

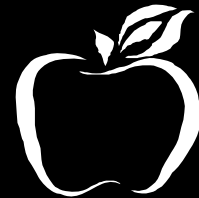
# Jackson Elementary

Chapel Hill ISD

...always putting children first.



Campus Improvement Plan  
2006-2007



## SBDM MEMBERS

Professionals (Classroom Teachers and Special Programs)

### Administration

Dr. R. Green-Causey

### Elected

Ms. Chrystal Harris

Ms. Nancy Gregory

Ms. Sebria Mitchell

Ms. Shauna Richardson

**Ms. Ella Hall**

### Professional (Non-teaching)

Ms. Ruth Bockowski—Advisory

Ms. Angela Lacy

Ms. Susan Farmer—Advisory

### Central Office Representative

Ms. Thomasine Cleaver

### Appointed

Janie Rodriguez

Lori Thompson

### Community/Business Members

Mr. Norberto Robles—Business

Mr. Bradley Edwards

Ms. Vickey Mayfield

### Parents

Ms. Jenny Robles

Ms. Dorothy Williams

### DEIC Members 2006-2007

Ms. Starlea Atkison

Ms. Joyce Milton

Ms. Christie Steele

# Chapel Hill I S D

## Mission Statement

Chapel Hill Independent School District  
works through a team effort  
between home, school, and community to:

Provide a safe and nurturing environment

Provide opportunities for social and academic growth  
in a technologically enriched environment

Produce positive and productive  
members of society.

# JACKSON ELEMENTARY SCHOOL

## MISSION STATEMENT

The mission of Jackson Elementary School is to provide a highly enriched curriculum that is appropriate to move our students from what they know to what they need to know in a way that is motivating and challenging both to students and parents so that all children can develop intellectually, socially, and emotionally at their own pace.

# “ No Child Left Behind ”

***No Child Left Behind***, states are working to close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school progress.

Under Title III of the No Child Left Behind Act of 2001 (NCLB), states are required to administer annual statewide English language proficiency assessments to show progress of limited English proficient (LEP) students in kindergarten through twelfth grade in the domains of listening, speaking, reading, and writing. In response to these federal testing requirements, the Texas Education Agency has developed observation protocols that allow teachers to holistically rate each LEP student’s English language proficiency based on classroom observations and daily interactions with the student.

The Reading Proficiency Tests in English (RPTE) and reading portion of the Texas Assessment of Knowledge and Skills (TAKS) will continue to be used to assess the domain of reading in Grades 3-12. Observation protocols will be used to measure the other domains and grades, as shown below.

Grades K-2	listening, speaking, reading, writing
Grade 3-12	listening, speaking, writing

# 2006 TAKS Results

## Grade Three

### Jackson Students:

#### Reading

50 Tests Scored

12 Students did not meet minimum expectations

38 Students met minimum expectations

76.0% met minimum expectations

77.1% met minimum expectations 2005

➤ **1.1% (Decrease) from 2005 TAKS**

\*5 Students not tested with TAKS

#### Math

52 Tests Scored

14 Students did not meet minimum expectations

38 Students met minimum expectations

73% met minimum expectations

62.5% met minimum expectations 2005

➤ **10.5% (Increase) from 2005 TAKS**

**\*TAKS Results  
2005-06**

<b>School</b>	<b>Subject</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>All</b>
<b>Jackson</b>	***Reading	13/15 = 87%	26/28 = 93%	7/7 = 100%	47/50 = 94%
	**Reading	13/15 = 87%	26/28 = 93%	6/7 = 86%	46/50 = 92%
	+Reading	11/15 = 73%	22/28 = 79%	5/7 = 71%	38/50 = 76%
	Math	11/15 = 73%	21/29 = 72%	7/9 = 78%	39/52 = 74%

+First Administration in reading was February '06

\*\* Second Round Administration April '06

\*\*\*Third/Final Administration July'06

\*All tested with TAKS

## **Statement of Need**

As a result of comprehensive needs assessments, Jackson Elementary's goal is to establish and implement standards to guide instruction providing optimum opportunities for all students to reach their highest individual potential in all areas. Teachers, non-teaching professionals, principal and paraprofessionals will participate in quality training providing opportunities for professional growth in meeting the individual needs of all students. Jackson Elementary staff strives to provide a student centered environment while maintaining a working partnership between parent, school and community.

# Comprehensive Needs Assessment

The following information sources provided the data for our comprehensive needs assessment. An in-depth review and disaggregation of data by the Jackson site-based committee led to the development of the goals, objectives, and strategies included in the Jackson 2006--2007 Campus Improvement Plan.

