Plano Independent School District



Jackson Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

The mission of Jackson Elementary School is to provide a supportive learning environment in order to ensure high levels of learning for ALL students.

Vision

We are mission-driven, highly motivated, and maintain the highest expectations for ourselves, our students, and our colleagues. Our students are precious, and we will treat them kindly and with love every day. All of our students will succeed academically no matter what! Our tenacity and focus on what's best for our children will guide our actions every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Previous CNA completed by the leadership team and then full campus as a whole to determine top priority statements that impact the overall success of student growth in all areas of content and student individual needs.

Demographics

Summary

2026-2027 Summary Statements

- African American students experience a higher rate of behavioral referrals , leading to increased removal from the classroom and associated loss of instructional time.
- Additionally, both groups exhibit higher incidences of out-of-school suspensions (OSS), in-school suspensions (ISS), and participation in special education testing.
- Attendance was lowest during the third six-week period. Hispanic students have the lowest attendance rates. Contributing factors include cold weather conditions (such as lack of appropriate clothing or missed transportation), illness, and family vacations.

Jackson Elementary is a Title I Campus with the following demographics:

- **Total Enrollment: 572 (decrease from 24-25 school year)** **M:** 55% **F:** 45.5%

- **Ethnicity**:
  - Asian--(6.3%)
  - Hispanic-- (64%)
  - African American-- (14%)
  - American Indian-- (1%)
  - White-- (13%)
  - Two or More: (3%)

Subpopulations:

- PACE/GT-- 3%
- SpED--14.2%
- 504--2%
- At Risk--66%
- Bilingual-- 51.4%
- ESL-- 12%
- Economically Disadvantaged: 75% (free/reduced)
- McKinney Vento-- 8%

Staff Information	Count	Percent
Administrative Support	12	17.91%
Teacher	50	74.63%

Staff Information	Count	Percent
Educational Aide	5	7.46%
Auxiliary	0	0.00%

Review 360 (August 2025)

- Teacher managed--62 incidences
- Administrative Review (Discipline incidences)-- 7 incidences
- Incidents for Administrative review--2 incidences
- Positive reports--127 incidences

2024-2025 Information not currently updated:

Mobility--

Attendance-- 92.8% M: 92.7% F:92.9% At Risk: 92.5% EB: 92.4%

Discipline--

Strengths

Jackson's student and staff populations are diverse, with similar demographic compositions. This fosters an environment of personal connections and familiarity within the learning community.

Jackson employees have an average of seven or more years of experience dedicated to Jackson, demonstrating their ongoing commitment through teaching, support, and investment within the organization. Additionally, they possess ten or more years of experience within Plano ISD and at least fourteen years of experience in the education field. This extensive background highlights our team's capability to effectively address the diverse needs of Jackson.

Total Years	**389**	**556**	**812**
Average Years	**14**	**20**	**32**
Average Years - Teachers	**7**	**10**	**14**

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

★ = Priority

Student Learning

Summary

2026-2027 Reading Summary

While grades 3–5 showed strong overall performance with most students achieving 120% growth, targeted support is needed in early primary grades (K–2) where high-performing English students and 1st-grade Spanish students struggle to meet standard yearly growth and maintain grade-level expectations.

Math Summary

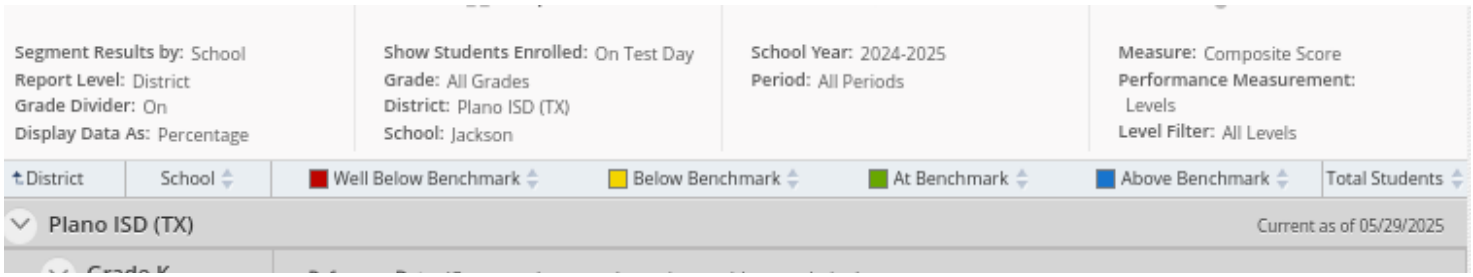
Although a majority of students in most English grade levels (K, 3, 4, 5) and upper Spanish grades (4–5) achieved 120% growth, focused support is required to help Quintile 1 English students meet growth targets and shift K–3 Spanish math from maintaining achievement to actively closing gaps.

