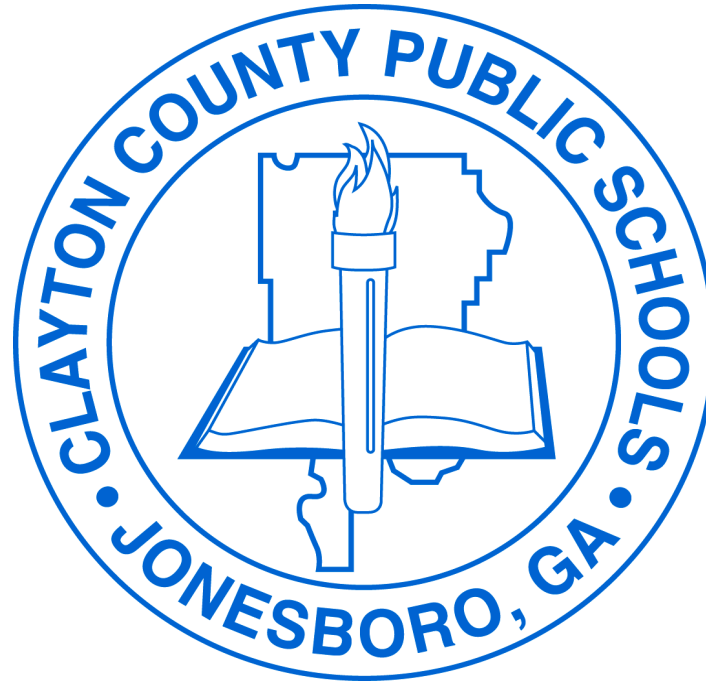


# Comprehensive School Improvement Plan



## **James A. Jackson Elementary School 2015 –2016**

### Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.

### Mission Statement

## **District-Wide Expectations for Comprehensive School Improvement Plans**

- Utilize the schools' pertinent data such as CCRPI data to make instructional decisions and prioritize strategic actions and monitoring protocols.
- Performance objectives should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal setting formulas.
- Include action steps that address Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum, Numeracy, Integrating Technology, and Critical Thinking** in the comprehensive plan.
- Action steps for training, weekly collaborative planning, implementing, and refining **Explicit Instruction** need to be included.
- A formative assessment system with data analysis should be included in the action steps for all applicable goals.
- Plan action steps for necessary interventions based on academic and behavioral data (i.e. subgroup data, placed or retained students, reading interventions, and the Behavior Big 7 Report).
- Consult the Technology Department before purchasing hardware or software to support an action step.
- Formatting: Times New Roman, 10 font, updated revision date
- Schools should review Comprehensive School Improvement Plans regular in various school meetings such as administrative, leadership, data, grade level and collaborative planning meetings and make revisions as needed. **District level reviews will occur quarterly.**

**Principal: Dr. Donna Jackson**

**Assistant Principal(s): Cindy Brackett and Angela Jenifer**

<b>School Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
<b>Dr. Donna Jackson</b>	<b>Principal</b>
<b>Cindy Brackett</b>	<b>Assistant Principal</b>
<b>Angela Jenifer</b>	<b>Assistant Principal</b>
<b>Portia Whitlow</b>	<b>Instructional Facilitator</b>
<b>Karisa Walker</b>	<b>Instructional Facilitator</b>
<b>Silka Simmons</b>	<b>Teacher</b>
<b>Pat Stephens</b>	<b>Para-professional</b>
<b>TaTanisha Harris</b>	<b>Gifted</b>
<b>Trinicia Ward</b>	<b>Teacher</b>
<b>Arv'oreal Mathew</b>	<b>Teacher</b>
<b>Edith Alexander</b>	<b>Teacher</b>
<b>Mari Wynn</b>	<b>Teacher</b>
<b>Lacy Wilkes</b>	<b>Teacher</b>
<b>LaTawanna Clark</b>	<b>Teacher</b>
<b>Jacqueline Scarborough</b>	<b>Teacher</b>
<b>Molly Knowles</b>	<b>Teacher</b>
<b>Gina Cannon</b>	<b>Counselor</b>
<b>Andre Ferrell</b>	<b>Counselor</b>
<b>Melanie Lange</b>	<b>Media</b>
<b>Lavonette Reeves</b>	<b>EIP</b>
<b>Michelle Liggins</b>	<b>Technology</b>
<b>Sonya Wash</b>	<b>SOTA</b>

