

# **Grand Prairie Independent School District**

## **Jackson Middle School**

### **2020-2021 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jackson Middle School is a traditional middle school that also hosts an Environmental Science Program of Choice. Our enrollment at the time of this needs assessment was 975.

Our ethnic distribution is recorded as Hispanic 70%, African American 19%, White 6%, Asian 2% and two or more races 2%. Students identified as Economically Disadvantaged 84%. Students identified as at-risk of dropping out of school number 679 or 70% . Limited English Proficiency (LEP) students number 276 or 28% .

### Demographics Strengths

- Student Monitoring sheets completed with SPED students entire year.
- Achieve 3000 program is utilized to increase reading and comprehension.
- Accelerated Instruction students and students unsuccessful on previous years Reading STAAR use Achieve 3000 3 times per week to increase reading lexile.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** We need additional interventions for low socio-economic and ELL/ESL populations. **Root Cause:** Students have not received intentional instruction based on skills and ability.

# Student Learning

## Student Learning Summary

Jackson Middle School is rated by the Texas Education Agency (TEA) as Met Standard. Our current level of student assessments are below the State and district average in some areas and require more accelerated learning experiences for our students. We earned two distinctions, Mathematics and Post Secondary Readiness for the 2018 school year. The attendance monitoring program has been strengthened and Jackson continues to coordinate closely with district truancy and attendance personnel. Continuation of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section. The CIC must evaluate current strategies, regardless of funding, for improvements. The CIC will evaluate the progress of students participating in an accelerated instruction program for effectiveness and improvement. Tutoring and related accelerated instruction will continue to address the at-risk data. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section.

## Student Learning Strengths

- 2019 Accountability Rating is Met Standard with no distinctions.
- Data reflection meetings are conducted by Principal and Dean of Instruction
- Frames, averages vs. test scores, and target students are discussed regularly.
- “Ah ha!” moments include the decreased rigor in the classroom despite the increased rigor on the test.
- An understanding of the new accountability system exists among the Leadership Team and is being revisited systematically with career teachers.
- Reflections have results in individualized homework, students monitoring their own data, labeling the lesson cycle in frames, and daily checks for understanding.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student academic growth improvement is needed in reading and math. **Root Cause:** Teachers need additional support implementing a balanced literacy approach.

# School Processes & Programs

## School Processes & Programs Summary

Jackson will continue a focused adherence to TEKS RESOURCE SYSTEM for a more meaningful analysis of data. The new STAAR assessment is closely tied to TEKS RESOURCE SYSTEM core curriculum. We will add supplemental instructional resources for teachers.

Jackson will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. Jackson will continue to utilize lesson frames, student products, and intentional reflection to ensure the curriculum and lesson plans are clearly linked to the state standards.

Specific staff development is also chosen based on teacher input/request to further meet school/district goals and plays.

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and time-lines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week time-frame. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success.

JMS will continue focused adherence to TEKS RESOURCE SYSTEM for a more meaningful analysis of data. The core content teachers, through the use of common planning, will continue to improve implementation of TEKS RESOURCE SYSTEM. JMS will utilize the student assessment information in place for benchmark assessments of student progress throughout the year.

Current training records show full attendance and positive feedback from participants at both district training sessions and campus based sessions. Course offerings have addressed all sections of the DIP and CIP. Professional development and training sessions have been expanded to include necessary preparation for the success of new teachers and growth for our veteran teachers at JMS. Sessions include:

- Professional Learning Communities
- Bi-Weekly Big PLC Professional Development
- SIOP
- We are investing in Kagan for staff development.
- Instructional strategies for English Language Learners
- Instructional strategies specifically designed for differentiation in the classroom
- Advance Academics training
- Achieve 3000
- Content Focused Overviews

Legislation requires that the CIC document a formal vote on the campus training plan.

Professional learning communities includes all core teachers/subjects. During PLC, teachers work together in collaboration to build engaging, aligned, and student centered lessons to drive student achievement. Each department has a team leader and each core, grade level team has a PLC facilitator. Both sets of leaders meet weekly to address concerns, communicate needs, and align our school vision/focus. Jackson has a robust PLC program.

New teacher mentors work with any new teachers on their team to mentor or assign a mentor as needed. Administrators conduct frequent walkthroughs and offer concrete support.

Once a month, new teachers meet with the Dean of Instruction to focus on one aspect of the instructional program at Jackson. This helps keep the new teachers focused on what is at hand and also allows another channel for communication.