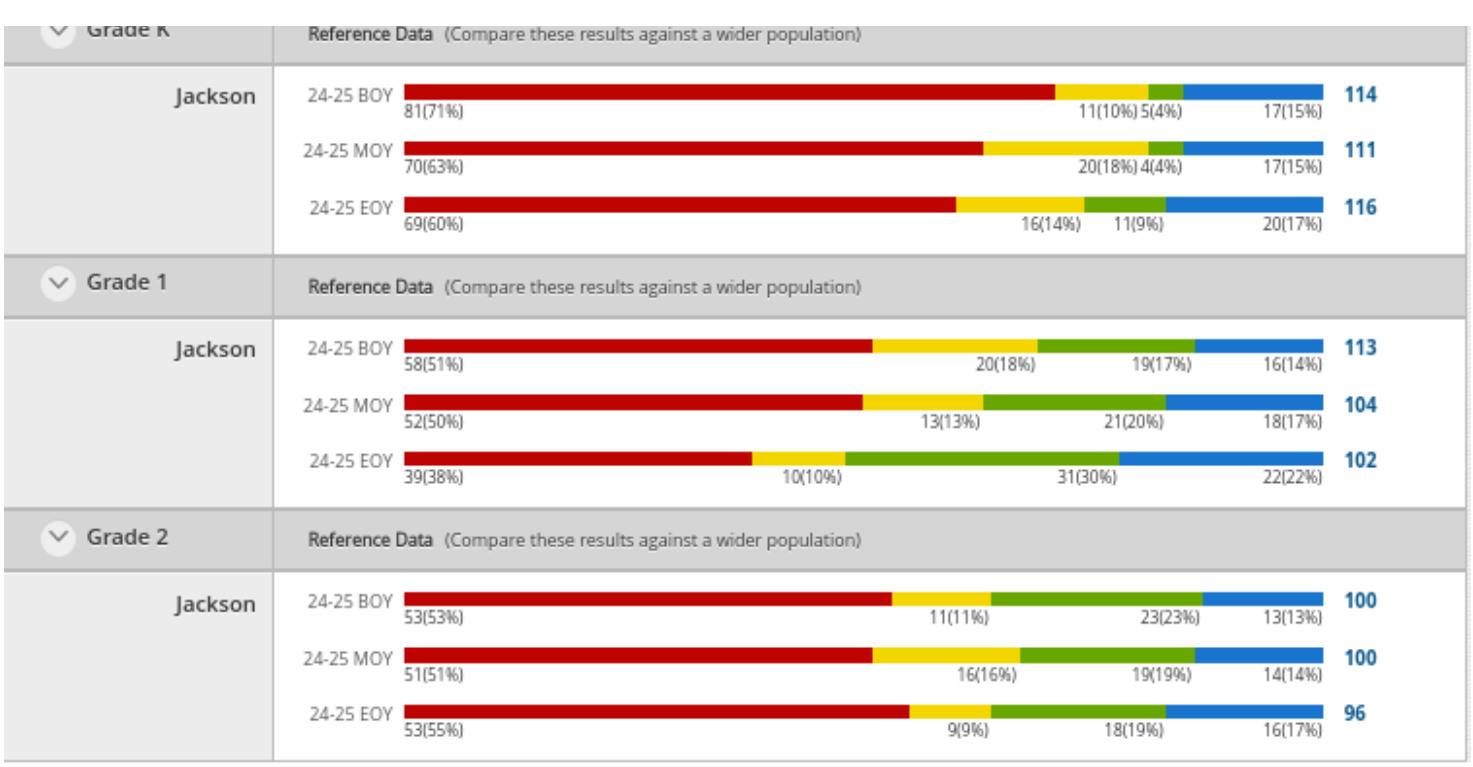
STAAR Spring 2025 Results (English)

3rd Math:	DNM	APP	ME	MS	Reading:	DNM	APP	ME	MS
4th Math:	DNM	APP	ME	MS	Reading:	DNM	APP	ME	MS
5th Math:	DNM	APP	ME	MS	Reading:	DNM	APP	ME	MS
5th Science:	DNM	APP	ME	MS					

STAAR Spring 2025 Results (Spanish)

3rd Math:	DNM	APP	ME	MS	Reading:	DNM	APP	ME	MS
4th Math:	DNM	APP	ME	MS	Reading:	DNM	APP	ME	MS
5th Math:	DNM	APP	ME	MS	Reading:	DNM	APP	ME	MS
5th Science:	DNM	APP	ME	MS					