<b>School CCRPI Data Team</b>	
<b>Name</b>	<b>Position</b>
<b>Dr. Donna Jackson</b>	<b>Principal</b>
<b>Cindy Brackett</b>	<b>Assistant Principal</b>
<b>Angela Jenifer</b>	<b>Assistant Principal</b>
<b>Portia Whitlow</b>	<b>Instructional Facilitator</b>
<b>Karisa Walker</b>	<b>Instructional Facilitator</b>
<b>Monique Kimbell</b>	<b>EIP</b>
<b>Ta-Tanisha Harris</b>	<b>Gifted</b>
<b>LaTawanna Clark</b>	<b>DES</b>
<b>Caramita Brown</b>	<b>ESOL</b>
<b>Gina Cannon</b>	<b>Counselor</b>
<b>Andre Ferrell</b>	<b>Counselor</b>
<b>Donnette Crooks</b>	<b>Family Liaison</b>

# Academic Achievement

**Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.**

**ELA Performance Objectives:**  
 During the 2015-2016 school year, students will increase their Reading and language competency levels by 3% as measured by an increase in the percentage of students scoring on track and/or commendable on the End of Grade Assessment for the Georgia Milestones.  
  
 During the 2015/2016 school year, Jackson’s students will increase its College and Career Ready Performance Index (CCRPI – Reading/Language Arts) by 3% of the gap between the baseline year CCRPI score and 100.

**CCRPI Alignment:**

**Achievement**

- Percent of students scoring at Meets or Exceeds in ELA
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for ELA

**Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in ELA

**ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

**Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
- School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI)

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<ol style="list-style-type: none"> <li>1. To ensure literacy across the curriculum, appropriately integrate technology, interactive writing journals, charted lessons, DOL, and journal topics to develop students' conceptual understanding of GSE.</li> <li>2. Effectively implement Standards for ELA and writing practice to engage and develop students' mastery of GSE and critical thinking.</li> <li>3. Use AR reports for individual student Lexile scores in grades 1-5. Use explicit instruction and collaborative planning for an increase in Reading comprehension.</li> <li>4. All EIP teachers will deliver SRA instruction for 50 minutes a day to identified intensive students.</li> </ol>	August 2015 – May 2016	Site Facilitator EIP teachers	<p>School funds Explicit instruction lesson plan template</p> <p>Sample common assessments</p> <p>Student work samples</p> <p>Variety of research-based differentiated instructional strategies</p> <p>MyOn</p> <p>Istation</p> <p>Ready Program</p>	<p>Student performance data that shows an increase and consistent growth toward state target goals.</p> <p>Lesson plans and observations show evidence of flexible grouping and critical thinking skills.</p> <p>Knowledge of student Lexile scores and how they are used to shape instruction.</p> <p>Students can articulate how they have mastered the GSE via the essential question and/or standards.</p> <p>Student Lexile scores are moving toward and beyond state expectations</p> <p>The EIP teachers will submit a weekly calendar indicating the SRA lesson taught.</p> <p>Increased content mastery for general education students and SWD to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks.</p> <p>In the RTI process we will begin using QRI-4 (Qualitative Reading Inventory) for students in Tier II. In addition we for Math we will use First In Math for Grades 2-5.</p>	<p>Professional Learning Plan</p> <p>Thinking Maps training (October)</p> <p>Explicit Instruction and gradual release (August)</p> <p>Triumph Learning (August)</p> <p>Accelerated Reader (August)</p>

**Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.**

**Math Performance Objectives:**

During the 2015-2016 school year, students will increase their mathematics competency levels by 4% as measured by an increase in the percentage of students scoring on track and/or commendable on the End of Grade Assessment for the Georgia Milestones.

During the 2015/2016 school year Jackson's students will increase its College and Career Ready Performance Index (CCRPI-Math) by 4% of the gap between the baseline year CCRPI score and 100.

**CCRPI Alignment:**

**CCRPI Alignment:**

**Achievement**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance B
- Percent of End of Grade assessment scores at exceeds level for mathematics

**Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the n

**ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance t

**Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
- School or LEA-defined innovative practice accompanied by data supporting it