## School Processes & Programs Strengths

- Support for TEKS RESOURCE SYSTEM based lesson planning and implementation
- We have purchased the new Lead Forward Resources also for lesson planning.
- Effective scientifically based researched materials to supplement teaching and learning efforts
- PLC used to improve lessons based on data.
- The climate of PLC has improved and is becoming part of the school culture. Based on feedback from T&L and other observers. Big PLC continues on an ad hoc basis, typically 2 weeks apart
- Data is used and discussed on a regular basis.
- Students know their “target” scores and use their student tracking sheets to monitor their own growth.
- Lesson Cycle Training
- Daily checks for understanding.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Lack of true collaboration during PLC. **Root Cause:** Staff changes have created new grade level teams which has created a challenge with collaborating as a PLC.

**Problem Statement 2 (Prioritized):** Student academic growth improvement is needed in reading and math. **Root Cause:** Teachers need additional support implementing a balanced literacy approach.

# Perceptions

## Perceptions Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Parent surveys will be used throughout the year.

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Updated strategies must reflect efforts to improve communication with parents regarding opportunities to participate and effort to tie home learning opportunities to student assessment results.

Feedback from parents district wide showed concerns about the effectiveness of parent meetings and sessions to address student academic needs. Improvements for the 2019-2020 school year will include a minimum of three parents sessions centered on student learning and techniques for homework assistance.

Current parent involvement efforts were reviewed. We have a community liaison in Ms. Arlethia Clemmons. We also have counselors reaching out with parent surveys. Improvement efforts will focus on increased parent participation and expanded activities. The CIC notes a need for documentation improvements for better evaluation of efforts.

JMS participates in the *Kindness Crew* program for continuous support of campus efforts to end bullying and provide an environment conducive to teaching and learning. *Capturing Kids Hearts* is a supplemental program for classroom behavior/relational capacity. JMS continues tutorials with transportation every Tuesday and Thursday to help students monitor their own academic progress and to dive into deep intervention and acceleration.

We have added more clubs this year that meet on the 1st and 3rd Tuesday of each month. We have asked every teacher to be a sponsor or co-sponsor of a club.

## Perceptions Strengths

- Principal requires teaching staff to send electronic messages via mass email or text or any other form of electronic messaging informing parents of every assignment due, every project due and every assessment that is due for each teacher's particular students.
- Campus activities have been created to draw parents to school activities and we have had higher parent attendance at school activities, such as athletic games, homecoming week activities, planning and chaperoning school dances, and open house.
- Our PTA is more involved with our faculty this school year.
- We have parents committed to participating in our CIC.
- Individualized tutorial letters sent home for STAAR tutorials.
- Academic Nights with good parent attendance.
- Facebook is used to update about activities and classrooms, with pictures.
- Teachers send home weekly emails and CC administrator.
- Increased use of Parent Liaison Ms. Clemmons.
- Handwritten notes from admin following class visits to affirm.
- Empowering teachers to make decisions. Teacher focus groups.
- We have added teacher and student focus groups to get feedback about campus morale.
- Continued implementation of *Capturing Kids Hearts* to address relational capacity with teachers, students and campus administrators.
- CIC participation in campus climate and culture development and maintenance.
- We offer counseling interventions and Xello, college and career readiness software.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Stakeholders need more information about events and recent successes. **Root Cause:** Parents don't know when to expect periodic, routine communications.



# Priority Problem Statements

**Problem Statement 1:** We need additional interventions for low socio-economic and ELL/ESL populations.

**Root Cause 1:** Students have not received intentional instruction based on skills and ability.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Lack of true collaboration during PLC.

**Root Cause 2:** Staff changes have created new grade level teams which has created a challenge with collaborating as a PLC.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Student academic growth improvement is needed in reading and math.

**Root Cause 3:** Teachers need additional support implementing a balanced literacy approach.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 4:** Stakeholders need more information about events and recent successes.

**Root Cause 4:** Parents don't know when to expect periodic, routine communications.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

# Goals

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 1:** Increase the academic achievement for all students as measured by district and state assessment performance and growth.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Data Sources and State Accountability Ratings and Reports



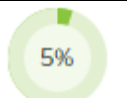
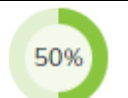




**Summative Evaluation:** Some progress made toward meeting Objective

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

**Evaluation Data Sources:** PLC rosters, training agendas, intervention documentation, tutoring records








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

<p><b>Strategy 1:</b> JMS will conduct surveys with teachers regarding PLCs each 9 weeks through Survey Monkey and use the feedback to write and execute goals.  <b>Staff Responsible for Monitoring:</b> Principal, Dean  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> JMS will promote increased student attendance by distributing students attendance awards and continually updating the Attendance chart in the hallway of the campus.  <b>Strategy's Expected Result/Impact:</b> Increased attendance. Make teachers, parents and students more aware.  <b>Staff Responsible for Monitoring:</b> Dean, Principal  <b>Title I Schoolwide Elements:</b> 2.6  <b>Funding Sources:</b> - 199 - General Fund - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

