

Brackett Independent School District
Jones Elementary School
2011-2012 Campus Improvement Plan

Accountability Rating: Recognized



Mission Statement

The mission of BISD, in partnership with parents and community, is to enable students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

Vision

Stakeholders will Ensure Diverse Experiences Resulting in Productive, Successful Citizens

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jones Elementary/Intermediate is located in Brackettville, Texas between Del Rio and Uvalde. The school currently serves 318 students which is about average for last year. The number of students served varies throughout the school years as the student population is very mobile. The area surrounding Jones Elementary is rural and is only 34 miles from the Rio Grande which borders Mexico.

Students attending Jones Elementary are predominately either Hispanic or White and there is a small percentage of African Americans. 73% of the students are economically disadvantaged. Attendance rate has been 96% for the past three years. The number of students attending Jones Elementary/Intermediate with limited English ranges from 30-35 students. All ESL students claim Spanish as their native language.

Demographics Strengths

Students that attend Jones Elementary/Intermediate enjoy many benefits from being a rural area bto enjoying the many educational opportunities that this region has to offer.

Demographics Needs

- All staff need to understand the effects of poverty on teaching and learning
- Increase on student attendance

Student Achievement

Student Achievement Summary

Jones Elementary/Intermediate is a **Recognized** campus. 7 of the 11 measures evaluated fall into the Exemplary range. The measure that fell in the recognized category are:

Reading - Hispanic - 89% - Eco. Dis. - 89%

Science - Hispanic - 82% - Eco. Dis. - 86%

The Campus met AYP.

2011 TAKS Results

Reading

Grade Level	% Passing	% Commended
3 rd	100 %	44%
4 th	94%	48%
5 th	83%	22%
6 th	93%	37%

Math

Grade Level	% Passing	% Commended
3 rd	92%	25%
4 th	91%	24%

5 th	88%	27%
6 th	100%	60

Writing

4 th	97%	25%
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Science

5 th	85%	15%
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During this transition time from TAKS to STAAR, the campus will focus its attention in areas other than success on TAKS to determine academic achievement at a higher level to meet STAAR expectations. Students' commened scores reveal increases in most areas. Use of Bloom's Taxonomy questioning in the classrooms will ensure that student continue to improve on standardized testing.

Student Achievement Strengths

Jones Elementary/Intermediate's success can be traced to the following:

- Departmentalization beginning at 1st grade
- Three teachers per grade level
- Team Leaders and Department Heads
- Curriculum a priority
- Collaboration between teachers
- Mandatory tutorials as part of the school day for immediate remediation
- RtI Program in place

Student Achievement Needs

While Jones Elementary/Intermediate has performed well during the past three years, improvement is needed in the following areas to maximize student potential:

- Teachers need a deep understanding of the STAAR Readiness, Supporting and Process standards including how learning builds between grades and depends on earlier grades.
- Teachers need training on how STAAR will assess eligible TEKS at a higher cognitive level and in novel contexts and how to teach those skills to students.
- CScope assessments given with integrity in order to accurately track students' achievement progress throughout the year.
- Data Analysis to evaluate sub group performances in specific standards and align instructional strategies to better meet needs and close educational gaps.
- Strong vocabulary program throughout all core subjects
- Instructional tools and interventions are needed to support Hispanic and Economically Disadvantaged students in Reading and Science.
- Parents need information concerning the STAAR assessments

School Culture and Climate

School Culture and Climate Summary

Jones Elementary/Intermediate school environment is very positive. Students are excited about being at school. Open door atmosphere is always welcoming to parents, faculty, and staff. Parents feel comfortable visiting and participating in school activities. Students feel safe. Safety drills are practiced throughout the school year.

School Culture and Climate Strengths

Teachers and staff are committed to "whatever it takes" for students to be successful. They routinely work with students before and after school, during lunch, during conference periods, and during recess. They understand the value of building relationships with students as a step in creating higher student achievement. Paras are highly visible on campus before and after school to ensure student safety as they arrive and leave from school. Strengths can be traced to the following:

- Parent/teacher communication - Wednesday Folders
- Local decision-based committee
- Parental involvement: Donuts with Dad, Muffins with Mom, Open House, Thanksgiving Dinner, Homecoming Activities, Back to School Night
- Teacher Collaboration
- Hospitality Luncheons

School Culture and Climate Needs

Although students feel safe and parent welcome. The following are areas that could improve:

- More parental involvement
- Accommodate mono-lingual speakers
- Out Reach Programs
- Additional Community Support
- Additional Volunteers