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p><b>MATH</b></p> <ol style="list-style-type: none"> <li>To assure numeracy across the curriculum, appropriately integrate technology, manipulatives, interactive journals, charted lessons, and instructional software (Istation, STAR math, Accelerated Math, Math Facts in a Flash, gizmos) to develop students' conceptual understanding of GSE and critical thinking.</li> <li>Effectively implement Standards for Mathematical Practice (SMP) to engage and develop students' mastery of GSE through explicit instruction and collaborative planning.</li> <li>EIP teachers will give additional instruction to DIBEL intensive students.</li> </ol>	August 2015 – May 2016	Site Facilitator EIP teachers	<p>School Funds</p> <p>Explicit instruction lesson plan template</p> <p>Sample common assessments</p> <p>Student work samples</p> <p>Variety of research-based differentiated instructional strategies</p>	<p>Student performance data that shows an increase and consistent growth toward state target goals.</p> <p>Students can articulate how they have mastered the GSE via the essential question and/or standards.</p> <p>Increased percentages of students scoring at <u>50%</u> or higher on benchmark tests and/or common assessments and the GA Milestones.</p> <p>Increased content mastery for SWD students to 70/70 (Seventy percent of students passing at 50% or higher on all common/formative, student work and/or benchmarks</p> <p>Edutrax common assessment and mClass progress monitoring will drive instruction for EIP teachers.</p> <p><b>First In Math will be a school wide initiative for grades 2-5.</b></p>	<p>Professional Learning Plan</p> <p>Gizmo training (September)</p> <p>DIBEL and mClass testing protocols (August) <b>Dibels and mClass Testing protocols(January)</b></p> <p>Collaboration protocol (August)</p> <p><b>Math Content Meeting (October, January, February, March)</b></p>



**Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.**

**Science Performance Objectives:**

During the 2015-2016 school year, students will increase their science competency levels by 5% as measured by an increase in the percentage of students scoring on track and/or commendable on the End of Grade Assessment for Georgia Milestones.

During the 2015/2016 school year, Jackson's students will increase its College and Career Ready Performance Index (CCRPI – Science) by 3% of the gap between the baseline year CCRPI score and 100.

**CCRPI Alignment:**

**Achievement**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for mathematics

**Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics

**ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

**Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)  
School or LEA-defined innovative practice accompanied by data supporting

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>To assure literacy across the curriculum, effectively implement Literacy and Writing Standards for Science. Integrate technology with instructional software Gizmos and I station.</li> <li>Incorporate Science Labs to develop critical thinking. Weekly/bi-weekly assessments that align with content GSE,</li> <li>Further develop students' lexile scores through nonfiction text and explicit instruction through collaborative planning sessions.</li> </ul>	August 2015 – May 2016	Site Facilitator	<p>School Funding</p> <p>Explicit instruction lesson plan template</p> <p>Sample common assessments</p> <p>Student work samples</p> <p>Variety of research-based differentiated instructional strategies</p>	<p>All teachers are able to demonstrate effective implementation of math by scoring proficient on the TKES and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks</p>	<p>Professional Learning Plan</p> <p>Gizmos (September)</p> <p>Thinking Maps training (October)</p> <p>Analyzing Student Work (September)</p> <p>Utilizing the S.T.A.R.T.S model teacher will examine grade level lesson plans and provide immediate corrective feedback (October – May)</p>

**Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.**

**Social Studies Performance Objectives:**

During the 2015-2016 school year, students will increase their social studies competency levels by 5% as measured by an increase in the percentage of students scoring on track and/or commendable on the End of Grade Assessment for Georgia Milestones.

During the 2015/2016 school year, Jackson's students will increase its College and Career Ready Performance Index (CCRPI- Social Studies) by 3% of the gap between the baseline year CCRPI score and 100

**CCRPI Alignment:**

**Achievement**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for mathematics

**Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics

**ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

**Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
- School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI)

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p><b><u>SOCIAL STUDIES</u></b></p> <ol style="list-style-type: none"> <li>1. To assure literacy across the curriculum, effectively implement Literacy and Writing Standards, DBQs, and integrate technology with I station.</li> <li>2. Incorporate daily use of Social Studies vocabulary in oral and written communication.</li> <li>3. Further develop students' Lexile scores with nonfiction text through explicit instruction and collaborative planning.</li> </ol>	August 2015– May 2016	Site Facilitator	<p>School Funds</p> <p>Explicit instruction lesson plan template</p> <p>Sample common assessments</p> <p>Student work samples</p> <p>Variety of research-based differentiated instructional strategies</p>	<p>All teachers are able to demonstrate effective implementation of GSE by scoring proficient on the TKES and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Increased content mastery for general education and SWD to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks.</p>	<p>Professional Learning Plan</p> <p>Thinking Maps training (October)</p> <p>Gallop Polls analysis to study governmental movement through the branches (March)</p>

## Safe-Orderly-Secure Learning Environments

### Goal 2: To provide and maintain a safe, orderly and secure learning environment.

#### Performance Objectives:

During the 2015-2016 school year, James A Jackson will implement support programs to provide and maintain a safe, orderly, and secure environment that supports teaching and learning.

