31	48%	26%	3%	40	38%	13%	5%	-11%	-13%	2%
Currently Emergent Bilingual	18	33%	17%	0%	24	46%	21%	8%	13%	4%	8%
Special Ed Indicator	12	42%	17%	0%	11	0%	0%	0%	-42%	-17%	0%

## Student Learning Strengths

### Based on 2024 GRA and HMH results:

\*82% of Second students will move to 3rd grade on or above grade level.

### Based on the 2024 STAAR results:

\* 82% of students reached Approaches for 5th grade Math

\* 54% of students reached Meets for 5th grade Reading

### Based on the 2024 TELPAS results:

\*46% of 5th grade students grew 1 TELPAS Composite proficiency level

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Jackson's EB population is 43% which is higher than the district at 24%. **Root Cause:** Lack of effective planning and implementation of the dual language components within the program.

**Problem Statement 2:** 3rd grade Math had a 20% decrease in Approaches from spring 2023 to spring 2024. **Root Cause:** Lack of solid small group instruction. Students came from second grade with significant learning gaps.

**Problem Statement 3:** 4th Grade Math decreased in meets and masters by more than 5% from spring 2023 to spring 2024. **Root Cause:** Lack of differentiated instruction for meets and masters students.

**Problem Statement 4:** 3rd Grade reading decreased by more than 3% in Approaches and Meets from spring 2023 to spring 2024. **Root Cause:** Lack of solid and consistent small group instruction.

**Problem Statement 5:** 4th grade reading did not increase in meets and masters from spring 2023 to spring 2024. **Root Cause:** Lack of differentiated instruction for meets and masters students.

**Problem Statement 6:** 5th grade SPED students dropped 40% in Approaches from spring 2023 to spring 2024. **Root Cause:** Lack of solid and consistent small group instruction. Lack of differentiation for all students.

**Problem Statement 7:** 5th grade science SPED students dropped 42% in Approaches from spring 2023 to spring 2024. **Root Cause:** Lack of solid and consistent small group instruction. Lack of differentiation for all students.



# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

Jackson has a Dual Language program to service our students that have a primary language other than English. The EB Specialist supports the implementation of the Dual Language framework. She provided programs throughout the year to provide information and training to the parents

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

Jackson has a variety of different student groups and activities. Students in grades 4 and 5 have the opportunity to apply for Jackson Jammerz which is an instrumental group directed by the music teacher. Students learn to read music, how to take care of the instruments and what it takes to have a successful performance. The students are given the opportunity to perform in front of parents and peers. Jackson also has Student Council and Little Librarians.

## School Processes & Programs Strengths

- Jackson has a variety of different student groups and activities which helped to grow the whole child and in turn assisted in growing student confidence and social emotional skills.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** MTSS interventions were not differentiated to student need. **Root Cause:** Teachers used broad intervention instead of specific and strategic interventions.

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

# Perceptions

## Perceptions Summary

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

Grade of an A on the quality of the school -34%

Grade of a B on the quality of the school- 36%

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

Our student survey indicated the following perceptions:

69% of students would give the school a grade of A/B. The students are proud of the school and have good friends at the school. They know they are treated fairly and that there are people to talk to if they have a school problem or personal problem. Students feel encouraged by their teachers and feel they are given praise for good work. The school is a safe place for them.

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

## Perceptions Strengths

We are a No Place for Hate campus.

Parents believe we are a quality school.

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

We are a safe campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Low participation on Parent Climate Survey which did not provide a clear picture of parent perceptions. **Root Cause:** Parents do not respond to electronic surveys, message or information on a regular basis due to lack of understanding of the value of feedback.

# Priority Problem Statements

**Problem Statement 1:** Jackson's EB population is 43% which is higher than the district at 24%.

**Root Cause 1:** The majority of the EB population comes from homes where Spanish is the primary language spoken which limits their exposure to the English language.

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance 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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

Revised/Approved: September 20, 2024





**Goal 1:** By May 2025, 80-85% of Kindergarten students will achieve a Level 3 (Meets/Exceeds) in Phonics and Word Recognition on the MAP Fluency assessment.

