

# Jackson Academy of Music and Math (JAMM)

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
<b>District Name</b>	Morgan Hill Unified	<b>School Name</b>	Jackson Academy of Music and Math (JAMM)
<b>Phone Number</b>	(408) 201-6023	<b>Street</b>	2700 Fountain Oaks Dr.
<b>Superintendent</b>	Steve Betando	<b>City, State, Zip</b>	Morgan Hill, Ca, 95037-3907
<b>E-mail Address</b>	<a href="mailto:betandos@mhusd.org">betandos@mhusd.org</a>	<b>Phone Number</b>	408-201-6400
<b>Web Site</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>	<b>Principal</b>	Patrick Buchser, Principal
		<b>E-mail Address</b>	<a href="mailto:buchserp@mhusd.org">buchserp@mhusd.org</a>
		<b>County-District-School (CDS) Code</b>	43695836098263

*Last updated: 11/28/2017*

## School Description and Mission Statement (School Year 2017-18)

### School Vision:

We believe all students deserve an educational experience that allows them to truly be alive with their learning. We believe students are to be actively engaged in learning, utilize their thinking to solve problems, and to respect each other as individuals.

### Guiding Principles:

- Learning is a collaboration between teachers, students, and parents
- All students deserve a positive, respectful learning environment.
- Teachers utilize multiple forms of student data to guide standards based teaching and learning.
- Student engagement is evident by and directly connected to:
  - o Shared Goals
  - o Purposeful teaching
  - o High expectations
  - o Valuing the learning process
  - o Teacher, student, and parent accountability
  - o Continual staff commitment to research and apply best teaching practices

We want to inspire students to be passionately curious about music from a wide variety of genres and cultures and to learn to use music as an outlet for their emotions and creativity. Math and music are a focus of our instructional day and we are committed in providing students a well rounded experience in musical literacy and musical appreciation through singing , listening, movement, dance, performance, composition, research, theory, instruments, analysis, history, and musical literacy.

We want students to have a true mathematical understanding of number sense and the ability to purposefully make connections to math and real life application. We want to provide students the influence to think mathematically with real world relevancy and provide many strategies for students to make meaning of correct answers rather than just doing math.

Our junior high students are equipped with a chrome book that they use at school and take home. This helps to provide more 21st-century learning skills beyond the school day as well as integrate technology into students lives. Moreover, parent education classes in technology help to focus parent support with purposeful technology use and provide students with meaningful and applicable expectation for technology use.

We are a caring & collaborative learning community that believes all students can learn. Through differentiated instruction, students will attain high levels of achievement as determined by student work samples, local and state assessments. We seek to empower students with thinking skills and knowledge that will lead to their success in school and prepare them for college and career in the 21st century.

We are a school that is enriched by linguistic and cultural diversity. We celebrate this diversity as it enhances our instructional program. Staff continuously seeks to

grow in the implementation of effective instructional strategies to better address the needs of each and every student. The Jackson staff adheres to state board approved, standards-based curriculum and research-based strategies to provide all students with a high quality educational program across all content areas. These best practices include a variety of instructional techniques designed to meet the needs of our diverse population, with a focus on Direct Explicit Instruction, ELD strategies, Music Instruction, and GLAD strategies.