#### CCRPI Alignment:

##### **Achievement**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for mathematics

##### **Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics

##### **ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

##### **Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)  
School or LEA-defined innovative practice accompanied by data supporting

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p><b>SCHOOL CULTURE</b></p> <ol style="list-style-type: none"> <li>Provide a mentoring program for teachers: <ul style="list-style-type: none"> <li>New Teacher University</li> <li>upon demonstrated need</li> </ul> </li> <li>Provide celebrations for faculty/staff according to: <ul style="list-style-type: none"> <li>Performance</li> <li>Attendance</li> <li>Teacher Leadership</li> </ul> </li> <li>Plan monthly team building activities designed to build trust, openness, and a risk free work environment.</li> <li>Promote positive interaction of all students (MTSS/PBIS): <ul style="list-style-type: none"> <li>Set high expectations school-wide for all learners and embrace differences.</li> <li>School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities and different backgrounds</li> <li>House system school wide</li> </ul> </li> <li>Cultivate &amp; Maintain Positive Parental Relationships <ul style="list-style-type: none"> <li>Specific, positive &amp; valuable communication through various communication tools on an on-going basis (school/stakeholders, teacher/parent, teacher/student)</li> <li>Technology Tuesday (parent/student technology time/support after school)</li> </ul> </li> <li>Safety Plan Teachers are familiar with the plan and know the protocols.</li> </ol>	August, 2015-2016	Administrators Counselors Parent liaison	School Funds,  PBIS plan  Parental Involvement policy/plan  Jackson Teacher University  Teacher celebrations  Emergency Preparedness Plan	<p>Teacher attendance data indicates an increase in attendance from last year and from week to week. Students' performance data will reflect an increase per teacher.</p> <p>Teachers participate willingly in school activities and leadership opportunities.</p> <p>Safety meeting to review safety plan-agenda and sign in sheet.</p>	<p>Team building activities</p> <p>Mindset training de-escalation techniques</p>

## Engagement of All Stakeholders

**Goal 3: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement.**

**Performance Objectives:**

During the 2015-2016 school year, James A Jackson will create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement.

**CCRPI Alignment:**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for mathematics

**Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics

**ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

**Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

School or LEA-defined innovative practice accompanied by data supporting

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)

<p><b>SCHOOL CULTURE</b></p> <ol style="list-style-type: none"> <li>1. School wide House system Students and staff participate together in a house. 6 houses identified with latin names and character traits to develop unity among stakeholders.</li> <li>2. Provide celebrations for faculty/staff according to: Performance Attendance Teacher Leadership Student leadership</li> <li>3. Plan monthly house meetings building activities designed to build trust, openness, and a risk free work environment.</li> <li>4. Promote positive interaction of all students in various houses. Set high expectations school-wide for all learners and embrace differences. School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities and different backgrounds House System</li> <li>5. Cultivate &amp; Maintain Positive Parental Relationships with families in various houses.</li> <li>6. Specific, positive &amp; valuable communication through various communication tools used on an on-going basis (school/stakeholders, teacher/parent, teacher/student, teacher/teacher, student/student, parent/parent)</li> </ol>	<p>August, 2015- May, 2016</p>	<p><b>Administrators</b> Counselors Parent liaison Grade level chairs Facilitators</p>	<p>School Funds,  Parental Involvement policy/plan  Teacher celebrations  Student celebrations  Student performances</p>	<p>Parental involvement increase with PTO and School Council  Teachers participate willingly in school activities and leadership opportunities.  Students and staff belong to a house with support and celebration  School council meetings –agenda and sign in sheet  Teacher/parent conferences  Parent workshops conducted by teachers and parent liaison</p>	<p>Team building activities  TKES PL/ Effective communication  House system (August)  Invitational Education (October)</p>
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## Effective Communication

**Goal 4: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support.**

**Performance Objectives:**

During the 2015-2016 school year, James A, Jackson Elementary will communicate information that supports the system's vision and purpose while allowing collaboration with stakeholders.

