

**Brackett Independent School District
Jones Elementary/Intermediate School
2017-2018 Campus Improvement Plan**



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 283 students which is about average for the 207-18 school year. The number of students served varies throughout the school year as the student population is somewhat mobile. The area surrounding Jones Elementary is rural and is only 34 miles from the Rio Grande River which borders Mexico.

Students attending Jones Elementary/Intermediate are predominately either Hispanic or White and there is an extremely 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 in a rural area.
- Students enjoy the many educational opportunities that this region has to offer.
- Small class sizes

Student Achievement

Student Achievement Summary

Jones Elementary/Intermediate **Met Standard.**

STAAR Results based on 2nd Adm. for 5th Grade.

2017 STAAR Performance

All Subjects	78%			
Reading	78%			

Math	85%			
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Writing	67%			
Science	69%			

Student Achievement Strengths

Jones Elementary/Intermediates success can be traced to the following:

- Team Leaders and Department Heads
- Curriculum a priority
- Collaboration between teachers

- Mandatory tutorials as part of the school day for immediate remediation
- RtI Program
- Participation in UIL
- 4/5 graders departmentalized and have two sections of math. All students receive writing and science as a separate course to insure it is addressed daily.

School Culture and Climate

School Culture and Climate Summary

Jones Elementary/Intermediate school environment is very positive. Students are excited about being at school. An 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. Paraprofessionals 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, Parent Conferences, Volunteers, Daily Planners, Homework Sheets
- Local decision-based committee
- Parental involvement: Campus Christmas Program; Veterans' Day Program; Donuts with Dad, Muffins with Mom, Open House, Thanksgiving Dinner, Homecoming Activities, Back to School Night
- Teacher Collaboration
- Hospitality Luncheons
- Remind

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 2014-2015 include

PK/HS	2 Teachers
Kinder	3 Teachers
1st Grade	3 Teachers
2nd Grade	2 Teachers
3rd Grade	2 Teachers
4th Grade	3 Teachers
5th Grade	3 Teachers
Spec. Ed.	2 Teacher
Paraprofessionals	10
RtI Specialist	0
GCS	0
PE Coach	1.5
ESL Teacher	1

The campus has a good balance of experienced teachers. Currently, there are four (4) first year teachers. Three (3) teachers have 2 to 5 years experience. The rest of the faculty have more than 5 years teaching experience. The average teaching experience is 9.35 years. All teachers are highly qualified with the exception of our Headstart teacher who has a Bachelor's degree in Early Childhood. Jones Elementary four (4) Hispanic teachers, and nine (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 staff development for teachers. The successful implementation of staff development is evident in the following:

- Increasing assessment scores of students;
- Teacher and Student awareness of STAAR.
- Teacher awareness of TEA's accountability system
- G/T Certification
- Awareness of ELP support for ESL students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We use locally developed scope and sequences. 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 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 teacher developed scope and sequences is that the implementation results are much more rigorous lessons. 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.

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.

Family and Community Involvement Occur:

- Meet the Teacher Night
- Open House
- College and Career Day
- Homecoming Events
- 1st Quarter Parent Conferences
- 3rd Quarter Parent Conferences
- Thanksgiving Dinner
- AG Day
- College & Career Day
- Red Ribbon Week
- Fire Prevention Week
- Veteran's Day Program
- Campus wide Christmas Program
- Health Fair
- State Health Dept. visiting dentist
- Fall Festival
- Awards
- Field Day
- Donuts for Dads
- Muffins for Mom

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.

Technology

Technology Summary

Jones Elementary/Intermediate has 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 one computer lab that is used for Kinder thru 5th grade students for 30 minutes daily. 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 several iPads for the students and a poster maker. During the fall semester, a new 25 station computer lab will be added to the Intermediate wing for student/teacher use during class time and for computer accessibility during teacher conference period. All students participating in online instruction with the support of student issued Chrome books.

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 is better than in previous years. The availability of technology via computers, iPads, mobile labs, etc. is strong. Teachers are attending a monthly Technology Thursday training for one hour. Each training session will introduce a new app, software, or web based program that can be utilized in the classroom.

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.

Students issued Chrome books to support a one-to-one initiative. Instruction provided on line and supported with technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals







Goal 1: In the 2017-2018 school year, all students will reach or maintain high standards of comprehension and vocabulary use.

Performance Objective 1: During the 2017-2018 school year, K-2nd grade students will increase their level of letter recognition, sight word recognition, and/or fluency rate/accuracy.