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A review of the AEIS data reveals that Jones Elementary/Intermediate has a low student-staff ratio. Staff for 2011-2012 include

PK	1 Teacher
Kinder	3 Teachers
1st Grade	3 Teachers
2nd Grade	3 Teachers
3rd Grade	3 Teachers
4th Grade	4 Teachers
5th Grade	5 Teachers
6th Grade	6 Teachers
Sp. Ed.	1 Teacher
Paraprofessionals	9
RtI Specialist	1
Sp. Ed. Director	1
PE Coach	1
ESL Teacher	1

:The campus has a good balance of experienced teachers. For 2011-2012, there are not first year teachers. 6 teachers have 2 to 5 years experience. The rest of the faculty have more than 5 years teaching experience. The average teaching experience is 10-13 years. All teachers are highly qualified. Jones Elementary has 1 Native American teacher, 4 hispanic teachers, and 9 hispanic paraprofessionals.

Staff Quality, Recruitment, and Retention Strengths

Our Team Leaders and Department Heads help support teachers new to the profession or campus and the staff reports that they feel like "family" and are highly motivated to see all succeed.

Title 1 funds provide extensive staff development for teachers. This professional development has paid off in the increasing scores of students and the awareness of STAAR. Teachers also share learning and instructional strategies during monthly department head meetings and STAAR Collaboration Sessions.

Staff Quality, Recruitment, and Retention Needs

Equal representation of diverse learners by race and gender.

Retention of teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We use CScope Year at a Glance as our scope and sequence. Teachers have the flexibility of incorporating adopted textbooks, on line resources, teacher made lessons, and STAAR Readiness materials. RtI program is incorporated in the students' day. Teachers use current research based methodologies to instruct. Jones Elementary/Intermediate gives Universal Screenings, Progress Monitoring, Benchmarks, 9 weeks assessments, and CScope Assessments. Students are referred to the RtI process based on performance assessments/universal screenings. The CARE Team meets regularly to review student progress. At risk students have a folder that contains all documentation of interventions throughout their elementary grades.

Curriculum, Instruction, and Assessment Strengths

Teachers understand that a major benefit of CScope is that the implementation is much rigorous. They also understand that this is increasingly more important due to the uncertainty of STAAR requirements. Teachers desire to continue to strengthen their skills and to use assessment data at a deeper level. There is growing consistency and understanding about the depth and rigor requirements for instruction and a willingness to learn more. Teachers believe that students are more highly engaged and are learning more at the conceptual level than they were just a few years ago. Students and staff are being stretched to meet the demands of the new STAAR assessments and also for a college-ready culture. Scheduling and consistency with all assessments and interventions. Flexibility with use of curriculum resources. Awareness of changes at state level. Collaboration on state level requirements. Support from school board and administration. The entire staff recognizes the need for vertical conversations about building background knowledge and the vocabulary being used at different grade levels.

Curriculum, Instruction, and Assessment Needs

- Additional awareness on the identification of Heat Maps and the best intervention strategies once the Maps are created
- How to match the rigor in the classroom to what will be required on the STAAR Assessments
- Professional development on STAAR Content Areas
- Strategies need to be developed to increase challenge and differentiation for high-achieving levels

Family and Community Involvement

Family and Community Involvement Summary

Jones Elementary/Intermediate enjoys strong parent and community support. Parents want a strong partnership with the school and they participate in a variety of ways. PTO shows support through fundraising efforts, they were able to provide the school with playground equipment, teacher appreciation gifts, and awards for students.

Family and Community Involvement Occur:

- Meet the Teacher Night
- Open House
- Donuts with Dad
- Muffins with Mom
- Homecoming Events
- 1st Quarter Parent Conferences
- 3rd Quarter Parent Conferences
- Thanksgiving Dinner
- Parent Chat
- AG Day
- Red Ribbon Week
- Fire Prevention Week
- Veteran's Day Program
- Health Fair
- Fall Festival

Family and Community Involvement Strengths

Many opportunities exist to involve parents and the community of Brackett ISD. Some of which were mentioned in the summary. Campus events that include student performances are always well attended.

Family and Community Involvement Needs

- Parents are interested in learning how to better assist their children
- Get more community businesses to support the school district
- Inform parents about STAAR and Rigor

Technology

Technology Summary

Jones Elementary/Intermediate had made great strides in the world of technology and education. The administration, staff and teachers believe that technology must be an ever-increasing and integral part of the educational process. Jones Elementary/Intermediate has two computer labs that are used for Kinder and 4th grade students for 30 minutes daily. There is also a Computer on Wheels Cart that 5th and 6th graders can use in their classrooms. Each teacher has a laptop, infocus projector, smart board/mimio, and document camera that are used daily to further enhance the education of every child. Special Education has ipad for the students and a poster maker.