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will refine first line instruction through components of the balanced literacy framework, differentiated Next Steps to Guided Reading small group instruction, UFLI Framework and flexible grouping for all students including those receiving EB, SE and 504 accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and MAP Fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, RLA Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will collaborate with ILT team and administration to analyze data (running records, MAP Fluency, quick checks, Progress Learning ) through campus professional development, planning, PLC, MTSS, ARD, 504, LPAC and staff meetings in order to differentiate first line instruction based upon identified needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth on MAP Fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, RLA Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide CBLI instructional strategies using visuals and real world experiences to support acquired academic vocabulary within oral and written discourse.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student interaction with high level vocabulary for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and coaches</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BOY professional development on Next Steps to Guided Reading, UFLI and MAP Fluency will be provided to teachers by campus and district leadership. Continued professional development will be given throughout the year based on teacher need and student data points.</p> <p><b>Strategy's Expected Result/Impact:</b> Improving small group instruction and increase reading skills/proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, and EB Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers participate in weekly PLC's, vertical teams, long range planning, and innovative day planning using CBLI planning, district roadmaps to ensure the curriculum is being implemented in all RLA classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of RLA instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will provide daily systematic phonemic awareness and phonics instruction utilizing UFLI.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading fluency resulting in increased reading skills/proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The EB specialist and instructional coaches will model appropriate researched based CBLI strategies for teachers during PLCs and classroom interactions to include high levels of student discourse for speaking and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher and student growth in TELPAS reading and writing domains</p> <p><b>Staff Responsible for Monitoring:</b> Emergent Bilingual Specialist, Instructional Coaches, and admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 1:** By May 2025, 80-85% of Kindergarten students will achieve a Level 3 (Meets/Exceeds) in Phonics and Word Recognition on the MAP Fluency assessment.

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

**HB3 Goal**

**Evaluation Data Sources:** Running Records, Decodables, MAP Fluency Progress Monitoring & MTSS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incorporate SOARS and Advisory time into the master schedule to provide remediation time using appropriate resources for all students including identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Designated time during the school day specifically for intervention on the master schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use BOY MAP assessments, and running record data to identify students that are at-risk of not progressing and provide intervention or provide enrichment to those that are on level and above</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth in RLA.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase teacher knowledge and implementation of students accommodations and modifications through professional development, planning's, co-teaching and collaboration with SPED master list teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on assessments, individual student IEPs, trackers, and grades.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, SPED, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** By May 2025, 75-80% of 1st-grade students will achieve a Meets/Exceeds score on the sentence fluency component of the MAP Fluency assessment.

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will refine first line instruction through components of the balanced literacy framework, differentiated Next Steps to Guided Reading small group instruction, UFLI Framework and flexible grouping for all students including those receiving EB, SE and 504 accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and MAP Fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, RLA Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will collaborate with ILT team and administration to analyze data (running records, MAP Fluency, quick checks, Progress Learning ) through campus professional development, planning, PLC, MTSS, ARD, 504, LPAC and staff meetings in order to differentiate first line instruction based upon identified needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth on MAP Fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, RLA Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide CBLI instructional strategies using visuals and real world experiences to support acquired academic vocabulary within oral and written discourse.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student interaction with high level vocabulary for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and coaches</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BOY professional development on Next Steps to Guided Reading, UFLI and MAP Fluency will be provided to teachers by campus and district leadership. Continued professional development will be given throughout the year based on teacher need and student data points.</p> <p><b>Strategy's Expected Result/Impact:</b> Improving small group instruction and increase reading skills/proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, and EB Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers participate in weekly PLC's, vertical teams, long range planning, and innovative day planning using CBLI planning, district roadmaps to ensure the curriculum is being implemented in all RLA classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of RLA instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will provide daily systematic phonemic awareness and phonics instruction utilizing UFLI.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading fluency resulting in increased reading skills/proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The EB specialist and instructional coaches will model appropriate researched based CBLI strategies for teachers during PLCs and classroom interactions to include high levels of student discourse for speaking and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher and student growth in TELPAS reading and writing domains</p> <p><b>Staff Responsible for Monitoring:</b> Emergent Bilingual Specialist, Instructional Coaches, and admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 2:** By May 2025, 75-80% of 1st-grade students will achieve a Meets/Exceeds score on the sentence fluency component of the MAP Fluency assessment.

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

**HB3 Goal**

**Evaluation Data Sources:** Running Records, Decodables, MAP Fluency Progress Monitoring & MTSS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incorporate SOARS and Advisory time into the master schedule to provide remediation time using appropriate resources for all students including identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Designated time during the school day specifically for intervention on the master schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use BOY MAP assessments, and running record data to identify students that are at-risk of not progressing and provide intervention or provide enrichment to those that are on level and above.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth in RLA.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase teacher knowledge and implementation of students accommodations and modifications through professional development, planning's, co-teaching and collaboration with SPED master list teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on assessments, individual student IEPs, trackers, and grades.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, SPED, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 3:** By May 2025, the number of 2nd Grade students 'on-level or above level' will increase by 10% at each grade level as measured by running record levels at the end of the year.