Evaluation Data Source(s) 1: At least 90% of all students in K-2nd will achieve or exceed word recognition/fluency goals.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Pre-Kindergarten</p> <p>1) Utilize literacy play stations and phonological/phonemic awareness activities to prepare students for beginning phonics instruction in kindergarten. Include print awareness activities.</p>	3, 7, 8, 9	Principal Classroom Teachers	<p>Student Performance</p> <p>Universal Screenings and Progress Monitoring</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Kindergarten</p> <p>1) Through the use of the Countdown program, students in kindergarten will know letters of the alphabet and their basic sounds, along with 25 sight words, by the end of the year.</p> <p>2) Phonological/phonemic awareness, along with print awareness, will be part of the daily instruction with students, with intervention activities coming from Istation, FCRR, and TPRI Intervention Guide.</p>	3, 7, 8, 9	Principal Classroom Teachers	<p>Student Performance</p> <p>Universal Screenings and Progress Monitoring</p>				







<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) First Grade</p> <p>1) Continue to address phonological and phonemic awareness with all students and utilize Istation, FCRR, and the TPRI Intervention Guide for reteaching and RtI.</p> <p>2) Students will know the first 100 Fry Words and have an oral reading fluency of 50 word correct per minute by the end of the school year with at least 95% accuracy.</p>	3, 7, 8, 9	Principal Classroom Teachers	Student Performance Universal Screenings and Progress Monitoring				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Second and Third Grade</p> <p>1) Review phonological and phonemic awareness activities with all students; use the HD Word program for continued phonics teaching. Intervention activities from FCRR, Istation, and the TPRI Intervention Activity Guide will be used for reteaching and RtI lessons.</p> <p>2) Second grade students will know the first 300 Fry words and have a reading fluency rate of 85 words correct per minute with 95% accuracy at the end of the year.</p> <p>3) Third grade students will utilize the six syllable types of read multi-syllabic words and reach a reading rate of 105 words correct per minute with 98% accuracy by the end of the school year.</p>	3, 7, 8, 9	Principal Classroom Teachers GCS Lab	Student Performance Universal Screenings and Progress Monitoring				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: In the 2017-2018 school year, all students will reach or maintain high standards of comprehension and vocabulary use.

Performance Objective 2: During the 2017-2018 school year, students grades 4-5 will receive research-based teaching and intervention lessons in comprehension, vocabulary, and fluency.

Evaluation Data Source(s) 2: 95% of students in grades 4-5 will maintain or exceed the previous year's STAAR scores in reading.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 4th and 5th Grade Students</p> <p>Students will be monitored using DIBELS, Istation, and teacher created unit assessments. Intervention lessons from Istation, FCRR, TPRI, and other research-based sources will be used to reteach and reinforce key strategies and concepts.</p>	3, 7, 8, 9	Principal Classroom Teachers	Student Performance Universal Screenings and Progress Monitoring RtI Data Binders Benchmark Results				
<p>Critical Success Factors CSF 1</p> <p>2) Professional Development</p> <p>Encourage teachers to attend the literacy related workshops offered through Region 20 or online professional development websites such as Texas Gateway or www.edweb.net.</p>	4, 8	Principal Budget Preparation	Certificates of attendance uploaded by teachers in Eduphoria Workshop.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: In the 2017-18 school year, all students will attain high achievement in writing.







Performance Objective 1: Students in Grades K-5 will write and use correct grammar on grade level by writing essays once a week about an informative topic related to their studies in social studies, science, or math.