	Well Below Benchmark				Below Benchmark				At Benchmark				Above Benchmark			
Kinder English DIBELS MOY	81%	18%	1%	0%	42%	29%	29%	0%	0%	75%	0%	25%	0%	7%	7%	86%
1st English DIBELS MOY	91%	9%	0%	0%	20%	30%	45%	5%	12%	18%	58%	12%	0%	0%	14%	86%
2nd English DIBELS MOY	87%	13%	0%	0%	30%	40%	30%	0%	5%	30%	55%	10%	0%	0%	17%	83%
Kinder Spanish Lectura MOY	33%	13%	54%	0%	19%	31%	44%	6%	21%	7%	28%	44%	0%	0%	17%	83%
1st Spanish Lectura MOY	80%	6%	14%	0%	33%	17%	50%	0%	0%	0%	56%	44%	0%	0%	15%	85%
2nd Spanish Lectura MOY	77%	23%	0%	0%	20%	60%	20%	0%	0%	6%	94%	0%	0%	0%	27%	73%

Strengths

Overall, Jackson demonstrated improvement in Domains 2 and 3, reflecting notable academic growth across our campus. Closing the achievement gap remains a strength for Jackson, as many students entering the school have limited prior educational experience and may face inconsistent access to educational opportunities due to family dynamics or other factors that can affect the consistency and quality of experiences compared to neighboring campuses.

The Jackson Jaguars have demonstrated consistent growth over time, as evidenced by district and state assessments, particularly in the lower grades (Pre-Kindergarten through 2nd grade).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.
2	In 2026, only 37% of 3rd-5th grade students achieved "Meets Grade Level" in Mathematics, falling 3 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.

★ = Priority

School Processes & Programs

Summary

2026-2027

To drive overall school success, this plan focuses on three strategic pillars:

- Our campus has established strong instructional systems that support student learning through evidence-based curriculum, small-group instruction, targeted interventions and collaborative planning. Teachers consistently identified content and language objectives
- Culture & Retention: Build a stable campus climate and retain institutional knowledge through structured leadership debriefs, opportunities for staff reflections, and mentorship programs.
- Instructional Rigor: Maximize active learning time and targeted growth by protecting PLC collaboration time and establishing daily "WIN" (What I Need) flex blocks.
- Whole-Child Support: Foster balanced student growth and reduce classroom disruptions by integrating academic and social-emotional learning (SEL) into a unified MTSS workflow.

2025-2026

Jackson utilized a comprehensive support approach, overseeing schedules that were monitored and adjusted in accordance with student and teacher needs. Instructors consistently attended planning sessions and engaged intentionally in discussions to collaboratively determine strategies for addressing student needs. Additionally, regular observations and participation in both administrative and academic support classroom activities facilitated opportunities for addressing misconceptions, analyzing student progress through district unit assessments, and monitoring overall growth using tools such as MAP, DIBELS, mClass, and AMC.

Professional development was designed to emphasize intervention strategies and data analysis, which were regularly employed to monitor student progress and evaluate teachers' instructional methods.

Strengths

Over the past year, the consistent implementation of the grade-level dashboards has facilitated reliable tracking and progress monitoring of student growth across various academic areas. This has fostered opportunities for collaboration, real-time feedback, and data-driven planning to effectively support student development. Additionally, the utilization of the Academic Support Team within grade levels to deliver targeted tiered interventions and provide feedback to classroom teachers and students has been instrumental in focusing on specific skills and TEKS, contributing to the successful closing of learning gaps.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.
2 ★	Campus staffing data from the past 5 school years reflects staff turnover that has affected continuity in the implementation of instructional programs, campus initiatives, and established practices.	Retention of staff

★ = Priority

Perceptions

Summary

2026-2027

- Students perceive the school environment as safe and well-organized. However, they feel that their successes are not sufficiently recognized.
- Staff members share similar views regarding school safety, express confidence in the systems for providing feedback, and feel valued and connected to the school community.
- Parent engagement continues to be the same families who participate in engagement events.
- Despite an increase in positive behavior referrals and the implementation of PBIS initiatives, student withdrawal rates from Jackson remain a concern. Families are withdrawing their students to attend other PISD or charter/private schools, due to student behavior and the new state voucher program. Teacher retention remains a challenge due to similar reasons.

The HRS surveys provided to students, families, and staff revealed several common themes. A history of high turnover and negative perceptions within the campus and community contributed to an environment where division was felt, and not all stakeholders felt valued or heard. This impacted trust, accountability, and ultimately, the shared goal of student success.