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will refine first line instruction through components of the balanced literacy framework, differentiated Next Steps to Guided Reading small group instruction, UFLI Framework and flexible grouping for all students including those receiving EB, SE and 504 accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth on running record.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, RLA Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will collaborate with ILT team and administration to analyze data (running records, MAP Fluency, quick checks, Progress Learning ) through campus professional development, planning, PLC, MTSS, ARD, 504, LPAC and staff meetings in order to differentiate first line instruction based upon identified needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth on running records.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, RLA Teachers</p> <p><b>Funding Sources:</b> Reading materials - 211 Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide CBLI instructional strategies using visuals and real world experiences to support acquired academic vocabulary within oral and written discourse.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student interaction with high level vocabulary for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and coaches</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BOY professional development on Next Steps to Guided Reading, UFLI and MAP Fluency will be provided to teachers by campus and district leadership. Continued professional development will be given throughout the year based on teacher need and student data points.</p> <p><b>Strategy's Expected Result/Impact:</b> Improving small group instruction and increase guided reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, and EB Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers participate in weekly PLC's, vertical teams, long range planning, and innovative day planning using CBLI planning, district roadmaps to ensure the curriculum is being implemented in all RLA classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of RLA instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will provide daily systematic phonemic awareness and phonics instruction utilizing UFLI.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading fluency resulting in increased guided reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The EB specialist and instructional coaches will model appropriate researched based CBLI strategies for teachers during PLCs and classroom interactions to include high levels of student discourse for speaking and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher and student growth in TELPAS reading and writing domains</p> <p><b>Staff Responsible for Monitoring:</b> Emergent Bilingual Specialist, Instructional Coaches, and admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 3:** By May 2025, the number of 2nd Grade students 'on-level or above level' will increase by 10% at each grade level as measured by running record levels at the end of the year.

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

**HB3 Goal**

**Evaluation Data Sources:** Running Records, GRA, HMH & MTSS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incorporate SOARS and Advisory time into the master schedule to provide remediation time using appropriate resources for all students including identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Designated time during the school day specifically for intervention on the master schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> SCE Para - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use BOY MAP assessments, and running record data to identify students that are at-risk of not progressing and provide intervention or provide enrichment to those that are on level and above.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth in RLA.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase teacher knowledge and implementation of students accommodations and modifications through professional development, planning's, co-teaching and collaboration with SPED master list teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on assessments, individual student IEPs, trackers, and grades.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, SPED, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By May 2025, all 3rd through 5th grade Reading students and student groups including at risk will increase academic performance including Meets and Masters level by 5% as measured by 2025 STAAR results.

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





**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers participate in PLC's, vertical teams, long range planning, and Campus of Innovation planning using district roadmaps to ensure the curriculum is being implemented in all RLA classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of RLA instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Effective and consistent research-based RLA staff development including, Next Steps to Guided Reading, will be provided to ensure staff members are highly qualified and are able to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and growth on MAP, CFA's, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional Coach will purchase books, materials, and professional resources to supplement classroom instruction and/or aid in STAAR preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance on MAP, CFA's, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Admin</p> <p><b>Funding Sources:</b> - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,834.75, - 211 Title I, Part A - \$2,045.67</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers and Specialist will analyze data from MAP, CFA's and checkpoints using a data analysis protocol to reteach and drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and growth on MAP, CFA's, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Analyze student performance and levels on TELPAS reading and writing PLDs in order to determine appropriate sheltered strategies and technology resources for EB students to build English online reading and writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Make data-driven decisions to support EB learning and achievement</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist, Instructional Coaches, Teachers, Admin</p> <p><b>Funding Sources:</b> - 199 PIC 25 State Bilingual/ESL - \$5,270</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Increase teacher knowledge and implementation of students accommodations and modifications through professional development, planning's, co-teaching and collaboration with SPED master list teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> SPED students will meet their IEP goals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, SPED</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The EB Specialist and instructional coaches will model appropriate CBLI strategies for teachers during planning, PLC, and classroom interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in TELPAS reading and writing domains.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EB Specialist, Instructional Coach, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** By May 2025, all 3rd through 5th grade Reading students and student groups including at risk will increase academic performance including Meets and Masters level by 5% as measured by 2025 STAAR results.