Evaluation Data Source(s) 1: Students in Grades K-5 will achieve 80% mastery or higher in end of the year writing and grammar assessments.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Professional Development</p> <p>1. Provide time for teachers to become familiar with the writing workshop model, provide current research-based writing techniques during department meetings, and begin to build a professional resource library for teacher reference and support.</p>	4, 9	Principal Budget Preparation	Evidence of use of writer's workshop in lesson plans; attendance at department meetings				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Kindergarten</p> <p>Shared and guided writing 1st semester; add independent sentence writing 2nd semester.</p>	7	Principal Classroom Teachers	Writing Rubric Stage 1 for Early Writers				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) First Grade</p> <p>1) Shared, guided, and 2-3 sentence independent writing 1st semester; add 4-5 sentence independent writing 2nd semester.</p>	7	Principal Classroom Teachers	Writing Rubric Stage Early Writers Stage 2 B-O-Y Writing Rubric Growing Writers E-O-Y				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Second Grade</p> <p>1) Shared, guided, and independent paragraph writing 1st semester; add 3 paragraph essay 2nd semester.</p>	7	Principal Classroom Teachers	Growing Writers Rubric beginning and end of year				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Third Grade</p> <p>Shared, guided, and independent paragraph writing 1st semester; add 5 paragraph essay 2nd semester.</p>	7	Principal Classroom Teachers	Benchmarks and writing rubrics				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Fourth Grade</p> <p>Guided and independent 3-5 paragraph essays 1st semester; add test formatted essays 2nd semester.</p>	7	Principal Classroom Teachers	Benchmarks and writing rubrics STAAR Blueprints				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Fifth Grade</p> <p>1) Guided and independent 3-5 paragraph essays all year.</p>	7	Principal Classroom Teachers	Benchmarks and writing rubrics				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: By 2017-18, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Performance Objective 1: During the 2017-18 school year, all classroom teachers will use locally developed scope and sequence on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Evaluation Data Source(s) 1: 2018 STAAR Math, STAR Math, and Benchmark results.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Formal and informal teacher discussions (Examining and sharing of student data towards mastery of STAAR reporting categories) to increase the effectiveness of instruction.</p> <p>Department Meetings PLC Meetings Moby Max Math Antics Pearson Realize Mad Minutes Mountain Math Learning Farm ESTAR MSTAR Grace Stasny</p>	8, 9	Math Teachers	Improved ability of staff in making formative assessments of individual students in order to make timely interventions for student success.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Continue implementation and improvement of Mountain Math; Pearson Textbooks/websites and Grace Stasny Problem Solving.</p>	8, 9	Teachers Computer Lab Instructional Aide	Improve student's understanding of written and oral language skills, vocabulary and concepts involving math; improve student's understanding of effective problem solving.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Incorporate instruction from Discovery Education, Moby Max, Mountain Math, Math Antics, and TEKS Target.</p>	8, 9	Teachers Lab Instructional aide	Improve use of software as a diagnostic and remediation tool for individual student growth.				

<p align="center">Critical Success Factors CSF 2</p> <p>4) Administer Universal Screening k-5 Begin, Middle and End of Year.</p> <p>ESTAR K-2 MSTAR 3-5 Moby Max</p> <p>Administer Math Benchmark: 3-5th</p>	8	Teachers	To show students' mastery of grade level standards				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p> <p>1) Parents of migrant/ESL students will have opportunities to participate in three (3) migrant/ESL parent meetings throughout the year to review information on resources for student success. Provide brochures to community and parents that includes information about the Migrant and ESL programs</p>	2, 6, 10	ESL coordinator Migrant coordinator Principal	Increased communication between school and home. Sign in sheets				
<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>2) More teachers are encouraged to pursue ESL certification</p>	10	ESL Coordinator Principal	Improve student performance by improving teaching strategies to diverse populations.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) ESL staff development through ESC 20</p>	3	ESL coordinator	Improve ESL teaching strategies and enhance student performance.				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Translators provided for parent meetings, registration, parent conferences.</p> <p>Individualized parent meeting for all ELL students grades 3-12.</p>	6	ESL coordinator	<p>Improve communication between home and school. Improve performance of all ESL students.</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Provide SMART devices with cases to ESL students to use with downloaded apps and district provided web programs to improve English vocabulary and translation of texts.</p>		<p>ESL Coordinator</p> <p>Technology Manager</p> <p>Principal</p>	Facilitate & Accelerate ESL Students Acquisition of the English language.				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL student's academic performances.</p> <p>Teachers will utilize to ELPS Certification to help ESL students in the classroom.</p>	8, 9	<p>ESL coordinator</p> <p>Classroom Teachers</p>	<p>Improve ESL student's acquisition of oral/academic English, accommodations for each student will be updated 3 times during the year, at the beginning, middle and end of the year.</p> <p>Improved TELPAS scores</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: By 2017-18, all students will reach high standards, at a minimum attaining proficiency or better in science.

Performance Objective 1: During the 2017-18 school year, all classroom teachers will use the teacher developed scope and sequence on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Evaluation Data Source(s) 1: 2018 STAAR Science Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Ed. Helper Brain Pop Jr. Discovery Learning Moby Max Kahoot Lab on Wheels for Elementary AIMS (Math & Science K-5 to include up to date Science TEKS)	8, 9	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				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Science Projects (individual and class) 3 projects will be included in the areas of Science and Social Studies throughout the school year.	6, 8, 9	Teachers	Improve student's understanding of science concepts in relations to the scientific process Improved Lab Skills Improved Speaking skills				

Goal 6: Jones Elementary/Intermediate Special Education students will be carefully evaluated on an individual basis to assure:

Students demonstrate progress in individual/targeted goals and 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.