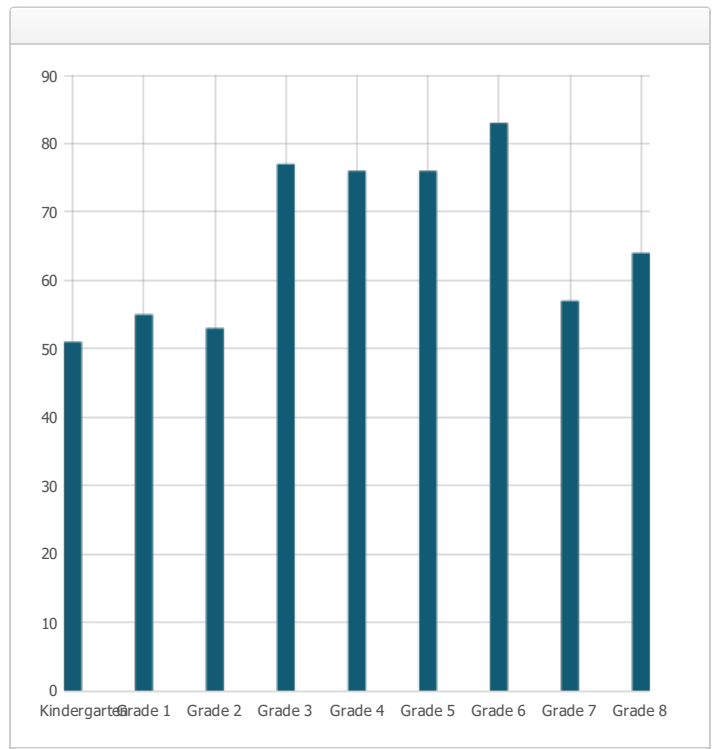
It is important that we develop strong partnerships between home and school to assist each student in achieving to his or her highest ability. Parents are partners in our school and have a voice in the decision-making process through the School Site Council, English Learner Advisory Council (ELAC) and through the Home and School Club. Throughout the year parents collaborate with school staff to review, monitor and revise the school plan.

With staff and parents working together, we continue to strive to accomplish our mission of having have each student celebrated as a unique, successful, and active member of the school.

*Last updated: 1/10/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	51
Grade 1	55
Grade 2	53
Grade 3	77
Grade 4	76
Grade 5	76
Grade 6	83
Grade 7	57
Grade 8	64
<b>Total Enrollment</b>	<b>592</b>



Last updated: 12/18/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.3 %
Asian	5.4 %
Filipino	1.4 %
Hispanic or Latino	48.6 %
Native Hawaiian or Pacific Islander	0.3 %
White	40.2 %
Two or More Races	1.5 %
Other	1.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.6 %
English Learners	12.5 %
Students with Disabilities	10.0 %
Foster Youth	0.0 %

Last updated: 12/18/2017

## A. Conditions of Learning

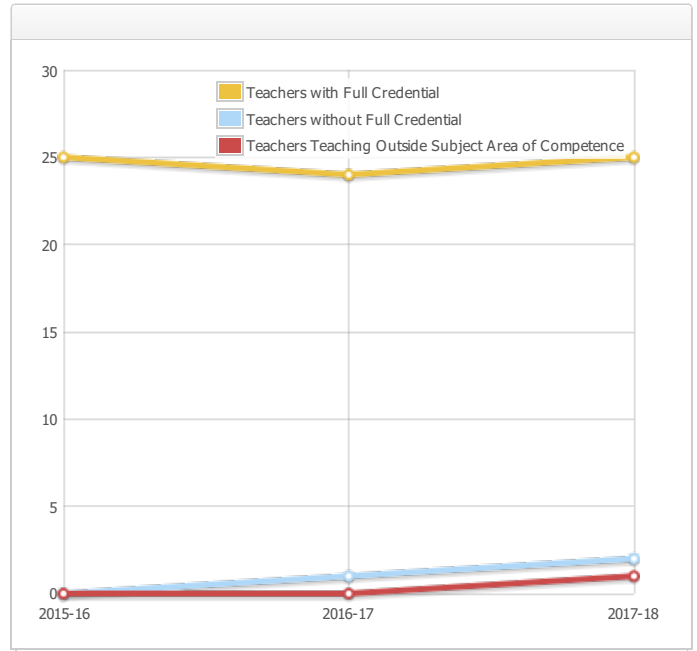
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