AEIS Data

TELPAS, TPRI, AYP

Program Evaluations

Staffing Needs

Professional/Paraprofessional training needs

Benchmark tests, teacher checklists

Discipline data

Promotion/ Retention Rates

Surveys

Informal Evaluations

Student Success Report

Mastery Exam Results

Performance Based Monitoring Analysis System (PBMAS)

The following funding sources support the strategies implemented to address identified student needs:  
Title 1, Title 11A, 11D, 111, 1V, V, Reading First Grant, Gifted & Talented, Student Success LEP– Cycle 2

\*\* See attached Performance Objective Matrix  
Sheet 2

**Jackson Elementary Improvement Plan  
2006-2007**

**Academic Performance**

- Objective 1**      **Develop and implement an innovative curriculum aligned with a comprehensive assessment and provide an interactive instructional program that will allow all student groups to perform 80% or greater in all subject areas on the TAKS test by 2007.**
  
- Objective 2**      **Identify and serve all eligible students in special populations( Special Education in LRE, LEP, GT, At-Risk, 504) with programs designed to meet their needs.**
  
- Objective 3**      **Recruit, hire, retain highly qualified staff and provide quality staff development for all teachers in the school to increase effective teaching strategies.**
  
- Objective 4**      **Enhance the integration of technology in the classroom.**
  
- Objective 5**      **All children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.**
  
- Objective 6**      **Develop and utilize specific strategies to ensure communication with 100% of Targeted parents regarding student achievement, meetings, and training sessions.**

# Four Year Goal to Exemplary

	2006	2007	2008	2009
<b>Reading/ELA</b>				
African Am.	73%	80%	85%	95%
Hispanic	79%	85%	90%	95%
White	71%	85%	90%	95%
All	76%	80%	90%	95%
<b>Math</b>				
African Am.	73%	80%	85%	90%
Hispanic	72%	85%	90%	90%
White	78%	85%	90%	95%
All	74%	85%	90%	95%

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>State Compensatory Education Funds will be used to enhance the reform strategies of a Title I school-wide program at Jackson <ul style="list-style-type: none"> <li>-Reading First Program</li> <li>-ESL/Bilingual Programs</li> </ul> </li> <li>K, 1 and 2 students will be administered the TPRI</li> <li>Continue implementation of: <ul style="list-style-type: none"> <li>Reading Intervention (K-2nd)</li> <li>Open Court</li> <li>TELPAS(K-2nd)</li> <li>Bridges (Math Program K-2nd)</li> </ul> </li> <li>Pre-K, H. S., K will be administered the Brigance Readiness Test</li> <li>ITBS</li> </ul>	<p>Director of Special Programs Principal Elementary Curriculum Coor. Reading Coach</p> <p>Principal Counselor Teachers</p> <p>Principal Counselor Teachers Reading Coach</p> <p>Reading Intervention/Math Facilitator</p> <p>Principal Counselor Teachers "</p>	<p>8/14/06—5/31/07</p> <p>9/1/06—5/31/07</p> <p>8/21/06—5/31/07</p> <p>9/1/06—9/20/06</p> <p>8/21/06</p> <p>4/16/07—4/27/07</p>	<p>State Compensatory Education Funds Reading First Grant</p> <p>TPRI Kit</p> <p>RC OC BL</p> <p>Brigance Test</p> <p>ITBS Test</p>	<p>Student Success Rate-Percentage Passing Mastery of Six Weeks TEKS Mastery Exams in Math, Science, Social Studies and Language Arts, TELPAS</p> <p>TPRI reports</p> <p>Assessments Mastery Test Lesson Plans Report Card Principal Walk-throughs TELPAS Results RPTE Brigance Reports</p> <p>ITBS Report</p>

Strategies	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>• Each new teacher will receive Reading 1st Training</li>   <li>• Each K-2nd grade teacher will receive training in Bridges Math Program</li>   <li>• Each teacher will receive training that will assist them in identification and instruction of students with GT tendencies.</li>   <li>•</li> </ul>	<p style="text-align: center;">Principal BL Reading 1st Coach</p> <p style="text-align: center;">Math Facilitator Teachers Principal</p> <p style="text-align: center;">Asst. Superintendent Principal All Staff</p>	<p style="text-align: center;">8/9/06—8/10/06</p> <p style="text-align: center;">7/31/06—8/4/06</p> <p style="text-align: center;">Aug. 06—May 07</p>	<p style="text-align: center;">RC SSI Classroom materials</p> <p style="text-align: center;">Math Fac. Classroom materials</p> <p style="text-align: center;">Naglieri (NNAT), Talent Pool Enrichment Response Lessons</p>	<p style="text-align: center;">Lesson Plans Report Cards Principal Documentation</p> <p style="text-align: center;">Lesson Plans Report Cards Mastery Tests</p> <p style="text-align: center;">Lesson Plans SS</p>