Technology Strengths

Teachers continue to train on technology and the many uses of technology in the classroom. Innovative new ideas are shared with the faculty. Internet access and connectivity are good. The availability of technology via computers, ipads, mobile labs, etc. is strong.

Teachers are knowledgeable about the use of SMART boards and they incorporate those into their daily lessons. They are continuing to learn and share new tools and tips with each other.

Technology Needs

- Strategies for using technology to better communicate with parents
- Additional strategies to support technology use by parents
- Continued training for teachers to better understand the technology tools in their classrooms
- Strategies to incorporate greater student use of technology in their learning

Comprehensive Needs Assessment Data Documentation

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





- Campus goals
- AEIS data - current
- AYP data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Discipline records
- Campus leadership and/or department meetings
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Campus committee meeting discussions
- RTI Committee Minutes & Intervention Processes














Goals

Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading.

Performance Objective 1: During the 2011-2012 school year, all classroom teachers will use the CScope YAG on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: STAR Early Literacy, Spring 2012 STAAR scores in Reading, STAR Early Literacy, AR Growth Report, Bluebonnet Certificate of Participation and STAR Early Literacy End of Year scores for K-2nd.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Professional Development 1. Region 20 Workshops - STAAR 2. Virtual Workshops through Library 3. Discovery Writing 4. Project Share	Principal Classroom Teachers	Student Performance				
2) Curriculum 1. Grade K-6th will utilize a consistent and research based reading method at their level 2. Mirrors and Windows 3. Eduphoria 4. Motivation Reading 5. McGraw/Hill 6. Success Maker 7. C-Scope 8. Reading Plus	Principal Classroom Teachers	Increased Mastery of Reading Objectives aligned with the STAAR				










<p>3) Enrichment</p> <ol style="list-style-type: none"> 1. Accelerating Reader Enterprise 2. TEXAS BLUEBONNET AWARD Reading Program 3. Study Island (2-6) 4. Develop Student At-Risk Folders (SARS) 5. Newspapers in Education (3-6) 6. Success Maker 	<p>Teachers</p>	<p>Improved reading comprehension skills, increased interest in reading, encourage Texas children to read more books, to explore a variety of current books and to identify their favorite books through the voting process and enhance reading abilities</p>				
<p>4) Tutorials / Remediation</p> <ol style="list-style-type: none"> 1. Success Maker Reading Lab (prescribe lessons and evaluate student programs in reading and to target specific skills) 2. Marie Carbo (taped book method) 3. Develop Student At-Risk Folders (SARS) 4. Reading Plus 5. Guided Reading 6. Edcon Reading 7. STAR Enterprise 	<p>CARE TEAM Teachers Principal Title 1 Computer Aide RtI Specialist</p>	<p>Use of all intervention programs Increase Mastery of Reading Objectives</p>				
<p>5) Parents continue the 2x2 Reading Program for Pre-K through 2nd grades</p>	<p>Librarian Parents</p>	<p>Increase at home reading between parents and students.</p>				
<p>6) Community Family Reading Night</p>	<p>Principal PK-6th Grade Teachers</p>	<p>Encourage parents to read with their children at home</p>				
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>						

Goal 2: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in language arts.

Performance Objective 1: During the 2011 - 2012 school year, all classroom teachers will use the CScope YAG on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: Spring 2012 STAAR Writing results, Improved Spring 2012 STAAR writing scores, Improved grades and Improved writing skills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Formal and informal teacher discussion (examining and sharing of student data towards mastery of STAAR standards) to increase the effectiveness of instruction. (6-weeks cluster meetings)	Teachers	Improve the ability of staff in making formative assessments of individual students in order to make timely interventions of student success.				
2) Students will have regular opportunities to practice all modes of process writing.	Teachers	Students being tested in grade 4 will be able to master STAAR writing objectives and there will be an increase in the numbers of students scoring a 3 or better on the writing prompt.				
3) Campus-wide journal writing at least 2 times a week	Teachers	Improved written compositions				
4) Tutorials	Teachers	Improved 9 weeks grades				
5) Writing Activities 1. Publish in local newspaper 2. Have "Author of the Month" for entire 6 grades with each class submitting writing for bulletin board in the hall. 3. Vocabulary Unplugged (grades 3-6)	Teachers Local Newspapers	Improved 9 weeks grades				
6) Continue using various grammar and spelling programs. 1. Grammar practice 2. student/teacher conferencing 3. 6 Traits of Writing for Pre-K-6th 4. 4th grade Study Island 5. Explore having published authors come speak 2 times yearly	Teachers	Improved writing skills Improved vocabulary Improved reading comprehension Improved word meaning Improved spelling words Improved mechanics Improved editing skills				