Perceptions
1. Safety & Procedures
2. Consistent Accountability
3. Teachers are not capable-- students can get a better education elsewhere
4. Families/Community not having a voice

Strengths

Despite these challenges, Jackson has demonstrated resilience. While the campus has faced difficulty in maintaining certified teachers and creating a fully cohesive teaching and learning environment, progress has been evident. Small wins have been celebrated, staff efforts have been recognized, and feedback has been used to guide both personal and campus-wide growth. These steps reflect a strong intent to build trust, strengthen collaboration, and create the conditions where students and staff alike can thrive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	A 74% rating, leading to inconsistencies in applying PBIS strategies that promote a sense of belonging among students, staff, and the community.	This hindered the consistency of follow-through by addressing behaviors, accountability, safety, and procedures, ultimately affecting the learning environment and students' opportunities for academic growth.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.
2 ★	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.
3 ★	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.
4 ★	Campus staffing data from the past 5 school years reflects staff turnover that has affected continuity in the implementation of instructional programs, campus initiatives, and established practices.	Retention of staff

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Priorities

Priority 1

Strategic Plan Objective 1.2- Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Goal 1

By the end of the 2026-2027 school year, 85% of Kindergarten through Grade 5 students will demonstrate at least 120% growth on the Reading MAP assessment, and 40% of students in Grades 3-5 will achieve the Meets or Masters performance level on the STAAR Reading assessment.

Performance Target: Hispanic, EB Learners, Economically Disadvantaged, and Continuously Enrolled

Expected Result: Student subgroup performance (Hispanic & EB Learners) improves on STAAR Domain 3: Closing the Gaps indicators.

Strategy 1

Implement HB 1416 accelerated instruction by using MAP, STAAR, and formative assessment data to identify students, provide targeted support, and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, Unit Assessments, District Assessments, Team planning agendas, grade level data dashboards

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Teachers will engage in Professional Learning Communities (PLCs) to collaboratively plan lessons, analyze student work, and adjust instruction to meet student needs. Implementation and effectiveness will be monitored through walkthrough feedback, unit and district assessments, team planning agendas, grade-level data dashboards, and collaborative team meeting agendas.

Staff Responsible for Monitoring: Walkthrough feedback, Unit Assessments, District Assessments, Team planning agendas, grade level data dashboards, Collaborative Team Agendas

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teams will use a consistent PLC protocol to identify learning gaps, develop targeted instructional responses, and monitor student progress. ards, team planning agendas, and collaborative team meeting agendas.	Instructional Coaches, Admin	September-May	

Problem Statements: School Processes & Programs 2

Formative Reviews

November **February** **June**

Strategy 3

The campus will employ a temporary adult support staff member to provide targeted instructional support to focus on core instruction while ensuring students receive additional, differentiated support aligned to campus academic goals.

Staff Responsible for Monitoring: Admin & Academic Support

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a structured schedule that allows the support staff member to provide targeted instructional assistance during core instruction and intervention blocks.	Admin & Academic Support	February -April	
2	Implement small-group and individual instructional support focused on reinforcing core skills and closing learning gaps.	Classroom Teacher, Admin, & Academic Support	February -April	
3	Evaluate the effectiveness of the temporary support position by analyzing student performance data and instructional outcomes.	Classroom Teacher, Admin, & Academic Support	February -April	

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2

Funding Sources: 211 Title I, Part A, $8,208

Formative Reviews

November	February	June

Strategy 4

Provide teachers with paid Extended Planning to focus on developing small group lesson plans to ensure students reach 85% growth in achievement gaps.

Staff Responsible for Monitoring: Academic Support and Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify learning gaps for students (TEKS) based in grades K-5	Grades K-5 teachers, SpEd, Academic Support, and Admin	October-April	
2	Develop small group lesson plans to target instructional gaps.	Grades K-5teachers , SpEd, Academic Support, and Admin	October-April	
3	Create a schedule and agenda for content based instruction during extended work days	Admin	October-April	

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2

Funding Sources: 211 Title I, Part A, $14,000

Formative Reviews

November	February	June

Strategy 5

Utilize allocated Title I funds and designated Title I staff to provide targeted instructional support, intervention, and resources that address identified student needs and accelerate academic achievement.

Staff Responsible for Monitoring: Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	fund key staff who drive both teacher and student success	Administration	August-May	
2	assigned staff coaching, modeling and implementing PLC process for small group instruction	Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $301,000

Formative Reviews

November **February** **June**

Strategy 6

Utilize the Title I Parent Liaison to strengthen campus-family partnerships by providing families with resources, communication, and support that promote student academic success, attendance, engagement, and access to campus and community resources.

Staff Responsible for Monitoring: Campus Administrators, Title I Parent Liaison

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Parent Liaison will coordinate family engagement opportunities, assist families in navigating available supports, and collaborate with campus staff to address identified family needs.	Title Parent Liaison	September-May	
2	Parent Liaison to provide and coordinate ESL classes and language-support opportunities for families, strengthening their ability to communicate with the school, support student learning at home, and actively engage in their child's education.	Title Parent Liaison	September-May	

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $3,588

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.
2	Campus staffing data from the past 5 school years reflects staff turnover that has affected continuity in the implementation of instructional programs, campus initiatives, and established practices.	Retention of staff

Goal 2

By the end of the 2026-2027 school year, 85% of Kindergarten through Grade 5 students will demonstrate at least 120% growth on the Math MAP assessment, and 40% of students in Grades 3-5 will achieve the Meets or Masters performance level on the STAAR Math assessment.