**CCRPI Alignment:**

**Achievement**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for mathematics

**Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics

**ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

**Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

School or LEA-defined innovative practice accompanied by data supporting

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p><b><u>PARENTAL INVOLVEMENT</u></b></p> <ol style="list-style-type: none"> <li>1. Develop and implement a plan for parental involvement and community involvement that includes:</li> <li>2. Increase parental engagement in the instructional program.</li> <li>3. Providing training for parents and students (identified by data) in: <ul style="list-style-type: none"> <li>○ Study Skills</li> <li>○ Self-motivation/Decision-making:</li> <li>○ Monitoring student progress</li> </ul> </li> </ol>	August, 2015- May, 2016	Parent Liaison	Title 1 funding	<p>Increased parental participation.</p> <p>Decrease complaints documented by the school.</p> <p>Parents are able to verbalize the school vision/goals.</p> <p>Parents indicated that they have participated in the development of the SIP.</p> <p style="padding-left: 40px;">Vision and mission shared at all stakeholder meetings.</p> <p>Tune in Tuesdays-parent call out of weekly events School website Teacher websites</p>	Monthly Parent Liaison training- agenda and sign in sheet

## Organizational Processes

### Goal 5: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools.

#### Performance Objectives:

During the 2015-2016 school year, James A. Jackson Elementary will access the results of formative/ summative assessments, instructional/diagnostic software, to make decisions regarding students that need additional academic support.

#### CCRPI Alignment:

##### **Achievement**

- Percent of students scoring at Meets or Exceeds in mathematics
- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of End of Grade assessment scores at exceeds level for mathematics

##### **Progress /Achievement Gap**

- To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics

##### **ED/EL/SWD Performance**

- Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target

##### **Exceeding the Bar**

- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

School or LEA-defined innovative practice accompanied by data supporting

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p><b><u>SCHOOL-WIDE CURRICULUM AND INSTRUCTIONAL DELIVERY:</u></b></p> <ol style="list-style-type: none"> <li>1. Provide all grade level, subject content area teachers adequate time and resources to collaboratively plan instruction for effective implementation of GSE.</li> <li>2. Establish a collaborative planning process for lesson planning to all-encompassing: <ul style="list-style-type: none"> <li>• Data-driven decision making</li> <li>• 5 part explicit instructional framework</li> <li>• Flexible grouping</li> <li>• Uses of technology to support instruction</li> <li>• Develop and align common/formative assessments with the rigor/DOK level of GSE</li> <li>• Preferred co-teaching models, strategies and accommodations for SWD</li> <li>• Increasing Lexile scores</li> <li>• Common, formative, unit, benchmark and summative assessments</li> </ul> </li> </ol>	August, 2015-May, 2016	Site facilitators, <b>Administrators</b>	School Funds and Title 1 funds  District funds	<p>All teachers are able to demonstrate effective implementation of GSE by scoring proficient on the TKES and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Teachers use data from state, district and school level assessment results and student work to drive decision-making, lesson planning, formative and summative tests.</p> <p>Students can articulate how they have mastered the GSE.</p> <p>Teachers have examples of critical thinking, higher-order questions included in lesson plans, posted student work, and class activities.</p> <p>Principal, teachers and leadership team are able to articulate the process for which teachers collaboratively plan and the focus of the planning sessions.</p>	<p>Professional Development Plan</p> <p>Early Release Days</p> <p>Ongoing communication of district expectations</p> <p>Progress monitoring for mClass and Dibels (August)</p> <p>Edutrax Training (August)</p> <p>Monthly meeting with bookkeeper agenda/sign-in sheet</p>

# Highly Qualified and Effective Staff

<b>Goal 6: To recruit and retain highly qualified and effective staff.</b>	
<p><b>Performance Objectives:</b>                  During the 2015-2016 school year, 100% of James A. Jackson will be highly qualified based on county and state guidelines.</p>	<p><b>CCRPI Alignment:</b></p> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Percent of students scoring at Meets or Exceeds in mathematics</li> <li>• Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs</li> <li>• Percent of End of Grade assessment scores at exceeds level for mathematics</li> </ul> <p><b>Progress /Achievement Gap</b></p> <ul style="list-style-type: none"> <li>• To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in mathematics</li> </ul> <p><b>ED/EL/SWD Performance</b></p> <ul style="list-style-type: none"> <li>• Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target</li> </ul> <p><b>Exceeding the Bar</b></p> <ul style="list-style-type: none"> <li>• Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)</li> </ul> <p>School or LEA-defined innovative practice accompanied by data supporting</p>

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<ol style="list-style-type: none"> <li>1. Interview protocols used to screen and interview candidates for employment.</li> <li>2. Jackson Teacher University, induction program for new teachers.</li> <li>3. Mentor program for teachers new to Jackson Elementary.</li> <li>4. Employee recognition, Teacher and staff member of the month</li> <li>5. Daily PAWS “shout outs”, recognition of teachers that go above and beyond.</li> <li>6. Breakfast Club first Friday of the month.</li> <li>7. Staff hospitality events.</li> <li>8. House system</li> </ol>	August, 2015- May, 2016	Administration	School Funds	100% retention of teachers Increased staff morale	JTU, Jackson Teacher University program for new teachers  Collaboration protocol (September)