

JACKSON SCH

177 E Jackson St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

At Jackson K-8 our goal is to develop members of a community who think critically and challenge an ever-changing world. WE WILL * Create a culture focused on equity and high expectations for ALL * Display behaviors consistent with our belief in fostering shared responsibility and emotional safety * Meet the needs of our students through an accelerated mindset and empower ALL students to achieve their personal best * Engage and partner with ALL members of our community.

STEERING COMMITTEE

Name	Position	Building/Group
Deanna E Bowman	Principal	Administrator
Ella Alsentzer	Teacher	3/4
Bobby Beady	Other	Plant Manager
Alexa Croasmun	Teacher	1/2
Leslie Harrison	Other	Office Manager
Frank Lenno	Teacher	Special Ed
Beth McCorkel	Teacher	7/8
Adrienne Nelson	Other	Social Worker
Bambi Tatafasa	Other	Nurse
Dr. LeTrecia Gloster	Assistant Superintendent	Central Administration
Tina Highsmith	Teacher	EL
Jessica Collier	Community Member	CIS
Jared Miller	Teacher	5/6

Name	Position	Building/Group
Irma Rodriguez	Parent	Parent
Yvette Torres	Community Member	Bi-Lingual Office Aide
Dr. Maurice Jones	Principal	Administration

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Essential Practice #2 - Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based Essential Practice #3 - Use a variety of assessments to monitor student learning and adjust programs and instructional practices. Essential Practice #4 - Identify and address individual student learning needs.	Mathematics
Essential Practice #11 - Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Regular Attendance School climate and culture
Essential Practice #2 - Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based Essential Practice #3 - Use a variety of assessments to monitor student learning and adjust programs and instructional practices. Essential Practice #4 - Identify and address individual student learning needs.	English Language Arts
	Essential Practices 2: Empower Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy

Meaningful Learning Tasks

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Proficiency	The All Student category's proficiency level percentage on the ELA PSSA during the 2022-2023 school year will increase by at least 9.3% to 25.9%. (Return to 19-20 Proficiency Level.)
Math Proficiency	The All Student category's proficiency level percentage on the Math PSSA during the 2022-2023 school year will increase by at least 9.5% to 11.7%. (Return to 19-20 Proficiency Level.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review evidence of individualized learning tasks for ELA/Math - Acadience, IXL, Common Assessments, Common Interim Assessments	2022-08-18 - 2023-06-02	Administration	Data reports, online platform access Materials/Resources/Supports needed to support the goals in this school improvement plan will be purchased with Title I funds. Title I funds will be spent on the following resources aligned with ELA achievement goal to improve student performance through small group instruction: Leveled classroom libraries; Replacement Foundations materials; Differentiated literacy centers; Word building stacking tiles; Phonemic awareness learning centers; Phonics learning centers, Magnetic letters; Magnetic write and whiteboards; Vocabulary activity centers; Prefixes and suffixes learning centers; Interventionists; Additional classroom teachers Title I funds will be spent on the following resources aligned to Math achievement goal to improve student performance through small group instruction: Foam algebra tiles; Tactile number match up; Numbers to 100 match up; Jumbo 10-

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish small groups for differentiated instruction	2022-08-18 - 2023-06-02	Teachers	frame magnets; 10-frame class sets; Hands-on fraction bars; Build and learn Geometry kits; Math dry erase kits, Early math instant learning stations; Grab and play math games; Math folder games; Interventionists; Additional classroom teachers

Anticipated Outcome

Increase ELA/Math proficiency

Monitoring/Evaluation

Weekly PLC meetings, monthly grade level/department meetings, quarterly assessments

Evidence-based Strategy

School Climate and Culture

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	The % of enrolled students identified as chronic absentees will drop below ??? as identified by 2021-2022 absenteeism data.
PRIDE Points	Instructional staff will issue a total of 425,000 or more LiveSchool during the school year (approximately 106,000 points per marking period). (Data point is determined by multiplying the number of enrolled students by the expectation that each student receives 5 LiveSchool points per day and then multiplying by 180 days in the year or 45 days per marking period and adjusting for 90% of staff who issue LiveSchool points.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Support students, parents, and families in becoming active participants in their learner's education by: 1. Increasing positive parent communication 2. Distributing the SAS/SSS Survey Data or building-created survey - analyze and evaluate feedback 3. Planning, promoting, and involving parents in school-wide events - parents/guardians on the PBIS/CLT team</p>	2022-08-18 - 2023-06-02	All staff	<p>PBIS-related materials and training. Materials/Resources/Supports needed to support the goals in this school improvement plan will be purchased with Title I funds. Title I funds will be spent on the following resources aligned to our PBIS/Culture and Climate Goal: Professional development book studies on resilience and professional development on youth mental health and restorative practices; Live School</p>
<p>Engage students in taking ownership of their learning and becoming productive citizens in our school community by: 1. Building relationships with students through classroom meetings and Positive</p>	2022-08-18 - 2023-06-02	All staff	<p>Positive Action lessons, classroom meeting, PBIS points Materials/Resources/Supports needed to support the goals in this school improvement plan will be purchased with Title I</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Action lessons 2. Addressing social and emotional needs of students through check-ins, intentional teaching of SEL skills, and fidelity of PBIS implementation			funds. Title I funds will be spent on the following resources aligned to our PBIS/Culture and Climate Goal: Professional development book studies on resilience and professional development on youth mental health and restorative practices. Additional funds will be spent on materials needed for the implementation of PBIS/PRIDE points.

