



School Improvement Plan 2024 - 2025



Jackson County
North Jackson Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jackson County
School Name	North Jackson Elementary School
Team Lead	Troy Johnson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student performance in ELA/reading. Many students continue to perform below proficiency in the area of reading.
Root Cause # 1	Culture of filling in gaps instead of teaching grade level standards with rigor
Root Cause # 2	In past years, we had limited personnel to deliver targeted interventions.
Root Cause # 3	There is a continued need for PL in the area of Tier 1 reading instruction - specifically differentiated small group guided instruction and phonics/word work. Urgent need to examine Tier 1 Instruction and fidelity of the MTSS process. Continue increases in students recommended by teachers for Tiers II and III. Large number of students in are 2-3 levels below expectations.
Goal	ELA Smart Goal #1: In the spring of 2024, 50% of students in grades K-5 met or exceeded their projected RIT growth goal in Reading. By the Spring of 2025, 60% or more of students in grades K-5 will meet or exceed their projected RIT growth goal as measured by the Measures of Academic Progress (MAP) Reading assessment.

Action Step # 1

Action Step	Implement consistent, rigorous Tier I Reading instruction at all grade levels including: <ol style="list-style-type: none"> 1. Reading Workshop Model 2. Daily Small Group Guided Reading 3. Mini Lesson 4. Daily Phonics/Word Work - Foundations (Prek-3) 5. Heggerty (phonemic awareness) 6. Personalized online learning experiences (IXL) 7. Advanced Content Instruction (grades 3-5) 8. Write Score (K-5) 9. Use of Leveled Literacy Intervention curriculum with identified high-needs students 10. Close reading strategies of SC/SS content material to teach current standards and preteach standards
Funding Sources	N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, TKES, Instructional coaching visits and feedback, lesson plans, MAP data, F & P Data
Method for Monitoring Effectiveness	64% or more of students in grades K-5 will meet or exceed projected RIT
Position/Role Responsible	Teachers, administrators, instructional coach, NEGA RESA Literacy Specialist, District Leadership - Curriculum Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement student goal setting in all grades. 1. MAP growth targets (K-5) 2. Sight words (K-1) 3. Letters/sounds (K) 4. Reading level (K-5) 5. Heggerty 6. Foundations
Funding Sources	N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 2

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, TKES, instructional coaching visits and feedback, lesson plans, MAP data, F&P data
Method for Monitoring Effectiveness	64% or more of students in grades K-5 will meet or exceed projected RIT
Position/Role Responsible	Teachers, administrators, instructional coach, NEGA RESA Literacy Specialist, and District Leadership - Curriculum Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Utilize formal and informal student performance data to identify student needs, plan for instruction, and to monitor student growth and progress towards goals. Data sources include, but not limited to. <ol style="list-style-type: none"> 1. Formal and informal measures of students reading in grades K-5 (including MAP data, ExactPath data, and informal performance assessments) 2. Formal and informal measures of basic literacy concepts in K-2 using Fountas and Pinnell, Kindergarten GKIDS, Foundations, Unit Assessments, antidotal notes, student work samples 3. Formal and informal measures of student Lexile Levels in grades 3-5 4. Monthly Kid Talk Meetings-analyzing student data and grade level mastery (including exemplars and anchor work) 5. MTSS process -gathering data from Tier 1 instruction to interventions and remediation for Tier 2 and Tier 3 instruction
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Action Step # 3

Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School level and grade level data team meeting sign-in sheets, agendas, Wednesday Kid Talks and MTSS meeting notes, lesson plans, TKES walkthroughs and observations
Method for Monitoring Effectiveness	64% or more of students in grades K-5 will meet or exceed projected RIT
Position/Role Responsible	Teachers, administrators, instructional coach, and District Leadership - Curriculum Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Dedicated and scheduled time during common planning for teacher collaboration at all grades as well as Collaboration planning efforts include the review discourse charts, student work, performance data, and to plan for instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Wide Schedule Sign-In Sheets Meeting Norms Agenda Formal and Informal Assessments TKES walkthroughs and observations
Method for Monitoring Effectiveness	64% or more of students in grades K-5 will meet or exceed projected RIT
Position/Role Responsible	Teachers Admin Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Implementation of after school tutoring for ELL (K-5) students and 4-5 grade students that scored level 1 or 2 on GMAS
Funding Sources	Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Log Student Performance Data (MAP, F&P, Monthly Literacy Assessments - Informal Running Record, GMAS)
Method for Monitoring Effectiveness	64% or more of students in grades K-5 will meet or exceed projected RIT
Position/Role Responsible	Teacher, Administrators, Family Support Systems
Timeline for Implementation	Others : Sept. - April