7) Write to our troops at least once a year at Christmas, in the Spring time or Veterans Day	Teachers	Improved writing skills				
8) Enrichment 1. Students participate in the SWTJC Writing Contest 2. UIL: Ready Writing, Storytelling and Spelling 3. Spelling Bee- Local	Teachers	Improved writing skills and improved spelling skills				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: By 2013 - 2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Performance Objective 1: During the 2011 - 2012 school year, all classroom teachers will use CScop YAG on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: 2012 STAAR Math results, TMSDS and Fall 2012 STAAR results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Formal and informal teacher discussions (Examining and sharing of student data towards mastery of STAAR reporting categories) to increase the effectiveness of instruction.	Math Teachers	Improved ability of staff in making formative assessments of individual students in order to make timely interventions for student success.				
2) Continue implementation and improvement of the daily and 2-6th Target Math 3, 5, & 6th C-Scope Spiraling - Glencoe 5 minutes/websites and Rapid Recall. Motivation Math - 2-6th	Teachers	Improve student's understanding of written and oral language skills, vocabulary and concepts involving math; improve student's understanding of effective problem solving.				
3) Students at grades K thru 6th who have been identified at risk will be tutored in school or after school and will be monitored every 9 weeks.	Teachers CARE Team Special Programs Teachers	Increased number of students will master the TEKS.				
4) Use the lab to assess, prescribe lessons, and evaluate students progress in math. Incorporate instruction from Discovery Education, Study Island (2nd -6th) and TMSDS.	Teachers Lab Instructional aide	Improve use of software as a diagnostic and remediation tool for individual student growth.				
5) Success Maker and Ascend Math	Teachers Lab Instructional Aide	Improve use of software as a diagnostic and remediation tool for individual student growth.				
6) Community/Parental Involvement: Open House	Teachers	Increase parental involvement.				
7) Administer Math Benchmark - 3-6th	Teachers	To show students mastery grade level standards				
8) Use Quick Flip Questions for Critical Thinking - Kinder thru 5th	Teachers	Develop higher level thinking in students.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 4: All limited English proficiency students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: Improve English language proficiency of LEP students in regular classroom settings using appropriate ESL TEKS.

Summative Evaluation: ESL/migrant documentation of attendance at meetings. Increase number of ESL certified teachers. Report cards, progress reports, proof of staff development attendance. Sign in sheets, report cards, progress reports, parent conference sign in logs. English proficiency progression in cumulative graph form. State assessment tests will show "Met Expectations" ratings. Applicable state assessment tests will show "Met Expectations" ratings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parents of migrant students will have opportunities to participate in migrant/ESL parent meetings.	ESL coordinator Migrant coordinator	Increased communication between school and home.				
2) More teachers are encouraged to pursue ESL certification	ESL Coordinator	Improve student performance by improving teaching strategies to diverse populations.				
3) ESL staff development through ESC 20	ESL coordinator	Improve ESL teaching strategies and enhance student performance.				
4) Translators provided for parent meetings, registration, parent conferences	ESL coordinator	Improve communication between home and school. Improve performance of all ESL students.				
5) Rosetta Stone Language Learning Software	ESL Teacher	Facilitate & Accelerate ESL Students Acquisition of oral academic English				
6) Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL student's academic performances.	ESL coordinator	Improve ESL student's acquisition of oral/academic English				
7) The ESL Program will make available to immigrant monolingual children (Spanish speakers) learning materials in Spanish for Grades K-6th, donated to the district by the Mexican Secretariat of Foreign Affairs and the Mexican Secretariat of Public Education.	ESL coordinator Classroom Teachers	Enhance ESL student's social and academic development, acquisition of oral/academic English; academic performances, preparedness for applicable State Assessment Tests.				

= Discontinue
 = No Progress
 = Some Progress
 = Considerable
 = Accomplished

Goal 5: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in science.