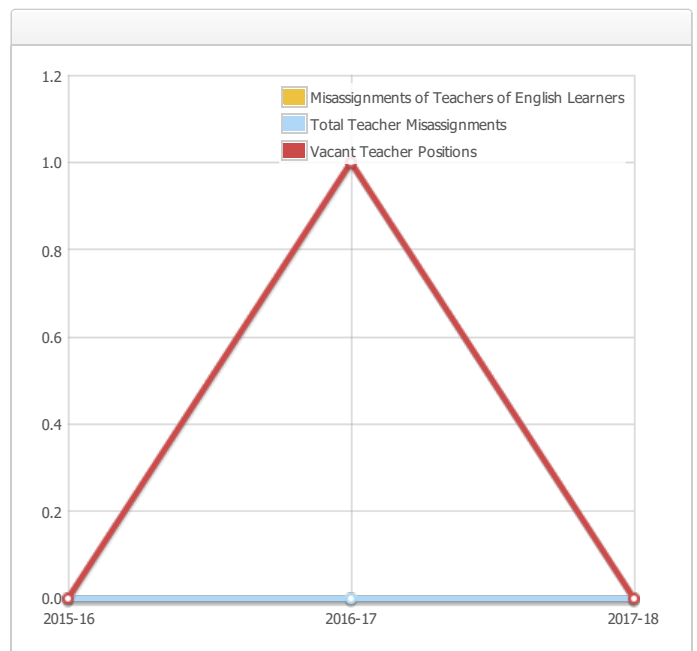
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	24	25	379
Without Full Credential	0	1	2	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	12



Last updated: 12/4/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/4/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Education Wonders Gr K-5 McGraw Hill Education StudySync , Gr 6-8	Yes	0.0 %
Mathematics	Pearson Investigations with Envision supplement Gr K-5 (adopted 2016) College Preparatory Mathematics, Core Connections Courses 1-3, Gr 6-8 (adopted 2015)	Yes	0.0 %
Science	MacMillan-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science series, Gr K-5 Glencoe/McGraw Hill Science Series, Gr 6-8	Yes	0.0 %
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA, Gr K-5 McDougal Littell series, Gr 6-8	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/14/2017

## School Facility Conditions and Planned Improvements

For over 30 years, Jackson Elementary School has served as the neighborhood school for many students. The campus is located in the eastern hills of Morgan Hill, sitting on 9 acres. The campus is made up of a kindergarten building and two classroom buildings, with the library and multipurpose room tucked in the center.

Beginning in August 2012, the school opened its doors as Jackson Music and Math Academy serving grades K-8.

The Maintenance, Grounds and Custodial staff continue to work together to ensure the campus remains in good repair in order to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, the site was re-roofed, all of the HVAC units were replaced and student and staff restrooms were remodeled along with a technology infrastructure upgrade which included campus wide WiFi, new phones and new clock/public address system. Master planning of the campus has begun and will include a new multipurpose room.

Jackson also received 3 new relocatable classrooms in the summer of 2014 to help support their growing campus and the music program. New wrought iron fencing is being installed along the frontage of the campus.

*Last updated: 12/7/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC units installed summer 2014
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms were renovated summer 2014
Safety: Fire Safety, Hazardous Materials	Good	Campuswide fire alarm upgrade summer 2015
Structural: Structural Damage, Roofs	Good	New roofs installed summer 2014
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New ornamental fence being installed summer 2017

## Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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*Last updated: 12/7/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	57%	58%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	48%	50%	43%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/18/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	431	424	98.38%	58.25%
Male	202	198	98.02%	53.03%
Female	229	226	98.69%	62.83%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	22	21	95.45%	71.43%
Filipino	--	--	--	
Hispanic or Latino	215	213	99.07%	43.19%
Native Hawaiian or Pacific Islander	--	--	--	
White	169	165	97.63%	74.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	138	136	98.55%	32.35%
English Learners	84	83	98.81%	30.12%
Students with Disabilities	47	47	100.00%	17.02%
Students Receiving Migrant Education Services	15	14	93.33%	28.57%
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/18/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	424	98.38%	49.53%
Male	202	198	98.02%	48.48%
Female	229	226	98.69%	50.44%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45%	76.19%
Filipino	--	--	--	--
Hispanic or Latino	215	213	99.07%	35.21%
Native Hawaiian or Pacific Islander	--	--	--	--
White	169	165	97.63%	63.64%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	136	98.55%	23.53%
English Learners	84	83	98.81%	24.10%
Students with Disabilities	47	47	100.00%	--
Students Receiving Migrant Education Services	15	14	93.33%	21.43%
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/18/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50.0%	64.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/18/2017*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.7%	21.1%	14.5%
7	29.8%	21.1%	33.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/16/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents and other family members are a vital component of our school program. They are encouraged to participate in our Home and School Club (HSC), School Site Council (SSC), and English Learners Advisory Committee (ELAC). Numerous opportunities to participate are available. Room parents organize parent volunteers to help with special projects in the classroom, and parents volunteer to chaperone study trips off campus. They give many hours of service during the year working on fund-raising activities and help with various other school-sponsored events and projects. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parents are always welcome on the Jackson campus. The contact person for parent involvement is our HSC president, Mrs. Sherry Murry.

### State Priority: Pupil Engagement

*Last updated: 1/10/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

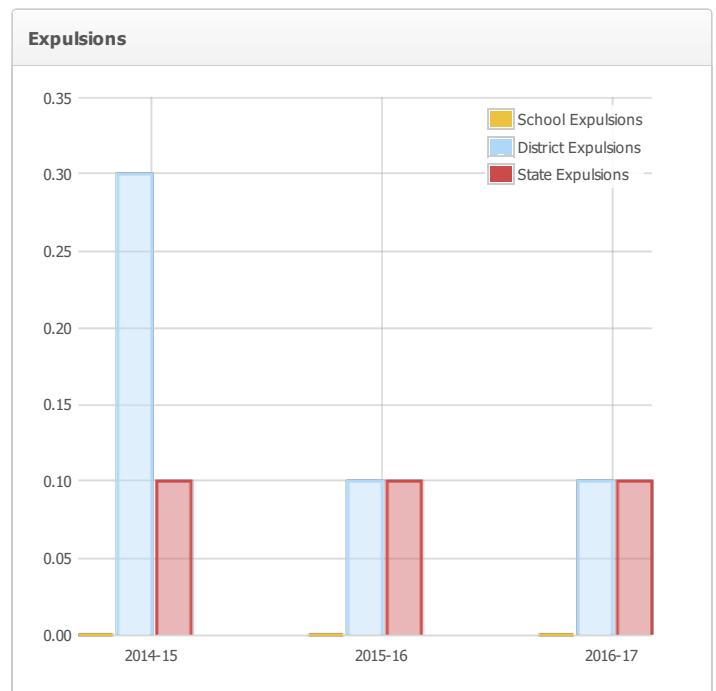
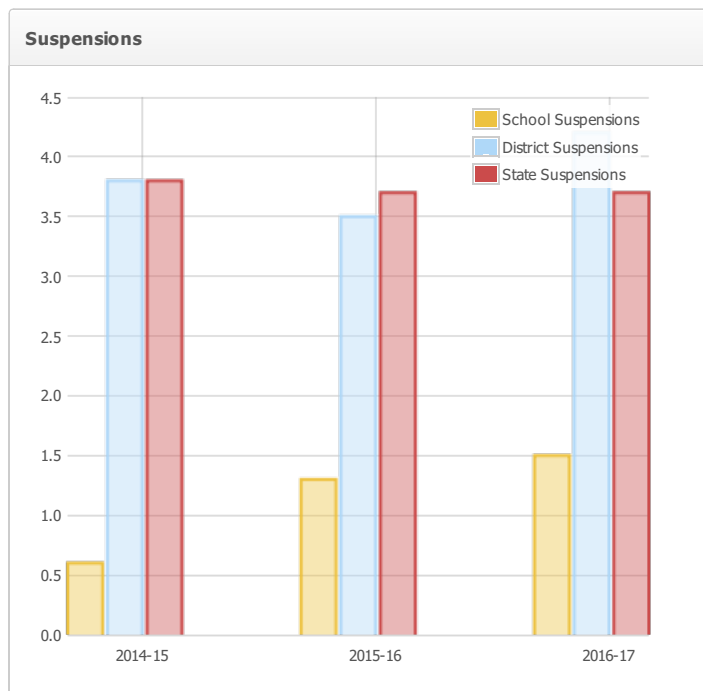
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	1.3%	1.5%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