Strategies	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>• Implement strategies which create a well disciplined environment conducive to learning -continue to implement "Character Counts" program.</li> <li>-teach students about the dangers of drugs.</li> <li>- provide instruction in pro-social skills</li> <li>• Revise and continue implementation of a campus Crisis Management Plan.</li> <li>• Review and monitor Student Code of Conduct</li> </ul>	<p>Principal, Counselor, Teachers</p> <p>Principal, Counselor, Teachers SCCADA rep.</p> <p>Counselor Teachers</p> <p>Principal</p> <p>Principal SBDM members</p>	<p>8/14/06—5/31/07</p> <p>8/14/06—5/31/07</p> <p>8/14/06—5/31/07</p> <p>8/14/06—5/31/07</p> <p>8/14/06—5/31/07</p>	<p>"Character Counts" material SCAADA</p> <p>DAVE Curriculum Safe and DrugFree—Region VII SCAADA</p> <p>R. Payne material SCAADA</p> <p>Region VII Consultants</p> <p>ESC Personnel Region VII</p>	<p>Review of discipline Referrals PEIMS</p> <p>Reports to SBDM Student Survey</p> <p>Review of discipline Referrals PEIMS</p>

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>• Take measures to ensure that paraprofessionals hired on or after January 9, 2002 have completed at least two years of study at a higher education institution or must be trained at Rag.VII and show as being evaluated</li>   <li>• All new teachers will be trained in Instructional Leadership Development</li>   <li>• Specific personnel will be trained in accordance with TBSI (Texas Behavior Support Initiative) and CPI. This training will help decrease ISS special education Placements( Goal decrease by 42%)</li>   <li>• Provide technology training</li> <li>• Grade Quick</li>   <li>• Provide training in Special Education (CAP, confidentiality) Inclusion</li>   <li>•</li> </ul>	<p>Human Resources Administration</p> <p>Administration Teachers</p> <p>Director of Sp Ed</p> <p>Title II Part D</p> <p>Diagnostiician</p>	<p>Date upon which para-professional vacancy occurs</p> <p>8/7/06</p> <p>8/8/06</p> <p>8/2006</p>	<p>Personnel Director Region VII</p>  <p>TBSI Instructors</p>  <p>District Technology Staff Ms. Solberg</p> <p>Region VII</p>	<p>Highly qualified applicant is hired</p>  <p>Observed by principal Walk-throughs Lesson Plans</p> <p>DR</p> <p>Review of Tech. Support Requests</p> <p>Presenter's evaluation</p>

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
Provide parent training in: State standards9TEKS, TAKS) Availability of Special Programs (Title 1, Bilingual, Head Start, Pre-K, and special ed)	Principal Counselor Classroom teachers Reading Coach	8/14/06—5/31/07	TEKS Parent Summary Newsletter Jackson Jamboree Parent Information Night District of Special Programs Hispanic Parent Night Bilingual Staff Parent information take home books	Report to SBDM Parent sign-in agendas
Reading 1st Night	Reading Coach	TBA	Reading First Grant	Grant Report Parent sign-in
Provide information to parents in Spanish and English	Principal Counselor Classroom Teachers Office Personnel Bilingual/ESL Staff	8/14/06—5/31/07	Bilingual/ESL Staff	Report to SBDM Campus Newsletter

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>• Conduct parent—teacher contact every six weeks</li> <li>• Provide information to parents regarding GT enrichment activities and opportunities</li> <li>• Provide parental involvement activities for the parents of all students</li> </ul> <p>Parent Workshops</p>	Teachers	8/14/06—5/31/07		Parent Conference Log
	Counselor Teachers	8/14/06—5/31/07	ESC GT Curriculum GT Responses Talent Pool Enrichment	Parent Surveys
	Classroom Teacher Principal Counselor Head Start Facilitators	8/11/06—5/31/07	Parental Involvement Funds	Parent Surveys Parent Sign-in Sheets
		November 2006	Parent Involvement Funds	Parent Surveys Parent sign-in sheets