Performance Objective 1: During the 2011-2012 school year, all classroom teachers will use the CScope YAG on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: STAAR Science Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TMSDS - Texas Science & Math Diagnostic System, 5th & 6th Ed. Helper Study Island - 2nd thru 6th Optional Science Tutorials FOSS Kits/DELTA Science Staff Development District Resources Brain Pop Jr. com Discovery Learning	Teachers Principal	Increased alignment of Science to TEKS Grade K-4th will contribute to the mastery of science in grade 5. Grade 6 will contribute to the mastery of science in grade 7/8 Improved science skills Knowledge of Lab. Procedures and safety				
2) Increase in the use of Science labs as a teaching strategy.	Teachers	Improve student's knowledge and understanding of lab equipment and the scientific process.				
3) Science Projects will be handled as whole class projects in each grade level. Participation by grades K-4th is voluntary. Bingo - Vocabulary on intercom! 4 wks before STAAR TEST!	Teachers	Improve student's understanding of science concepts in relations to the scientific process. Knowledge of Science, Hands- on				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 6: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in social studies to be prepared for the first administration of STAAR.

Performance Objective 1: By 2013, all classroom teachers will be using the CScope YAG on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare former Jones Elementary Students to pass the 8th grade STAAR Social Studies Test.

Summative Evaluation: Plan for replacement is in place:

Eduphoria Information

Spring 2012 STAAR Reading results

Report Cards

Spring 2012 3rd-6th Reading & Math STAAR.

STAR Reading Literacy Program

Teacher evaluates








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A review of the maps and globes being used in classrooms will continue	Principal	Outdated maps and globes will be phased out of use.				
2) Social Studies will be taught using current TEKS. It can also be integrated with other subjects that share similar TEKS ex. Research, Maps and Graphs. (2010-11 New TEKS Training)	Teachers	Increased integration of language arts and social studies. Increased use of trade books in both L.A. and Social Studies as needed.				
3) Social Studies Staff Development - Leadforward Internet sources for current events Library Page Discovery Education Local Newspaper	Teachers	Increase knowledge of current events around the world. Reinforce Social Studies, Reading, Math and LA TEKS.				
4) Character Education will be integrated into the curriculum.	Teachers Counselor	Increase knowledge on student's own actions and manners. Reinforce good choices.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 7: Jones Elementary Special Education students will be carefully evaluated on an individual basis to assure:
Students demonstrate progress in individual targeted objectives
Students are taking appropriate state mandated tests
Students are placed in the most appropriate and conducive learning environment

Performance Objective 1: BISD Special Education students will complete their requirements and graduate from BHS.

Summative Evaluation: Sign in sheets
 Brochures displayed and available
 CARE Team referral packets
 RtI Minutes
 Special education student data
 Completed IEP??s

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Special Education staff will present information on the District's referral process to campus faculty. Staff Development on Pre-referral Process.	Special Education director/teacher Cluster V	All teachers will be familiar with the referral process				
2) Special education brochures will be available to faculty, parents, and the community.	Special education director/teacher	Brochures will make all more familiar with the District's Special Education Program.				
3) RtI/CARE meeting will serve as the pre-referral process. Each child will be evaluated on an individual basis. This process will assure intervention strategies and support services will be utilized prior to considering Special education referral. Care team meetings will be scheduled as needed as a follow up to RtI meetings when applicable.	Counselor Special Education Staff RtI Specialist	Educational needs of all students met effectively, and all students assured of FAPE and LRE. Reduce the % of students identified to receive special education services.				
4) ARD Meetings will evaluate each student at least once yearly prior to and during annual ARD to ascertain possible changes in students placement and progress in current program. Student data will be reviewed carefully-LRE and possible dismissal from Special Education will be assessed as will state mandated testing.	ARD Committee	Educational needs of all students met effectively, and all students assured of FAPE and LRE. Reduce the % of students not taking the regular TAKS.				

<p>5) Mainstreamed students IEPs will be the grade level TEKS. If teachers delete or modify TEKS a copy of changes will be included in the ARD as the IEP. Special Ed. Manager will continue to be used. All IEPs will be individually prepared and monitored.</p>	<p>Special education Staff</p>	<p>Improved consistency and standardizing of IEP preparation and monitoring.</p>				
<p>  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>						