## School Safety Plan (School Year 2017-18)

School rules are published in our Code of Conduct and are given to students in August as our school year begins. Parents are asked to review these rules with their children and signed acknowledgments of the review are returned to classroom teachers. Assemblies to reiterate the rules are scheduled in the fall and midyear to review the expectation that Jackson School is a safe environment for all. Teachers have classroom rules, consequences, and positive rewards for behavior. All visitors must check in and out at the office upon entering the campus. Providing a safe and orderly environment for student arrivals and dismissal is a primary focus for school staff and student safety patrol. The playground is supervised at recess, lunch periods, and before school only. The custodial staff and district groundskeeper maintain a clean and cared-for campus. School safety plans are reviewed annually and updated as needed. All persons visiting campus must go through the office to ensure they are identified with a visitor badge.

School-level emergency procedures are reviewed annually in early fall. We conduct quarterly earthquake and monthly fire drills on campus. The Home and School Club, in conjunction with administration and school staff, maintains emergency supplies for each classroom. In addition, the Morgan Hill Police Department trains our students and staff on Run, Hide, and Defend procedures.

Last updated: 1/10/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	2	0	26.0	0	2	0	21.0	0	2	1
1	25.0	0	2	0	26.0	0	2	0	26.0	0	2	0
2	28.0	0	3	0	23.0	0	3	0	26.0	0	2	0
3	30.0	0	2	0	31.0	0	2	0	26.0	0	3	0
4	26.0	0	3	0	27.0	0	3	0	32.0	0	2	0
5	29.0	0	2	0	32.0	0	2	0	30.0	0	3	0
6	28.0	0	3	0	30.0	0	2	0	27.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	6.0	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/29/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	27.0	0	5	0	30.0	0	4	0
Mathematics	0.0	0	0	0	27.0	0	5	0	30.0	0	4	0
Science	0.0	0	0	0	27.0	0	5	0	30.0	0	4	0
Social Science	0.0	0	0	0	27.0	0	5	0	30.0	0	4	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4761.7	\$10.3	\$4751.4	\$77746.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-39.2%	7.5%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-32.2%	4.3%

Note: Cells with N/A values do not require data.