**Evaluation Data Sources:** Enrollment data, GPISD assessment data

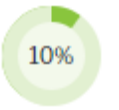





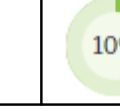
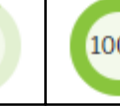





<b>Strategy 1:</b> 1) Provide information to families about Bonham and Crockett pre-school programs. <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 4:** Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

**Evaluation Data Sources:** College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.











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

<b>Strategy 1:</b> 1) Xello lessons led by the counselors and held in core classes. <b>Staff Responsible for Monitoring:</b> Counselors, Principal, Dean <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 2:</b> 2) All 8th grade students will attend the "My Future My Way" career fair. <b>Strategy's Expected Result/Impact:</b> Students will choose a high school that supports their career pathway. <b>Staff Responsible for Monitoring:</b> Counselors, Principal, Dean <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 3:</b> 3) Analyze college readiness data and identify students to recruit for Pre-AP <b>Strategy's Expected Result/Impact:</b> Increased Alg 1 and Eng 1 participants and scores. <b>Staff Responsible for Monitoring:</b> GT Specialist, Principal, Dean <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 5:** Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

**Evaluation Data Sources:** PEIMS data, completion rates. STAAR data, GPISD progress reports

<p><b>Strategy 1:</b> 1) JMS will host its sixth annual Commitment to Graduate ceremony that celebrates students completion of grades k-8 and asks each of them to commit to graduate high school in 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Dean, AP, Principal</p> <p><b>Funding Sources:</b> - 199 - SCE - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 2) JMS will utilize Academic Facilitators to implement and monitor requirements regarding instruction for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, AF</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> 4) JMS will continue the use of Reading and Math AI in 6th, 7th and 8th grades in order to address specific student learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Academic Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

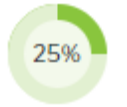







**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 6:** Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

**Evaluation Data Sources:** tutoring records, prescriptive interventions documentation

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









<p><b>Strategy 1:</b> 1) Teachers will provide data focused instruction, tutoring as needed to improve student performance. We will ensure that programs and materials for tutoring are purchased if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show mastery of concepts and meet progress measures on campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 - Title 1 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 7:** Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

**Evaluation Data Sources:** Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

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







<p><b>Strategy 1:</b> 1) 100% of Jackson staff will be CKH trained  <b>Strategy's Expected Result/Impact:</b> Relationships will increase student/teacher performances.  <b>Staff Responsible for Monitoring:</b> Principal, Dean  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> JMS will offer activities related to guidance lessons, individual counseling, group counseling, parent education, community outreach, character education, career planning, student achievement, and global awareness growth.  <b>Strategy's Expected Result/Impact:</b> Kindness Crew will reduce student conflicts, behavior RTI, and Handprints on Hearts.            Reduced DAEP placements            Reduced SRO outreach calls            Career Cruising will result in increased endorsement selection and CTE selection district wide            Capturing Kids' Hearts and Handprints on Hearts will result in increased student engagement            Increase parent participation  <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 8:** Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

**Evaluation Data Sources:** Attendance Reports.

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







<b>Strategy 1:</b> Improve attendance using Skyward, notifying parents of attendance concerns. Use Skyward to provide reports to generate letters to send home to parents.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 10%	 40%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 1:** Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

**Evaluation Data Sources:** classroom walkthrough data, teacher evaluation system data


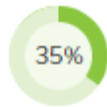




**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> focus feedback to drive intentional instructional delivery	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 2:** Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

**Evaluation Data Sources:** retention data, recruitment data







<p><b>Strategy 1:</b> Once a month, new teachers meet with the Dean of Instruction to focus on one aspect of the instructional program at Jackson. This helps keep the new teachers focused on what is at hand and also allows another channel for communication.</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

**Evaluation Data Sources:** PLC feedback, lesson plans, student achievement data

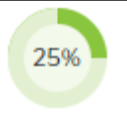
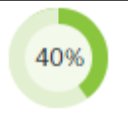




**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> In order to analyze individual student data to determine appropriate activities, teachers will utilize Student Data reports.</p> <p>focus feedback to drive intentional instructional delivery</p> <p><b>Strategy's Expected Result/Impact:</b> Improve intentional instructional planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students.  
 Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 1:** GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