Anticipated Outcome

A positive school environment through the demonstration of each of the following evidence-based climate standards: 1. A shared vision and planning for promoting, enhancing and sustaining a positive school climate 2. A comprehensive system to address barriers to learning and teaching and to reengage students who have become disengaged 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students.

Monitoring/Evaluation

Quarterly SIP Milestone meetings, Leadership meetings



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The All Student category's proficiency level percentage on the ELA PSSA during the 2022-2023 school year will increase by at least 9.3% to 25.9%. (Return to 19-20 Proficiency Level.) (ELA Proficiency)	Meaningful Learning Tasks	Establish small groups for differentiated instruction	08/18/2022 - 06/02/2023
The All Student category's proficiency level percentage on the Math PSSA during the 2022-2023 school year will increase by at least 9.5% to 11.7%. (Return to 19-20 Proficiency Level.) (Math Proficiency)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The % of enrolled students identified as chronic absentees will drop below ??? as identified by 2021-2022 absenteeism data. (Attendance)</p> <p>Instructional staff will issue a total of 425,000 or more LiveSchool during the school year (approximately 106,000 points per marking period). (Data point is determined by multiplying the number of enrolled students by the expectation that each student receives 5 LiveSchool points per day and then multiplying by 180 days in the year or 45 days per marking period and adjusting for 90% of staff who issue LiveSchool points.) (PRIDE Points)</p>	<p>School Climate and Culture</p>	<p>Support students, parents, and families in becoming active participants in their learner's education by:</p> <ol style="list-style-type: none"> 1. Increasing positive parent communication 2. Distributing the SAS/SSS Survey Data or building-created survey - analyze and evaluate feedback 3. Planning, promoting, and involving parents in school-wide events - parents/guardians 	<p>08/18/2022 - 06/02/2023</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

on the PBIS/CLT
team

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The % of enrolled students identified as chronic absentees will drop below ??? as identified by 2021-2022 absenteeism data. (Attendance)</p>	<p>School Climate and Culture</p>	<p>Engage students in taking ownership of their learning and becoming productive citizens in our school community by: 1. Building relationships with students through classroom meetings and Positive Action lessons 2. Addressing social and emotional needs of students through check-ins, intentional teaching of SEL skills, and fidelity</p>	<p>08/18/2022 - 06/02/2023</p>
<p>Instructional staff will issue a total of 425,000 or more LiveSchool during the school year (approximately 106,000 points per marking period). (Data point is determined by multiplying the number of enrolled students by the expectation that each student receives 5 LiveSchool points per day and then multiplying by 180 days in the year or 45 days per marking period and adjusting for 90% of staff who issue LiveSchool points.) (PRIDE Points)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

of PBIS
implementation

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Deanna E Bowman

2022-07-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The All Student Group exceeded the PVAAS Growth Standard. (FRPAI)

Grade 8 had dark blue growth during the 2020-2021 school year, while Grades 5-7 had green growth.

The All Student Group shows evidence that it did meet the growth goal in Math. (FRPAI)

Grades 5-8 maintained or exceeded their growth from the previous testing year (PVAAS Launchpad)

The All Student Group exceeded the PVAAS Growth Standard. (FRPAI)

The All Student Group had 98.9% of its students complete the required pieces of evidence as outlined by ESSA in grades 3-5 & grades 6-8.

The Black, English Learner and Students with Disabilities subgroups had 100% of their students complete the required pieces of evidence as outlined by ESSA in grades 3-5 & grades 6-8.

Challenges

The All Student Group had 16.6% of its students reach the PRO/ADV categories in ELA. (FRPAI)

While 8th grade maintained green growth, there was no decrease in the achievement gap

The All Student Group did not meet its 2021 ESSA target for the number of students reaching the PRO/ADV categories in Math. (FRPAI)

The All Student Group did not meet its 2021 ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI)

Identify student needs to complete the required pieces of evidence as outlined by ESSA in grades 3-5 & grades 6-8

Allocate time to address identified needs to complete the required pieces of evidence as outlined by ESSA in grades 3-5 & grades 6-8

All subgroups scored less than 10% P/A in Math on the FRPAI (Profile 4).