Performance Target: Hispanic, EB Learners, Economically Disadvantaged, and Continuously Enrolled

Expected Result: Student subgroup performance (Hispanic & EB Learners) improves on STAAR Domain 3: Closing the Gaps indicators.

Strategy 1

Implement HB 1416 accelerated instruction by using MAP, STAAR, and formative assessment data to identify students, provide targeted support, and monitor progress to improve student achievement.

Staff Responsible for Monitoring: MTSS Coordinator, Campus Administrators, Classroom Teachers, Academic Support

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and intervention staff will provide timely, standards-aligned accelerated instruction and monitor student progress through ongoing assessments and data reviews	MTSS Coordinator, Campus Administrators, Classroom Teachers, Academic Support	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November **February** **June**

Strategy 2

Teachers will engage in Professional Learning Communities (PLCs) to collaboratively plan lessons, analyze student work, and adjust instruction to meet student needs. Implementation and effectiveness will be monitored through walkthrough feedback, unit and district assessments, team planning agendas, grade-level data dashboards, and collaborative team meeting agendas.

Staff Responsible for Monitoring: Walkthrough feedback, Unit Assessments, District Assessments, Team planning agendas, grade level data dashboards, Collaborative Team Agendas

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teams will use a consistent PLC protocol to identify learning gaps, develop targeted instructional responses, and monitor student progress. ards, team planning agendas, and collaborative team meeting agendas.	Instructional Coaches, Admin	Septemb er-May	

Problem Statements: School Processes & Programs 2

Formative Reviews

November **February** **June**

Strategy 3

The campus will employ a temporary adult support staff member to provide targeted instructional support to focus on core instruction while ensuring students receive additional, differentiated support aligned to campus academic goals.

Staff Responsible for Monitoring: Admin & Academic Support

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a structured schedule that allows the support staff member to provide targeted instructional assistance during core instruction and intervention blocks.	Admin & Academic Support	February -April	
2	Implement small-group and individual instructional support focused on reinforcing core skills and closing learning gaps.	Classroom Teacher, Admin, & Academic Support	February -April	
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Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2

Funding Sources: 211 Title I, Part A, $8,208

Formative Reviews

November	February	June

Strategy 4

Provide teachers with paid Extended Planning to focus on developing small group lesson plans to ensure students reach 85% growth in achievement gaps.

Staff Responsible for Monitoring: Academic Support and Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify learning gaps for students (TEKS) based in grades K-5	Grades K-5 teachers, SpEd, Academic Support, and Admin	October-April	
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3	Create a schedule and agenda for content based instruction during extended work days	Admin	October-April	

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2

Funding Sources: 211 Title I, Part A, $14,000

Formative Reviews

November	February	June

Strategy 5

Utilize allocated Title I funds and designated Title I staff to provide targeted instructional support, intervention, and resources that address identified student needs and accelerate academic achievement.

Staff Responsible for Monitoring: Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	fund key staff who drive both teacher and student success	Administration	August-May	
2	assigned staff coaching, modeling and implementing PLC process for small group instruction	Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $301,000

Formative Reviews

November **February** **June**

Strategy 6

Utilize the Title I Parent Liaison to strengthen campus-family partnerships by providing families with resources, communication, and support that promote student academic success, attendance, engagement, and access to campus and community resources.

Staff Responsible for Monitoring: Campus Administrators, Title I Parent Liaison

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Parent Liaison will coordinate family engagement opportunities, assist families in navigating available supports, and collaborate with campus staff to address identified family needs.	Title Parent Liaison	September-May	
2	Parent Liaison to provide and coordinate ESL classes and language-support opportunities for families, strengthening their ability to communicate with the school, support student learning at home, and actively engage in their child's education.	Title Parent Liaison	September-May	

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $3,588

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.
2	Campus staffing data from the past 5 school years reflects staff turnover that has affected continuity in the implementation of instructional programs, campus initiatives, and established practices.	Retention of staff

Priority 2 Strategic Plan Objective 4.4- Engage the community through timely, consistent and innovative communication.

Goal 1

By May 2027, Jackson will increase staff implementation of PBIS strategies from 76% to at least 80%, as measured by staff surveys and fidelity checks. This will be achieved through consistent professional development, collaborative planning, and regular monitoring of behavior expectations and accountability systems. Progress will be tracked quarterly, with the goal of improving the sense of belonging among students, staff, and the community, while strengthening safety, consistency, and academic growth opportunities.