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>Provide transition activities to assist pre-school students (Pre-K/HS) in becoming successful kindergartners. (Visit Kindergarten Hall, End of Year Information sheets, send Kindergarten supply list, send transition book)</li> </ul>	Principal Pre-K/HS Staff Counselor	5/22/07	Graduation End of year Brigance	Observation and feedback from teachers
<ul style="list-style-type: none"> <li>Provide transition activities to assist K and 1st grade students in moving from one grade to another. (Visit 1st and 2nd grade halls.)</li> </ul>	Principal K and 1st Grade Staff Counselor	Every 6 weeks	Benchmark Testing	Observation and feedback from teachers Test Results
<ul style="list-style-type: none"> <li>Provide transition activities to assist 2nd graders in moving to 3rd grade at Kissam. (Visit Kissam Intermediate School)</li> </ul>	Principal 2nd Grade Staff Counselor	5/2007	Benchmark Testing Transition Day @ Kissam Transition Night Program	Observation and feedback from teachers

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>A committee of teachers with knowledge of a student will meet prior to any special program referral.</li> </ul> <p>A committee of administrators, counselors, diagnosticians, parents, teachers, and special education director will monitor the representation of African Americans in special education (by reviewing the eligibility of all African American students, improve and increase programs and options on all campuses, and provide training in areas such as NCLB, KBOOSE cultural and ethnic diversity, poverty, etc.)</p>	<p>Pre-referral Committee Counselor Asst. Principal</p> <p>SEMS Teachers Administrators Counselors SBDM Pre-Referral Committee Spec. Education Director</p>	<p>8/14/06—5/31/07</p> <p>8/14/06—5/31/07</p>	<p>Appropriate Program Documentation Continuous Improvement Plan</p> <p>Appropriate Program Documentation Continuous Improvement Plan KBOOSE Book/ Materials</p>	<p>At -risk report Writing Portfolios Mastery Test Principal Walk-throughs Pre Referral</p> <p>At Risk report Discipline/ Academic/ Behavior Referrals TAKS AYP KBOOSE Assessment PBMAS</p>

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>Selected students will participate in Jackson's Optional Extended Year/Day Program (OEY)</li> <li>Implement instructional programs and develop benchmarks addressing specific strategies for campus programs</li> <li>Fully implement Guided Reading/Bridges               <ul style="list-style-type: none"> <li>-acquire additional books</li> <li>-utilize volunteers</li> <li>-train all untrained staff</li> </ul> </li> </ul>	<p>Principal</p> <p>Principal Teachers</p> <p>BL Teachers Principal Reading Coach Math Fac.</p>	<p>6/5/07—6/30/07</p> <p>8/14/06—5/31/07</p> <p>8/14/06—5/31/07</p>	<p>Staff, RC, TEKS, TAKS</p> <p>Staff, RC, TEKS, TAKS, MMC</p> <p>RC BL Math Facilitator</p>	<p>Rigby Pre-Test, Post-Test, TPRI, Mastery Test, Report Cards TELPAS</p> <p>At-risk reports, Portfolios, Mastery Test, Principal Walk-throughs</p> <p>Principal Walk-throughs Rigby Testing TPRI Mastery Test TELPAS</p>

Strategy	Assignment	Timeline for Monitoring	Allocation	Evidence of Accomplishment
<ul style="list-style-type: none"> <li>Fully implement ARI               <ul style="list-style-type: none"> <li>-additional training</li> <li>-develop flexible schedule</li> <li>-recruit volunteers</li> </ul> </li> </ul>	ARI Faculty Principal	8/9/06—5/31/07	RC TEKS TAKS TPRI	At-risk reports Mastery Test TPRI
<ul style="list-style-type: none"> <li>Fully implement ESL/Bilingual               <ul style="list-style-type: none"> <li>-acquire additional books</li> <li>-utilize volunteers</li> </ul> </li> </ul>	ESL and Bilingual Staff	8/9/06—5/31/07	Bilingual Materials & Staff	Principal Walk-throughs Rigby TPRI Mastery Test TELPAS
<ul style="list-style-type: none"> <li>Fully implement Special Education               <ul style="list-style-type: none"> <li>-acquire additional books</li> <li>-utilize volunteers</li> <li>-additional training</li> </ul> </li> </ul>	SE Staff	8/10/06—5/31/07	SE Materials & Staff	Principal Walk-throughs Rigby TPRI Mastery Test

# Allocation of Funds

Detail of coordination and integration of  
Federal, State and Local  
services and program

Number of FTE's —  
Funding—