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Assessment data, grades, SOARS groups





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Integrate research-based interventions with fidelity such as LLI, HMH, and Next Steps to Guided Reading Instruction. Small groups will be structured to provide differentiated intentional instruction for students that are identified as HB1416, SPED, At-Risk, and EB.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and growth on MAP, CFA's, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,298</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide tutorial services for all students who have not shown proficiency on campus, district, and state assessments including students identified as At-Risk for assessment failure.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Coaches</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Payroll cost - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,368.25</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide in-school and/after school tutorials for students who are identified through HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, administration and teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Tutors - 211 Title I, Part A - \$4,000</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 5:** By May 2025, all K-2nd grade Math students and student groups, including at risk will increase grade-level number sense by 5% from BOY to EOY as measured by checklists and fluency tracker.

**Performance Objective 1:** Improve student numeracy skills through teacher implementation of District Fluency Plan.

**Evaluation Data Sources:** Student data on formal assessments, informal assessments, and checklists.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers participate in PLC's, vertical teams, long range planning, and Campus of Innovation planning using district fluency plan to ensure the curriculum is being implemented in all math classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of math instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Research-based math professional learning, including Number Talks, will be provided to ensure staff members are highly qualified, have the necessary instructional resources and are able to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity for professional growth by learning new strategies and techniques to use in their classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Coach</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,463.71</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement campus fluency guidelines for whole-group, small-group, and stations to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in differentiation and increasing student achievement in math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Admin, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 6:** By May 2025 all 3rd through 5th grade Math students and student groups including at-risk will increase academic performance including Meets and Masters level by 5% as measured by 2025 STAAR results.





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

**High Priority**

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers participate in PLC's, vertical teams, long range planning, Campus of Innovation planning, and CBLI planning using district roadmaps to ensure the curriculum is being implemented in all math classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of math instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Math Coach - 211 Title I, Part A - \$90,121.95</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Research-based math staff development including, Guided Math, will be provided to ensure staff members are highly qualified and are able to meet the needs of all students</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity for professional growth by learning new strategies and techniques to use in their classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement campus small-group and station guidelines to assure quality instruction, vertical alignment, and meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in differentiation and increasing student achievement in math.</p> <p><b>Staff Responsible for Monitoring:</b> Math Coach, Admin, Teachers</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase the use of manipulatives, and CBLI strategies including: student discourse, vocabulary/visuals, and cooperative learning strategies for all students in math classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, assessments, grades, walk-throughs, observations, interactive notebooks, and math manipulatives</p> <p><b>Staff Responsible for Monitoring:</b> Math Coach, Admin, Teachers</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will monitor, analyze and evaluate math data to determine strategies, instructional resources, and technology needed to help students master state objectives. State comp aid will utilize resources and materials in STAAR preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Well-planned lessons and appropriate strategies used to improve instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$3,087</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** By May 2025 all 3rd through 5th grade Math students and student groups including at-risk will increase academic performance including Meets and Masters level by 5% as measured by 2025 STAAR results.

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

**Evaluation Data Sources:** Attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Family Math Nights will be held to inform parents of how to assist their child with math by providing a variety of strategies and methods.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved partnership with parents and improved student achievement in STEM</p> <p><b>Staff Responsible for Monitoring:</b> Math Coach, Admin</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 7:** By May 2025 all 5th grade Science students and student groups including SPED will increase academic performance including Meets and Masters level by 10% as measured by 2025 STAAR results.

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





**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use the 5E lesson planning model for science lessons to assure quality tier 1 instruction in all classrooms.  <b>Strategy's Expected Result/Impact:</b> Improvement of students' critical thinking skills.  <b>Staff Responsible for Monitoring:</b> Teachers and coach   <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize CBLI strategies, such as sentence stems/frames, word banks, visuals, and graphic organizers to support all students in science writing.  <b>Strategy's Expected Result/Impact:</b> Increase students ability to communicate their understanding of science concepts through writing.  <b>Staff Responsible for Monitoring:</b> Coaches and teachers   <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Align the percentage of classroom and outdoor science investigations to the recommended percentages and ensure instructional resources are available as defined by Texas Administration Code (TAC).  <b>Strategy's Expected Result/Impact:</b> Improvement in students' science achievement  <b>Staff Responsible for Monitoring:</b> Teachers and coaches   <b>Targeted Support Strategy</b>  <b>Funding Sources:</b> - 211 Title I, Part A - \$5,045.67</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will use CBLI supports such as visuals, TPR, and Frayer models to support all science students in the understanding and use of science academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to ensure a solid foundation for continued learning in science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and coaches</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers participate in PLC's, vertical teams, long range planning, and Campus of Innovation planning using district roadmaps to ensure the curriculum is being implemented in all science classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of science instruction which will improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Coaches, Teachers, Admin</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The campus will monitor, analyze and evaluate science data to determine strategies, small groups, instructional resources, and technology needed to help students master state objectives. State comp aid will utilize resources and assist in STAAR preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Well-planned lessons and appropriate strategies used to improve instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teacher</p> <p><b>Funding Sources:</b> - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,087</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 7:** By May 2025 all 5th grade Science students and student groups including SPED will increase academic performance including Meets and Masters level by 10% as measured by 2025 STAAR results.