Performance Target: We will provide ongoing staff development and teaching to our students built upon the campus Guidelines for Success (GFS) based on the three school wide expectations: respect, responsibility, and readiness to learn and be safe. Professional development includes managing behavior in common areas with school wide policies and responding to misbehavior within an inviting school climate.

Expected Result: Our campus will operate as a unified staff in developing and implementing behavior support procedures that prevent misbehavior and increase student and staff connectedness.

Strategy 1

Provide ongoing professional development sessions for staff focused on PBIS expectations, strategies, and classroom management tools, and conduct monthly fidelity checks through walkthroughs, surveys, and student feedback to monitor implementation progress. Effectiveness will be measured using Review 360 reports, including discipline incidents, teacher-managed interventions, and positive behavior documentation.

Staff Responsible for Monitoring: PBIS Collaborative Team, Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide ongoing, job-embedded professional development and coaching to strengthen staff implementation of PBIS expectations, positive behavior strategies, and effective classroom management tools.	Campus Administrators, PBIS Collaborative Team	August-May	

Problem Statements: School Processes & Programs 2

Formative Reviews

November **February** **June**

Strategy 2

Communicate PBIS expectations to families through newsletters, parent nights, and the school website to promote understanding and reinforce positive student behavior.

Staff Responsible for Monitoring: PBIS Collaborative Team, Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation and effectiveness will be monitored through PBIS newsletters, Review 360 data, and "You've Been Spotted" tracking.	PBIS Collaborative Team, Campus Administrators	August-May	

Problem Statements: School Processes & Programs 1

Formative Reviews

November **February** **June**

Strategy 3

Develop and implement a system for students and staff to recognize peers who positively reinforce PBIS expectations.

Staff Responsible for Monitoring: Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation and effectiveness will be monitored through "You've Been Spotted" tracking, samples of recognition, and Review 360 positive referrals.	Campus Administrators	August-May	

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.
2	Campus staffing data from the past 5 school years reflects staff turnover that has affected continuity in the implementation of instructional programs, campus initiatives, and established practices.	Retention of staff

Goal 2

By May 2027, Jackson will increase student attendance from 92.9% to at least 95%, progressing toward the district goal of 96%.

Performance Target: Jackson will increase student attendance from the current 92.8% to at least 95% by May 2027, with continued progress toward meeting the district's 96% attendance goal.

Expected Result: Improved student attendance rates will lead to stronger academic performance, reduced learning gaps, and increased student engagement. Families will feel more informed and connected to the importance of regular attendance, while staff will be better equipped to support students at risk of chronic absenteeism. Ultimately, Jackson will foster a more supportive and inclusive learning environment that aligns with district and state standards, moving closer to meeting the 96% attendance goal.

Strategy 1

Implement monthly and quarterly incentives--such as certificates, shout-outs, and small rewards--for students and classes demonstrating excellent or improved attendance.

Staff Responsible for Monitoring: Counselors, MTSS, Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation and effectiveness will be monitored through attendance tracking sheets, grade-level recognition (e.g., banner privileges), attendance/absence reports, SSP goals, and weekly campus reports.	Counselors, MTSS, Campus Administrators	August-May	

Problem Statements: School Processes & Programs 1

Formative Reviews

November **February** **June**

Strategy 2

Monitor attendance data weekly to identify at-risk students before chronic absenteeism patterns develop and implement Student Support Plans as needed.

Staff Responsible for Monitoring: Attendance/absent reports, SSP goals, Weekly campus reports

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation and effectiveness will be monitored through attendance/absence reports, SSP goals, and weekly campus reports.	Data Clerk, Counselors, MTSS Coordinator, , Parent Liasion	August-May	

Problem Statements: School Processes & Programs 1

Formative Reviews

November **February** **June**

Strategy 3

Implement campus-wide real-world learning experiences (including guest speakers, project-

based learning, field trips, and community partnerships) to increase student attendance, engagement, and motivation.

Staff Responsible for Monitoring: campus admin, team leaders, Counselors and parent liaison

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify, recruit, and onboard community mentors (businesses, parents, higher education, civic organizations) to support real-world learning through guest speaking, project mentorship, and career connections.	campus admin, team leaders, Counselors and parent liaison	August-May	
2	Plan and host family engagement events that incorporate educational games and instructional resources focused on academic skills and social-emotional learning to increase family attendance and participation.	campus admin, team leaders, Counselors and parent liaison	August-May	

Problem Statements: School Processes & Programs 1

Formative Reviews

November **February** **June**

Strategy 4

Utilize allocated Title I funds and designated Title I staff to provide targeted instructional support, intervention, and resources that address identified student needs and accelerate academic achievement.