**Evaluation Data Sources:** CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation









<b>Strategy 1:</b> Educate parents about preschool opportunities and school choice opportunities during academic nights. <b>Strategy's Expected Result/Impact:</b> Parent education <b>Staff Responsible for Monitoring:</b> Counselors, Admin <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 2:** Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

**Evaluation Data Sources:** Numbers of parents/family/ community members served, in attendance. Feedback forms.

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

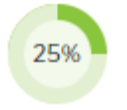





<b>Strategy 1:</b> JMS will have Veterans day breakfast to celebrate campus veterans and community veterans <b>Staff Responsible for Monitoring:</b> NJHS Sponsor, Principal, Dean <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 2:</b> 2.) JMS will offer a variety of Parent Workshops based on the needs of our families/community. <b>Strategy's Expected Result/Impact:</b> Increased family/community involvement. <b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 3:** Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

**Evaluation Data Sources:** Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys











<p><b>Strategy 1:</b> JMS will schedule parent academic workshops that focus on student post secondary readiness and scholarships; academic achievement for math, writing, social studies, and science that include home learning activities and effective homework assistance strategies to increase relational capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Workshop schedules and attendance logs</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 211 - Title 1 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Instructional Technology:** Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

**Performance Objective 1:** Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

**Evaluation Data Sources:** Campus inventory, purchase orders, usage data

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







<p><b>Strategy 1:</b> JMS will use TI NSPIRE/Desmos calculators to improve student performance in Math and Science and prepare students for upper level math.  <b>Staff Responsible for Monitoring:</b> Academic Facilitators, Dean, Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> JMS will use Nearpod to differentiate lessons, enhance lesson delivery and improve student engagement in the classroom.  <b>Staff Responsible for Monitoring:</b> Principal, IMS, Dean  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - 211 - Title 1 - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> JMS will use Think Through Math to improve student performance in Math and prepare students for STAAR.  <b>Staff Responsible for Monitoring:</b> Principal, IMS, Dean  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Instructional Technology:** Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

**Performance Objective 2:** GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

**Evaluation Data Sources:** classroom walkthroughs, teacher feedback, usage logs

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

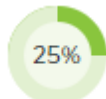





<p><b>Strategy 1:</b> Provide teachers with technology devices for use in instructional planning and delivery and utilize instructional media specialist for training.</p> <p>Kurzweill, FastForward, Achieve 3000, Ren 360 - data to drive instructional planning and learning process</p> <p><b>Strategy's Expected Result/Impact:</b> Workshops, sign-in sheets, teacher participation, observation data</p> <p><b>Staff Responsible for Monitoring:</b> IMS, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: Safe and Orderly Environment:** Jackson will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 1:** JMS will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

**Evaluation Data Sources:** Incident reports. BOE report format, Safety plan document

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

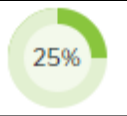

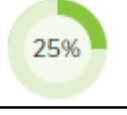
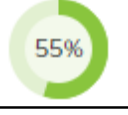




<p><b>Strategy 1:</b> Safety committee to review current safety plans, recommend updates and prepare a presentation for the full CIC.</p> <p><b>Strategy's Expected Result/Impact:</b> Audit and plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5: Safe and Orderly Environment:** Jackson will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 2:** Provide an effective student management framework to ensure student, staff and school safety.

**Evaluation Data Sources:** Incident reports.

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

<b>Strategy 1:</b> JMS will promote leadership, character and safety through executing Kindness Crew, /Be Kind Initiative, CKHs, JMS Essential 25. <b>Strategy's Expected Result/Impact:</b> Discipline records, student participation <b>Staff Responsible for Monitoring:</b> Principal, Admin team, dean, counselors, Academic Facilitators <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 2:</b> Counselor will survey students and teachers to determine campus needs. <b>Staff Responsible for Monitoring:</b> Counselors <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

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

Kagan Learning Strategies & Training with Coaching Sessions- training provided for all staff- \$9056.50

Nearpod access for all staff- \$5448

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

State Parental Involvement Conference- Parent Liason

Region 10 Family Engagement Cluster Training- Parent Liason \$75.00

Changing the Odds Conference- \$1390

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Lee	Academic Facilitator	Title 1	1
Dorothy Weise	Academic Facilitator	Title 1	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$1,000.00
2	2	1			\$500.00
<b>Sub-Total</b>					<b>\$1,500.00</b>
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$500.00
<b>Sub-Total</b>					<b>\$500.00</b>
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$10,000.00
3	3	1			\$500.00
4	1	2			\$5,000.00
<b>Sub-Total</b>					<b>\$15,500.00</b>
<b>Grand Total</b>					<b>\$17,500.00</b>



# Addendums