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student performance in the area of mathematics. Many students continue to perform below proficiency in the area of math.
Root Cause # 1	In previous years, there has been a lack of fidelity when implementing the Cognitive Guided Instruction model and Number Talks to promote higher order thinking skills and problems solving in the area of mathematics.
Root Cause # 2	In previous years, there has been a lack of Tier I instruction in the area of problem solving in the math workshop model. The implementation of the new GA Math Standards has naturally led to an increase of professional learning. Our district focus has been to unpack math standards to bring clarity for teachers and students and using this knowledge to create rigorous common math assessments. As part of our PLC process at NJES, our teachers take the assessments prior to beginning our unit. They talk about misconceptions and ensure understanding prior to teaching unit. Teachers then meet back to analyze their assessment data and determine next steps for instruction.
Goal	Math Smart Goal #1: In the spring of 2024, 56% of students in grades K-5 met or exceeded their projected RIT growth goal in Math. By the Spring of 2025, 60% or more of students in grades K-5 will meet or exceed their projected RIT growth goal as measured by the Measures of Academic Progress (MAP) Math assessment.

Action Step # 1

Action Step	Classroom teachers will implement lessons from the GADOE along with Eureka and HMH, Guided Math, number talks and Cognitive Guided Instruction. CGI implemented at least three days a week with fidelity. While engaging students in an In depth conversation utilizing math academic vocabulary.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly walkthroughs by administration. Displaying of discourse charts in the classroom. Weekly grade level planning and discussions.

Action Step # 1

Method for Monitoring Effectiveness	60% or more of students in grades K-5 wil meet or exceed projected RIT
Position/Role Responsible	Principal, API, Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Classroom teachers will implement Number Talks and other problem solving strategies suggested by the instructional coach for the two days of the week when CGI is not being used.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly walkthroughs by administration. Displaying of discourse charts in the classroom. Weekly grade level planning and discussions. Istation, MAP, and common assesement data.
Method for Monitoring Effectiveness	60% or more of students in grades K-5 wil meet or exceed projected RIT
Position/Role Responsible	Principal, API, Instructional Coach
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Utilize formal and informal student performance data to identify student needs, plan for instruction, and to monitor student growth and progress towards goals. Data sources include, but not limited to. 1. Formal and informal measures of student math performance in grades PreK-5 (including MAP data, ExactPath data, and informal performance assessments) 2. Monthly Kid Talk Meetings-analyzing student data and grade level mastery (including exemplars and anchor work) 3. MTSS process -gathering data from Tier 1 instruction to interventions and remediation for Tier 2 and Tier 3 instruction 4. Utilize Tier 1 framework for best practices
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Reports - MAP, Istation, Kid Talk Agendas, MTSS Progress Monitoring Data,
Method for Monitoring Effectiveness	60% or more of students in grades K-5 wil meet or exceed projected RIT
Position/Role Responsible	Teachers, Administration, Instructional Coach, MTSS Team, District Curriculum Coordinator
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are in need of social-emotional learning, positive behavior intervention, and increased student attendance.
Root Cause # 1	A large increase in observed student conflicts and office referrals from the bus, classroom and playground
Root Cause # 2	Parent and student conversations with teachers, counselor, social worker, and administration demonstrated the need of social and emotional learning on a daily basis
Root Cause # 3	Student attendance (including late check-ins and early check-outs)
Goal	Reduce the percentage of state-reported behavior incidents by 3% and the percentage of students who have missed 10% of their enrolled days by 3%

Action Step # 1

Action Step	Implement Seven Mindsets, Social Stories, Second Step - social emotional learning curriculum
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, TKES walkthroughs and observations, Discipline Data, Parent Feedback in surveys, Monday Mindset Lessons
Method for Monitoring Effectiveness	Discipline referrals will decrease by 3%.
Position/Role Responsible	Teachers, Administration, Support Staff
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School and district recognition of 7 Mindset Heros during monthly Board of Education Meetings.
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Action Step # 2

Action Step	Implement school-wide PBIS to increase teaching and learning time at all grade levels
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	PBIS Monthly agendas, PBIS Big 7 Report, SAS, TFI, dojo points,
Method for Monitoring Effectiveness	Discipline referrals will decrease by 3%.
Position/Role Responsible	PBIS Team, administrators, teachers, support staff
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Consistently analyze behavior data by student, class, grade on a monthly basis to identify and plan for targeted needs and potential areas of concern.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	PBIS Big 7 Student Behavior Report
Method for Monitoring Effectiveness	Discipline referrals will decrease by 3%.
Position/Role Responsible	Administration, PBIS Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Monitor early warning (attendance/behavior) data via MTSS
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Early Warning Data Spreadsheet, PBIS Agendas, MTSS Tier Notes
Method for Monitoring Effectiveness	Discipline referrals will decrease by 3%.
Position/Role Responsible	Teachers, administrators, MTSS Lead, PBIS Coach, Instructional Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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