Last updated: 12/4/2017



## Types of Services Funded (Fiscal Year 2016-17)

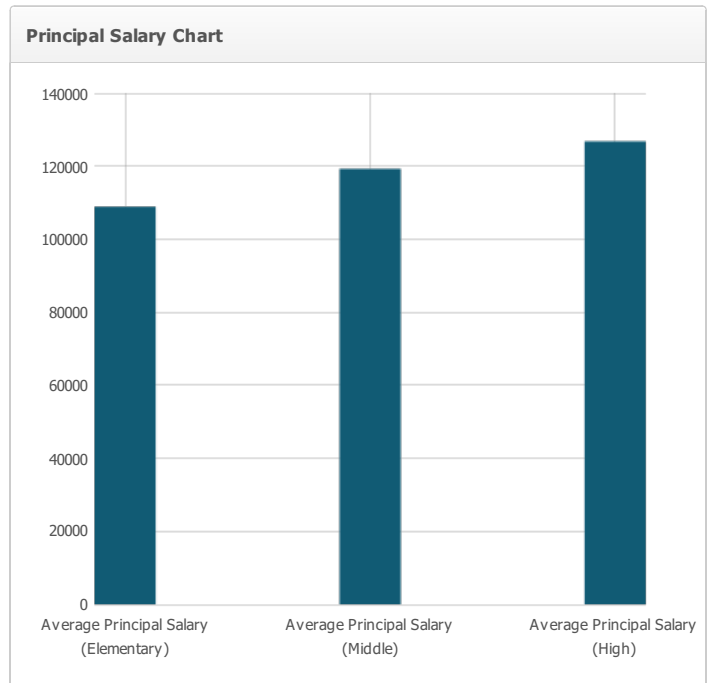
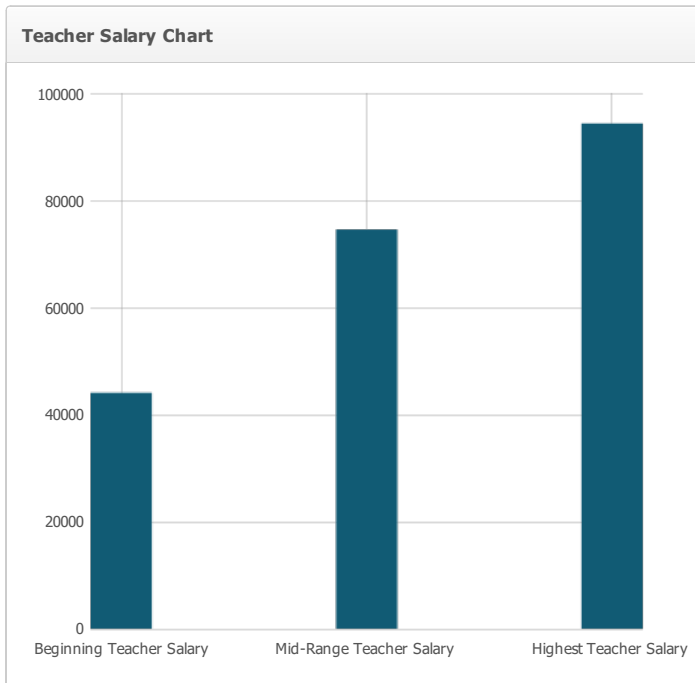
In addition to the state and local revenues used for general education, Jackson school received LCFF funds. These funds benefit all students and include amounts designated for GATE and English Learners. Often these monies are used for personnel who provide individual or small-group instruction for students eligible to participate in the programs. Our school also received monies for afterschool programs to extend our day. The remaining funds were used to provide staff development activities and purchase supplemental materials for the classroom or other items needed to support specific programs. The designed use of and authority to expend the categorical funds is under the purview of our School Site Council comprised of members from all stakeholders in the school community.

Last updated: 1/10/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/10/2018

## Professional Development

The Focus is on High Quality Instruction -The 3 factors of High Achieving Schools:

1. Direct Explicit Instruction- Specific lesson plan design to model ones inner voice when learning and making learning transparent to students.
2. Multisource Curriculum- Giving students what they can and want to read- different- equity
3. Response Principle- Multiple opportunities for students to respond and be responded to their learning.

Through the process of conducting a Professional Learning Community tradition in our staff, the teachers conduct common assessments and analyze data. Professional dialogue and collaboration weekly support teachers to examine teaching practices and adjust lessons accordingly to meet the needs of the class and individual students. This PLC process occurs weekly. Moreover, staff continues with the districts support of systematic ELD and Common Core standards based instruction to provide a consistent approach for all students as well as preparing students for the 21st century college and career.

Jackson staff participated in a variety of site-based and district planned opportunities to enhance their learning in data analysis, writing, and English language development. Our district organized staff development to support the implementation of GLAD strategies school-wide. All teachers, with the exception of newly hired staff, participated in GLAD training and implemented the strategies in their classroom through GLAD units of study aligned to Science and Social Science themes.

Common core standards are becoming the focus standards for ELA this year and next year. Math Common Core standards will begin to implement the following year. These common standards will directly guide the professional development for the next few years as the country re-aligns teachers' instruction to the college and career readiness standards for the 21st century.

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