Strengths

The Black, Hispanic, Multi-racial, and Economically Disadvantaged subgroups scored above 10% P/A in ELA on the FRPAI.

Align curricular materials and lesson plans to the PA Standards

Implement an evidence-based system of schoolwide positive behavior interventions and supports

FRPAI - ELA Growth

FRPAI - Math Growth

Challenges

The English Learner and Students with Disabilities scored less than 10% P/A in ELA on the FRPAI (Profile 4).

Identify and address individual student learning needs

Provide frequent, timely, and systematic feedback and support on instructional practices.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

FRPAI - ELA Achievement

FRPAI - Math Achievement

FRPAI - Regular Attendance

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
FRPAI - Math Achievement		
The All Student Group did not meet its 2021 ESSA target for the number of students reaching the PRO/ADV categories in Math. (FRPAI)		
Identify and address individual student learning needs	Engage students in meaningful, purposeful, and authentic learning tasks	
Provide frequent, timely, and systematic feedback and support on instructional practices.	Engage staff in identifying and planning instruction that meets individual student needs	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	Attendance, parent engagement, staff culture	
The All Student Group had 16.6% of its students reach the PRO/ADV categories in ELA. (FRPAI)		
All subgroups scored less than 10% P/A in Math on the FRPAI (Profile 4).		
The All Student Group did not meet its 2021 ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI)		

ADDENDUM B: ACTION PLAN

Action Plan: Meaningful Learning Tasks

Action Steps	Anticipated Start/Completion Date
Review evidence of individualized learning tasks for ELA/Math - Acadience, IXL, Common Assessments, Common Interim Assessments	08/18/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Weekly PLC meetings, monthly grade level/department meetings, quarterly assessments	Increase ELA/Math proficiency
Material/Resources/Supports Needed	PD Step
Data reports, online platform access Materials/Resources/Supports needed to support the goals in this school improvement plan will be purchased with Title I funds. Title I funds will be spent on the following resources aligned with ELA achievement goal to improve student performance through small group instruction: Leveled classroom libraries; Replacement Foundations materials; Differentiated literacy centers; Word building stacking tiles; Phonemic awareness learning centers; Phonics learning centers, Magnetic letters; Magnetic write and whiteboards; Vocabulary activity centers; Prefixes and suffixes learning centers; Interventionists; Additional classroom teachers Title I funds will be spent on the following resources aligned to Math achievement goal to improve student performance through small group instruction: Foam algebra tiles; Tactile number match up; Numbers to 100 match up; Jumbo 10-frame magnets; 10-frame class sets; Hands-on fraction bars; Build and learn Geometry kits; Math dry erase kits, Early math instant learning stations; Grab and play math games; Math folder games; Interventionists; Additional classroom teachers	no

Action Steps

Anticipated Start/Completion Date

Establish small groups for differentiated instruction

08/18/2022 - 06/02/2023

Monitoring/Evaluation

Anticipated Output

Weekly PLC meetings, monthly grade level/department meetings, quarterly assessments

Increase ELA/Math proficiency

Material/Resources/Supports Needed

PD Step

Professional Development on small grouping and delivery of small group instruction.

yes

Action Plan: School Climate and Culture

Action Steps	Anticipated Start/Completion Date
<p>Support students, parents, and families in becoming active participants in their learner's education by: 1. Increasing positive parent communication 2. Distributing the SAS/SSS Survey Data or building-created survey - analyze and evaluate feedback 3. Planning, promoting, and involving parents in school-wide events - parents/guardians on the PBIS/CLT team</p>	<p>08/18/2022 - 06/02/2023</p>
Monitoring/Evaluation	Anticipated Output
<p>Quarterly SIP Milestone meetings, Leadership meetings</p>	<p>A positive school environment through the demonstration of each of the following evidence-based climate standards: 1. A shared vision and planning for promoting, enhancing and sustaining a positive school climate 2. A comprehensive system to address barriers to learning and teaching and to reengage students who have become disengaged 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students.</p>
Material/Resources/Supports Needed	PD Step
<p>PBIS-related materials and training. Materials/Resources/Supports needed to support the goals in this school improvement plan will be purchased with Title I funds. Title I funds will be spent on the following resources aligned to our PBIS/Culture and Climate Goal: Professional development book studies on resilience and professional development on youth mental health and restorative practices; Live School</p>	<p>yes</p>