State Compensatory

Budget for Jones Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Jones Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adela Avila	Paraprofessional		
Amber Davis	2nd Grade Teacher		
Candi Voyles	Kinder Teacher		
Candy Hobbs	RtI Specialist	RtI	
Carolyn Conoly	5th Grade Teacher		
Catherine Kepler	3rd Grade Teacher		
Cheryl Renfro	4th Grade Teacher		
Christy Price	Pre-Kinder Teacher		
Debbie Abbey	Paraprofessional		
Diana Flores	Paraprofessional		
Elia Gutierrez	Paraprofessional		
Esmeralda Flores	2nd Grade Teacher		
Hector Jimenez	ESL Teacher	ESL	
Jeanette Allison	6th Grade Teacher		
Jennifer Baggett	Kinder Teacher		
Karron Childress	6th Grade Teacher		
Kathleen Fohn	Sp. Ed. Teacher	Special Education	
Keta Magers	3rd Grade Teacher		
Kimberly Ilse	Counselor		
Kimberly Keyser	4th Grade Teacher		
Lana Seargeant	1st Grade Teacher		
Lauren Almanza	4th Grade Teacher		

Lily Castillo	Paraprofessional		
Maria Molinar	Paraprofessional		
Mary Payne	Paraprofessional	Sp. Ed.	
Maxine Bonner	2nd Grade Teacher		
Mayte Ruiz	3rd Grade Teacher		
Melanie Jones	Sp. Ed. Director	Sp. Ed.	
Olivia Robinette	5th Grade Teacher		
Pamela Janca	1st Grade Teacher		
Pedro Cardenas	Paraprofessional		
Sandra Tate	Paraprofessional		
Sue Ann Rose	6th Grade Teacher		
Tara Massingill	1st Grade Teacher		
Tina Meek	Kinder Teacher		
Twilley Young	5th Grade Teacher		

Title I

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies: Each CIP must should include strategies that:

- Provide opportunities for all students to meet the state performance standards (STAAR)
- Are based on effective methods and use instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time (extended school year, before-and after-school programs, and summer programs)
 - provide enriched and accelerated curriculum
 - include strategies for meeting the needs of historically underserved populations

address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school wide program

3: Instruction by highly qualified professional teachers

Instruction by Highly Qualified Teachers and Strategies to Attract Highly-Quality Qualified Teachers to High-Need Schools, Especially forHigh-NeedsSchool.

Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional Development: Each schoolwide campus must provide high-quality, ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, other pupil services personnel, parents, and school staff to enable all children in the school to meet the state's student academic and achievement standards.

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

Parental Involvement: Each school shall jointly develop with and distribute to parents of participating students a written parental involvement policy, agreed upon by such parents and agreed upon periodically. The school parental involvement policy should describe parental involvement strategies related to the school-parent compact, capacity-building, and accessibility.

Parental Involvement must also include:

- An annual meeting to inform parents of their child's participation in Title 1, Part A, program requirements, and their right to be involved;
- Flexible number of meetings, e.g., morning and evening (the campus may provide transportation, child care, or home visits);
- Their involvement is an organized, ongoing, timely way, in the planning, review and improvement of the Title 1, Part A, program, including the development of the parent involvement policy and the schoolwide plan;
- Providing parents with timely information about the Title 1, Part A, program; a description and explanation of the curriculum; forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children; and
- Sharing information about professional qualifications of their child's teachers; achievement level of their child in each of the state's academic assessments (including RPTE and TPRI); and timely notice that their child has been assigned to or has been taught for four or more consecutive weeks by teachers who are not highly qualified, as defined by NCLB.

At the beginning of each year, the LEA must notify the parents of each student attending any Title 1, Part A, campus that the LEA will provide the parents in a timely manner upon request by the parent, information regarding the professional qualifications of the student's classroom teachers.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Transition of Preschool, Especially for High-Need School.

Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (STAAR).

Activities should include:

- Measure to ensure that student's difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Staff development for teachers related to identification of learning and academic difficulties
- Teacher/parent conferences to discuss

- what the school will do to help the student meet the standards

- what the parents can do to help the student's performance, and

- additional assistance at the school or elsewhere in the community

10: Coordination and integration of federal, state and local services and programs

Coordination and Integration of Federal, State, and Local services and programs: Each CIP must identify how programs and services are integrated at the campus.

2011-2012 Campus Advisory Committee

Committee Role	Name	Position	Signature
Business Representative	Kimberly Munoz		
Business Representative	Divina Pena		
Classroom Teacher	Christy Price	Co- Chair	
Community Representative	Monica Castillo		
Community Representative	Debra Smith		
Non-classroom Professional	Alma Gutierrez	Principal/ Chair	
Parent	Nicole Campos		
Parent	Lisa Conoly		
Parent	Cherrise Ducharme		