Staff Responsible for Monitoring: Campus Administrators, Title I Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	fund key staff who drive both teacher and student success	Administration	August-May	
2	assigned staff coaching, modeling and implementing PLC process for small group instruction	Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $301,000

Formative Reviews

November	February	June

Strategy 5

Utilize the Title I Parent Liaison to strengthen campus-family partnerships by providing families with resources, communication, and support that promote student academic success, attendance, engagement, and access to campus and community resources.

Staff Responsible for Monitoring: Campus Administrators, Title I Parent Liaison

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Parent Liaison will coordinate family engagement opportunities, assist families in navigating available supports, and collaborate with campus staff to address identified family needs.	Title Parent Liaison	September-May	
2	Parent Liaison to provide and coordinate ESL classes and language-support opportunities for families, strengthening their ability to communicate with the school, support student learning at home, and actively engage in their child's education.	Title Parent Liaison	September-May	

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $3,588

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.

Priority 3

2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade systems).

Goal 1

We will help every student grow as a learner by tracking progress, setting goals, and providing the support needed to stay on the path to college and career success.

Performance Target: Hispanic, EB Learners, Economically Disadvantaged, and Continuously Enrolled

Expected Result: Student subgroup performance (Hispanic & EB Learners) improves on STAAR Domain 3: Closing the Gaps indicators.

Strategy 1

Teachers will provide students with rubrics and exemplars for them to evaluate their own work, set goals, and evaluate their progress toward those goals.

Staff Responsible for Monitoring: Academic Support, Classroom Teachers, Title I Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement consistent use of student-friendly rubrics and exemplars across classrooms to support students in evaluating their own work, setting meaningful academic goals, and monitoring progress toward mastery.	Academic Support, Classroom Teachers, Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November **February** **June**

Strategy 2

Teachers will utilize formal and informal assessments in class to evaluate student understanding and inform instruction.

Staff Responsible for Monitoring: Classroom Teachers, Academic Support, Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will analyze assessment results to provide timely reteaching, enrichment, and targeted support based on student needs.	Classroom Teachers, Academic Support, Campus Administrators	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November **February** **June**

Strategy 3

Utilize allocated Title I funds and designated Title I staff to provide targeted instructional support, intervention, and resources that address identified student needs and accelerate academic achievement.

Staff Responsible for Monitoring: Campus Administrators, Title I Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	fund key staff who drive both teacher and student success	Administration	August-May	
2	assigned staff coaching, modeling and implementing PLC process for small group instruction	Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $301,000

Formative Reviews

November **February** **June**

Strategy 4

Utilize the Title I Parent Liaison to strengthen campus-family partnerships by providing families with resources, communication, and support that promote student academic success, attendance, engagement, and access to campus and community resources.

Staff Responsible for Monitoring: Campus Administrators, Title I Parent Liaison

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Parent Liaison will coordinate family engagement opportunities, assist families in navigating available supports, and collaborate with campus staff to address identified family needs.	Title Parent Liaison	September-May	
2	Parent Liaison to provide and coordinate ESL classes and language-support opportunities for families, strengthening their ability to communicate with the school, support student learning at home, and actively engage in their child's education.	Title Parent Liaison	September-May	

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $3,588

Formative Reviews

November **February** **June**

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	92.9% of our students were present on campus in comparison to the 96% district attendance goal.	Fostering a supportive and inclusive learning environment that ensures students and families feel comfortable and informed, while emphasizing the importance of regular attendance and its impact on student academic success in alignment with campus, district, and state standards.

Goal 2

By the end of the 2026-2027 school year, 85% of Kindergarten through Grade 5 students will demonstrate at least 120% growth on the Reading MAP assessment, and 40% of students in Grades 3-5 will achieve the Meets or Masters performance level on the STAAR Reading assessment.

Performance Target: Hispanic , EB Learners, Economic Disadvantage, and Continuously enrolled

Expected Result: Student subgroup performance (Hispanic & EB Learners) improves on STAAR Domain 3: Closing the Gaps indicators.

Strategy 1

Teachers will engage in Professional Learning Communities (PLCs) to collaboratively plan lessons, analyze student work, and adjust instruction to meet student needs.

Staff Responsible for Monitoring: Classroom Teachers, Academic Support, Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation and effectiveness will be monitored through walk through feedback, unit and district assessments, team planning agendas, grade-level data dashboards, and collaborative team meeting agendas.	Classroom Teachers, Academic Support, Campus Administrators	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November **February** **June**

Strategy 2

The campus will employ a temporary adult support staff member to provide targeted instructional support to focus on core instruction while ensuring students receive additional, differentiated support aligned to campus academic goals.

