

Hillsborough County Public Schools

Jackson Elementary School



2021-22 Schoolwide Improvement Plan

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Jackson Elementary School

502 E GILCHRIST ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Melody Murphy

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: D (36%) 2016-17: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Jackson Elementary School

502 E GILCHRIST ST, Plant City, FL 33563

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff, parents, and community will inspire and prepare students for a future with endless possibilities through culture building, rigorous instruction and student leadership opportunities.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Jackson students will take ownership of their learning.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Murphy, Melody	Principal	Instructional leader, evaluate and observe teachers for effectiveness, coach and mentor staff and students.
Baker, Aviva	Teacher, K-12	SAC Chair and 4th grade teacher. Instructs students in all content areas, leads the school advisory council, disaggregates student data to ensure student success.

Assistant Instructional leader, test administrator, observes teachers for effectiveness,
Principal monitors and mentors new teachers.

Demographic Information

Principal start date

Thursday 7/1/2021, Melody Murphy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

485

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	67	80	100	63	82	0	0	0	0	0	0	0	466
Attendance below 90 percent	1	20	23	33	16	26	0	0	0	0	0	0	0	119
One or more suspensions	0	1	3	1	2	5	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	44	0	0	0	0	0	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	33	42	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	33	42	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	5	11	2	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	79	89	77	75	75	0	0	0	0	0	0	0	461
Attendance below 90 percent	12	23	36	17	18	16	0	0	0	0	0	0	0	122
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	11	28	0	0	0	0	0	0	0	39
Course failure in Math	0	0	0	0	11	28	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	30	51	31	19	32	0	0	0	0	0	0	0	164
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	79	89	77	75	75	0	0	0	0	0	0	0	461
Attendance below 90 percent	12	23	36	17	18	16	0	0	0	0	0	0	0	122
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	11	28	0	0	0	0	0	0	0	39
Course failure in Math	0	0	0	0	11	28	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	5	11	2	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	30	51	31	19	32	0	0	0	0	0	0	0	164
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				27%	52%	57%	31%	52%	56%
ELA Learning Gains				46%	55%	58%	42%	52%	55%
ELA Lowest 25th Percentile				53%	50%	53%	35%	46%	48%
Math Achievement				44%	54%	63%	38%	55%	62%
Math Learning Gains				57%	57%	62%	44%	57%	59%
Math Lowest 25th Percentile				40%	46%	51%	29%	44%	47%
Science Achievement				34%	50%	53%	33%	51%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison						
04	2021					
	2019	33%	55%	-22%	58%	-25%
Cohort Comparison		-22%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	54%	-17%	62%	-25%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	47%	57%	-10%	64%	-17%
Cohort Comparison		-37%				
05	2021					
	2019	40%	54%	-14%	60%	-20%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Math and Reading

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	16	31
	Economically Disadvantaged	21	20	7
	Students With Disabilities	1	20	0
	English Language Learners	10	20	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.5	19	36
	Economically Disadvantaged	14	22	0
	Students With Disabilities	1	1	0
	English Language Learners	5	10	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	15	22
	Economically Disadvantaged	9	17	14
	Students With Disabilities	1	35	33
	English Language Learners	4	11	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	6	20
	Economically Disadvantaged	5	5	4
	Students With Disabilities	7	7	13
	English Language Learners	0	7	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	9	17
	Economically Disadvantaged	12	10	8
	Students With Disabilities	9	13	9
	English Language Learners	9	13	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	3	1
	Economically Disadvantaged	2	3	1
	Students With Disabilities	0	4	0
	English Language Learners	2	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	9	11
	Economically Disadvantaged	20	11	14
	Students With Disabilities	6	0	0
	English Language Learners	4	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	5	10
	Economically Disadvantaged	0	6	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5	5	14
	Economically Disadvantaged	10	5	5
	Students With Disabilities	10	5	5
	English Language Learners	0	0	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	2	4
	Economically Disadvantaged	0	2	0
	Students With Disabilities	0	0	0
	English Language Learners	0	4	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	5	5	14
	Economically Disadvantaged	10	5	5
	Students With Disabilities	10	5	5
	English Language Learners	0	0	10