Action Steps	Anticipated Start/Completion Date
Engage students in taking ownership of their learning and becoming productive citizens in our school community by: 1. Building relationships with students through classroom meetings and Positive Action lessons 2. Addressing social and emotional needs of students through check-ins, intentional teaching of SEL skills, and fidelity of PBIS implementation	08/18/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Quarterly SIP Milestone meetings, Leadership meetings	A positive school environment through the demonstration of each of the following evidence-based climate standards: 1. A shared vision and planning for promoting, enhancing and sustaining a positive school climate 2. A comprehensive system to address barriers to learning and teaching and to reengage students who have become disengaged 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
Material/Resources/Supports Needed	PD Step
Positive Action lessons, classroom meeting, PBIS points Materials/Resources/Supports needed to support the goals in this school improvement plan will be purchased with Title I funds. Title I funds will be spent on the following resources aligned to our PBIS/Culture and Climate Goal: Professional development book studies on resilience and professional development on youth mental health and restorative practices. Additional funds will be spent on materials needed for the implementation of PBIS/PRIDE points.	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The All Student category's proficiency level percentage on the ELA PSSA during the 2022-2023 school year will increase by at least 9.3% to 25.9%. (Return to 19-20 Proficiency Level.) (ELA Proficiency)</p> <p>The All Student category's proficiency level percentage on the Math PSSA during the 2022-2023 school year will increase by at least 9.5% to 11.7%. (Return to 19-20 Proficiency Level.) (Math Proficiency)</p>	<p>Meaningful Learning Tasks</p>	<p>Establish small groups for differentiated instruction</p>	<p>08/18/2022 - 06/02/2023</p>
<p>The % of enrolled students identified as chronic absentees will drop below ??? as identified by 2021-2022 absenteeism data. (Attendance)</p> <p>Instructional staff will issue a total of 425,000 or more LiveSchool during the school year (approximately 106,000 points per marking period). (Data point is determined by multiplying the number of enrolled students by the expectation that each student receives 5 LiveSchool points per day and then multiplying by 180 days in the year or 45 days per marking period and adjusting for 90% of staff who issue LiveSchool points.) (PRIDE Points)</p>	<p>School Climate and Culture</p>	<p>Support students, parents, and families in becoming active participants in their learner's education by: 1. Increasing positive parent communication 2. Distributing the SAS/SSS Survey Data or building-created survey -</p>	<p>08/18/2022 - 06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		analyze and evaluate feedback 3. Planning, promoting, and involving parents in school-wide events - parents/guardians on the PBIS/CLT team	
The % of enrolled students identified as chronic absentees will drop below ??? as identified by 2021-2022 absenteeism data. (Attendance)	School Climate and Culture	Engage students in taking ownership of their learning and becoming productive citizens in our school community by: 1. Building relationships with students through classroom meetings and Positive Action lessons 2.	08/18/2022 - 06/02/2023
Instructional staff will issue a total of 425,000 or more LiveSchool during the school year (approximately 106,000 points per marking period). (Data point is determined by multiplying the number of enrolled students by the expectation that each student receives 5 LiveSchool points per day and then multiplying by 180 days in the year or 45 days per marking period and adjusting for 90% of staff who issue LiveSchool points.) (PRIDE Points)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Addressing social and emotional needs of students through check-ins, intentional teaching of SEL skills, and fidelity of PBIS implementation	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Small group/Differentiated Instruction	All teachers	Small group instruction/Differentiation - how and why to group, how to use data to group, planning for and delivering small group instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective use of small group instructional time - walkthroughs. Improved student proficiency in ELA/Math - common assessments.	08/18/2022 - 06/02/2023	LIU Trainers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Youth Mental Health

All staff

Youth Mental Health

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improve school climate and culture as determined through a decrease in ODR and an improvement in the Student/Parent/Staff Satisfaction Survey score.

08/18/2022 - 06/02/2023

LIU trainers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	4 Cultural Leadership Team members	Restorative Practices for Educators - Topics include how to set high expectations while being supportive, how to provide direct feedback and ask questions that foster accountability, the most effective methods to resolve common conflicts, and how to facilitate circles, an essential process for creating a positive learning environment and school culture.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improve school climate and culture as determined through a decrease in ODR and an improvement in the Student/Parent/Staff Satisfaction Survey score.	09/01/2022 - 09/30/2022	International Institute for Restorative Practices (IIRP)

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Resilience	All Staff	Cultivating emotional resilience in educators to transform individuals, organizations and systems.

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on Building and District website Title I Meeting Regularly Communicate to Faculty	School-Wide Plan details - aligned to meeting purpose	Website (Sept) In-person (Sept) Faculty Meetings/PLCs (Weekly/Monthly)	Public Faculty and Staff	8/15/2022- 6/2/2023