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





**Evaluation Data Sources:** Attendance records

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

**Goal 8:** We will provide a safe, healthy, secure environment for students, staff, families and communities as evidenced in the K-12 Insight Survey responses of strongly agree and agree.

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

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

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

# State Compensatory

## Budget for Jackson Elementary

Total SCE Funds: \$8,877.00

Total FTEs Funded by SCE: 1

### Brief Description of SCE Services and/or Programs

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## Personnel for Jackson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Veronica Verjes	State Comp Ed Para	1

# Title I

## 1.1: Comprehensive Needs Assessment

Jackson Elementary conducted a comprehensive needs assessment (CNA) on the following dates: June 11, 2024. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows: 9/11/24 and 1/15/25.

## 2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2024-2025 school year and/or evaluated during the following months (December, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: 9/11/24 and 1/15/25.

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

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

## 2.4: Opportunities for all children to meet State standards

Schoolwide programs to increase student performance include SOAR time, after school, and morning tutorials. SOAR time is a school-wide intervention time that is offered Monday-Thursday during the grade level scheduled intervention time. Instruction is extended to morning tutorials from 7:15-7:45.

## 2.5: Increased learning time and well-rounded education

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

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

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

## 3.1: Annually evaluate the schoolwide plan

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

#### **4.2: Offer flexible number of parent involvement meetings**

This school will offer a 4 parent involvement meetings to be held at times indicated by the Title-1 survey throughout the school year. Meetings will consist of but are not limited to: Treats and Technology, District Literacy Night, STEM Night and STAAR Night.

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

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

# Title I Personnel

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

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Ashley Bratcher	Instructional Coach
Classroom Teacher	Ashlyn Yost	Teacher
Classroom Teacher	Emma Fuentes	Teacher
Paraprofessional	Kaylee Perdomo	Paraprofessional
Classroom Teacher	Laurie Usry	Special Education Teacher
Parent	Vanessa Cantu	Parent
Classroom Teacher	Tiffany Bradshaw	Teacher
Classroom Teacher	Taylor Auxt	Teacher
Classroom Teacher	Carol Lopez	Teacher
Non-classroom Professional	Ashley Henke	Librarian
Administrator	Ashley Smith	Principal



# Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rhonda Love	Assistant Principal
Non-classroom Professional	Ashley Bratcher	Math Instructional Coach
Classroom Teacher	Amelia Martinez	Teacher
Non-classroom Professional	Tiffany Bradshaw	Teacher
Non-classroom Professional	Elizabeth Harris	Instructional Coach
Non-classroom Professional	Monica Melton	EB Specialist
Administrator	Ashley Smith	Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Reading materials		\$5,000.00
4	1	3			\$2,045.67
4	2	1			\$1,298.00
4	2	3	Tutors		\$4,000.00
5	1	2			\$1,463.71
6	1	1	Math Coach		\$90,121.95
6	1	4			\$2,500.00
7	1	3			\$5,045.67
<b>Sub-Total</b>					\$111,475.00
<b>Budgeted Fund Source Amount</b>					\$111,475.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	SCE Para		\$500.00
4	1	3			\$1,834.75
4	2	2	Payroll cost		\$2,368.25
6	1	5	Instructional resources		\$3,087.00
7	1	6			\$1,087.00
<b>Sub-Total</b>					\$8,877.00
<b>Budgeted Fund Source Amount</b>					\$8,877.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$5,270.00
<b>Sub-Total</b>					\$5,270.00
<b>Budgeted Fund Source Amount</b>					\$5,270.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				<b>Grand Total Budgeted</b>	\$125,622.00
				<b>Grand Total Spent</b>	\$125,622.00
				+/- Difference	\$0.00