Staff Responsible for Monitoring: Admin & Academic Support

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a structured schedule that allows the support staff member to provide targeted instructional assistance during core instruction and intervention blocks.	Admin & Academic Support	October-April	
2	Implement small-group and individual instructional support focused on reinforcing core skills and closing learning gaps.	Classroom Teacher, Admin, & Academic Support	October-April	
3	Evaluate the effectiveness of the temporary support position by analyzing student performance data and instructional outcomes.	Classroom Teacher, Admin, & Academic Support	October-April	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $8,208

Formative Reviews

November **February** **June**

Strategy 3

Utilize allocated Title I funds and designated Title I staff to provide targeted instructional support, intervention, and resources that address identified student needs and accelerate academic achievement.

Staff Responsible for Monitoring: Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	fund key staff who drive both teacher and student success	Administration	August-May	
2	assigned staff coaching, modeling and implementing PLC process for small group instruction	Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $301,000

Formative Reviews

November **February** **June**

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.

Goal 3

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Performance Target: Hispanic , EB Learners, Economic Disadvantage, and Continuously enrolled

Expected Result: Student subgroup performance ((Hispanic & EB Learners) improves on STAAR Domain 3: Closing the Gaps indicators.

Strategy 1

Teachers will engage in Professional Learning Communities (PLCs) to collaboratively plan lessons, analyze student work, and adjust instruction to meet student needs.

Staff Responsible for Monitoring: Classroom Teachers, Academic Support, Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation and effectiveness will be monitored through walkthrough feedback, unit and district assessments, team planning agendas, grade-level data dashboards, and collaborative team meeting agendas.	Classroom Teachers, Academic Support, Campus Administrators	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November **February** **June**

Strategy 2

The campus will employ a temporary adult support staff member to provide targeted instructional support to focus on core instruction while ensuring students receive additional, differentiated support aligned to campus academic goals.

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Actions for Implementation

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1	Develop a structured schedule that allows the support staff member to provide targeted instructional assistance during core instruction and intervention blocks.	Admin & Academic Support	October-April	
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3	Evaluate the effectiveness of the temporary support position by analyzing student performance data and instructional outcomes.	Classroom Teacher, Admin, & Academic Support	October-April	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $8,208

Formative Reviews

November **February** **June**

Strategy 3

Utilize allocated Title I funds and designated Title I staff to provide targeted instructional support, intervention, and resources that address identified student needs and accelerate academic achievement.

Staff Responsible for Monitoring: Campus Administrators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	fund key staff who drive both teacher and student success	Administration	August-May	
2	assigned staff coaching, modeling and implementing PLC process for small group instruction	Title I Staff	August-May	

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 211 Title I, Part A, $301,000

Formative Reviews

November **February** **June**

Goal 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on EOY MAP data, the EB sub population of Jackson encompasses 71% in which 59% of our EB learners in Math and 83% in reading are not on track for college and career readiness.	Limited growth on TELPAS composite, where 55% of our students are performing at beginners level.

Goal 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, only 34% of 3rd-5th grade students achieved "Meets Grade Level" in Reading, falling 6 percentage points short of the 40% campus goal.	Campus instructional observations and student performance data from the 2025-2026 school year indicates inconsistent implementation of high-quality Tier 1 instruction, resulting in variation in instructional rigor and student learning experiences across classrooms.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Priority Statements

EOY 2025 CNA

CNA Analysis Feedback

PHASE 2: IDENTIFY HOTSPOTS BY GRADE LEVEL

Campus	Exceeding Expectations NWEA: CGP: 56 or higher	Maintaining Performance NWEA: CGP: 48-55	Needs Assistance NWEA: CGP: 47 or lower
Jackson SCHOOL READING	Kinder-- 69% 4th-56% 5th--64%		1st--41% 2nd--38% 3rd--45%
Jackson SCHOOL READING Spanish	2nd 57 3rd 78 4th 56 5th 79	1st 50%	Kinder-44%
Jackson SCHOOL MATH	Kinder-- 60% 1st--63% 2nd--70% 3rd--68% 5th--65%	4th--50%	5th--incoming 5th are @ 47% (achievement)

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$8,208.00
1	1	4		--	$14,000.00
1	1	5		--	$301,000.00
1	1	6		--	$3,588.00
1	2	3		--	$8,208.00
1	2	4		--	$14,000.00
1	2	5		--	$301,000.00
1	2	6		--	$3,588.00
2	2	4		--	$301,000.00
2	2	5		--	$3,588.00
3	1	3		--	$301,000.00
3	1	4		--	$3,588.00
3	2	2		--	$8,208.00
3	2	3		--	$301,000.00
3	3	2		--	$8,208.00
3	3	3		--	$301,000.00
				Sub-Total	$1,881,184.00
				Budgeted Fund Source Amount	$27,225.00
				+/- Difference	**-$1,853,959.00**