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	55	64	13	55	54	13				
ELL	22	48	58	36	53	50	15				
BLK	10	27		13	45						
HSP	28	52	62	45	60	55	31				
WHT	50			41			55				
FRL	26	46	61	35	55	58	30				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	46	58	32	46	25	18				
ELL	19	43	61	40	65	43	19				
BLK	17	38	36	24	41	36	14				
HSP	27	44	60	49	66	42	37				
WHT	41	61		53	48		50				
FRL	26	46	53	43	58	40	30				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	20	31	19	40	30					
ELL	22	38	32	38	43	27	21				
BLK	15	32	38	20	26		31				
HSP	29	43	33	44	48	23	27				
WHT	54	56		47	44		44				
FRL	29	40	34	38	42	31	32				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends are showing that students at Jackson are scoring below proficiency level in all core content. Based on iReady data students did not perform optimally on the Spring iReady assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading, math and science proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teachers are not planning lessons that are rigorous and meet the grade level standards. The belief that all students are capable of grappling with grade level content seems to be an issue. Content planning with coaches to ensure rigorous curriculum is being taught with fidelity by all teachers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math learning gains and ELA Bottom Quartile gains have shown the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher attention to small group and prescriptive instruction.

What strategies will need to be implemented in order to accelerate learning?

Purposeful planning with content coaches, use of aggressive monitoring in the classroom and structured systems to drive meaningful instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Goal-setting with students to identify growth needs, aggressive monitoring training, coaching to improve content planning and implementation of lessons. Acceleration of content learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Walkthrough data, fidelity checks with coaches and administration that drives the needs of the teachers and students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Our Black/African-American students scored below 41% proficiency for two years based on 2019 FSA data.

Measurable Outcome: 41% of Jackson's Black/African-American students will score a level 3 or higher on the reading, math and science FSA.

Monitoring: ELA monthly PMAs, Math Monthly assessments and Science PMA will be monitored by teachers, coaches and administration each month with a focus on African-American student results.

Person responsible for monitoring outcome: Melody Murphy (melody.murphy@hcps.net)

Evidence-based Strategy: Content area coaches will plan with teachers to accelerate instruction and to aggressively monitor student work in the classroom. Students will track their learning using data folders to self-monitor their learning through ELA monthly PMAs, Math Monthly assessments and Science PMA. They will also complete two lessons in iReady reading and math with 70% or higher each week.

Rationale for Evidence-based Strategy: Coaching and supporting teachers on a daily basis ensures that implementation of rigorous content is being done with fidelity. Experts in each content area can support teachers by ensuring the standards are being addressed with students. Students taking ownership of their data helps them to develop goal setting and helps them to hold themselves accountable for their own learning.

Action Steps to Implement

During planning (all subjects) teachers/coaches will plan questions/miconceptions that will drive student discussion.

PD's will be provided on the following topics: Data Trackers, Feedback, Robust Science Journals, Intentional Group Discussion.

Aggressive monitoring review training during common planning with teachers.

Person Responsible Melody Murphy (melody.murphy@hcps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our Students with Disabilities scored below 41% proficiency (39%) based on 2019 FSA data.

Measurable Outcome: 45% of Jackson's Students with Disabilities will score a level 3 or higher on the reading FSA.

Monitoring: ELA monthly PMAs will be monitored by teachers, coaches and administration each month with a focus on SWD student results.

Person responsible for monitoring outcome: Melody Murphy (melody.murphy@hcps.net)

Evidence-based Strategy: The reading coach and classroom ELA teachers will plan to accelerate instruction and to aggressively monitor student work in the classroom. Coaches will complete coaching cycles with teachers to ensure implementation of rigorous on grade level standards. Students will use iReady reading by completing 2 lessons a week with 2 70% accuracy score to improve foundational skills needed to close the gap for unfinished learning.

Rationale for Evidence-based Strategy: Coaching and supporting teachers on a daily basis ensures that implementation of rigorous content is being done with fidelity. iReady being used with fidelity for at least 45 minutes a week with close monitoring helps students to improve foundational skills needed.

Action Steps to Implement

During planning teachers/coaches will plan questions/misconceptions that will drive student discussion. PD's will be provided on the following topics: Data Trackers, Feedback, Robust Reading Journals, Intentional Group Discussion.

Aggressive monitoring review training during common planning with teachers.
iReady PD to use diagnostic data to support instruction for SWD.

Person Responsible Melody Murphy (melody.murphy@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 27% of students were proficient based on 2021 FSA ELA data. Since Jackson students scored below 50% proficiency, an area of focus for ELA must be addressed. HB 7011, which established the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida DOE.

Measurable Outcome: 50% of Jackson's 3-5 students will score a level 3 or higher on the reading FSA.

Monitoring: ELA monthly assessments, iReady reading data, Imagination Learning, Newsela will be closely monitored.

Person responsible for monitoring outcome: Melody Murphy (melody.murphy@hcps.net)

Evidence-based Strategy: Reading and district coaches will plan with teachers to accelerate instruction and to aggressively monitor student work in the classroom. Coaches will complete coaching cycles with teachers to ensure implementation of rigorous on grade level standards.

Rationale for Evidence-based Strategy: Coaching and supporting teachers on a daily basis ensures that implementation of rigorous content is being done with fidelity. Experts in each content area can support teachers by ensuring the standards are being addressed with students.

Action Steps to Implement

During planning (all subjects) teachers/coaches will plan questions/miconceptions that will drive student discussion.

PD's will be provided on the following topics: Data Trackers, Feedback, Reading journals, Intentional Group Discussion.

Aggressive monitoring review training during common planning with teachers.

Person Responsible Melody Murphy (melody.murphy@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Jackson's primary area of concern is the number of violent incidents per 100 students. Jackson ranked in the high range for this area. Jackson will use student service members to build community with students one morning a week including lessons on restorative practice, morning circle and building relationships.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The establishment of high academic and character standards is essential to turning around a school. Developing high standards will be a priority in the 2020-2021 school year at Jackson because of the high number of students with suspensions during the school year, the number of students that struggled with overall attendance issues. High academic standards will be developed under the area of focus in Jackson's SIP entitled, "meeting the needs of all levels of learners." High character standards will be developed under the area of focus in Jackson's SIP entitled, "school culture." The predicted outcomes of establishing high academic and character standards will be increased academic proficiency, increased attendance rates, and decreased suspension rates.

To accomplish these goals, Jackson will:

With fidelity implement a Positive Behavior Interventions and Supports (PBIS) system. Jackson will schedule monthly school-wide positive behavior events with classroom-based positive incentives as a part of their PBIS

The Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) process will be facilitated by the administration, the Social Worker, School Counselor, and Behavior Specialist. Grade-level teams will meet once every 3 weeks in order to discuss scholars in need of Tier 3 interventions

The Behavior Specialist will work closely with administration and classroom teachers with scholar behavior interventions. They will help to set up new teacher classrooms with specific behavior supports in place. They will help all teachers identify behavior management techniques that lead to greater academic achievement

Jackson's leadership team will address meeting the needs of all levels of learners through standards-based planning. The instructional Leadership Team will guide teachers in creating assessments and criteria that match the standards, as well as planning rigorous lessons that match the standards

The Reading Coach, will meet with grade-level teacher teams for standards-based lesson planning on a weekly basis. Modeling of lessons and coaching will be part of this area of focus as well. District and teacher assessments will serve as tools for purposeful instructional grouping of students for in-class and after school tutoring in ELA, math, and science

With the recent economic impact of COVID-19, many families will be unable to purchase school supplies for their children. The school will distribute supplies to teachers and students in the first week of school, to ensure all students have the basics and to set high expectations for the school year

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration will conduct classroom walkthroughs focused on the instructional priorities and fidelity of implementation of academic planning and behavior supports.

Rit Resouce Teacher will head the PSLT and develop CHAMPS posters and help with implementation of CHAMPS with new and inexperienced teachers. She will also work on academic supports and correct implementation of the Rtl process for academic and behavior concerns.

Students Services will provide support for students and teachers for social and emotional (SEL) concerns. They will also plan weekly lessons using models for PBIS.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00