Evaluation Data Source(s) 1: IEP Progress/Grades

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Special Education staff will present information on the Districts referral process to campus faculty.</p>		<p>Special Education director/teacher</p> <p>Principal</p>	All teachers will be familiar with the referral process				
<p>Critical Success Factors CSF 5</p> <p>2) Special education legal framework documents will be available to faculty, parents, and the community.</p>	6	Special education director/teacher	Documents will make all persons more familiar and informed with the District's Special Education Program.				
<p>Critical Success Factors CSF 1</p> <p>3) PLC/CARE team meetings 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 that will be utilized prior to considering Special education referral.</p>	8, 10	<p>Counselor</p> <p>Special Education Teacher</p> <p>General Education Teacher</p> <p>Principal</p>	Educational needs of all students met effective/and all students assured of FAPE and LRE.				
<p>4) Students will receive the correct number of minutes of Special Education Services as stated on their Service Plan Page in the IEP.</p>	3, 9	Special Education Teachers Paraprofessionals	Minutes of services is equal to what is on the Service plan page.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: By 2017-2018, Jones Elementary Intermediate parents will be invited to 1 or more events per semester to improve Parent and Community Engagement.

Performance Objective 1: During the 2017-18 school year, administration and teachers will develop opportunities for parents and community to attend activities with their children at school to foster and grow parent and community engagement.

Evaluation Data Source(s) 1: Sign in sheets; sign in log at elementary office

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) ACADEMIC PARENT WORKSHOP Parent Informational Meetings College and Career Day Community Christmas Program Thanksgiving Feast Open House Fall Festival Veterans' Day Program STAAR Parent Night GT Meetings Grade Level Preview (May)</p> <p>STUDENT ENGAGEMENT STAAR Pep Rally</p>		<p>Administrator Counselor Teachers</p>	<p>Sign in sheets Each class has more than 50% of students with parents attending Increase in Benchmark & STAAR Test scores</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 8: During 2017-18, Jones Elementary/Intermediate faculty will become more proficient in the use of technology to increase student achievement.

Performance Objective 1: During the 2017-2018 school year, teachers will become more proficient with the integration of technology in the classroom to foster student success.

Evaluation Data Source(s) 1: Teacher attendance during once monthly training; participation in online webinars; and increased use of technology resources during class time as well as in the computer lab.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>1) Professional Development</p> <p>Faculty will attend training at least one time per month either after school or via Google Classroom . Training will be specialized for K-2 teachers and 3-5 teachers. In addition to learning about Internet and app resources to support and increase learning in the classroom for all students, teachers will design whole and small group lessons and centers, utilizing these resources.</p> <p>Faculty will participate in at least one 1-hour online webinar per semester related to a content area they teach.</p>	3, 4, 5	<p>Principal</p> <p>Technology Department Head</p> <p>Classroom Teachers</p>	<p>Workshop entries in Eduphoria including responses to surveys; inclusion of Internet/app resources in lesson plans.</p> <p>Workshop entries in Eduphoria and responses to surveys.</p>				

<p align="center">Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>2) Utilization of Resources</p> <p>Increased use of technology resources during class time as well as in the computer lab. A plethora of free and subscription resources are available for teachers to use during classroom instruction as well as in the computer lab. These resources include, but are not limited to: Moby Max (all content areas), iStation (ELAR), Khan Academy, Learn Zillion, MathAntics, Learning Ally, Discovery Education, National Geographic, School Tube, Pearson Realize (math and science) Brain Pop (all content areas), and Google Classroom.</p>	3, 4, 5	Principal Classroom Teachers	Classroom teacher lesson plans incorporating resources. In addition, MobyMax and iStation as well as other resources have built in assessments to measure learning and mastery of specific TEKS.				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Collaboration</p> <p>Classroom teachers will collaborate with computer lab personnel to ensure students are working in appropriate software programs or websites to support academic learning and achievement.</p>	9, 10	Principal Classroom Teachers Computer Lab Assistants	Signs in computer labs naming appropriate web sites or software students should be using during computer lab time. All resources used will support academic and technology TEKS.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
4	1	1	Parents of migrant/ESL students will have opportunities to participate in three (3) migrant/ESL parent meetings throughout the year to review information on resources for student success. Provide brochures to community and parents that includes information about the Migrant and ESL programs
4	1	2	More teachers are encouraged to pursue ESL certification
4	1	5	Provide SMART devices with cases to ESL students to use with downloaded apps and district provided web programs to improve English vocabulary and translation of texts.
4	1	6	Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL student's academic performances. Teachers will utilize to ELPS Certification to help ESL students in the classroom.
5	1	1	Ed. Helper Brain Pop Jr. Discovery Learning Moby Max Kahoot Lab on Wheels for Elementary AIMS (Math & Science K-5 to include up to date Science TEKS)

State Compensatory

Budget for Jones Elementary/Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-61xx-xx-101-424000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$236,239.00
	6100 Subtotal:	\$236,239.00

Personnel for Jones Elementary/Intermediate School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adela Avila	Paraprofessional	GCS	
Allison Watkinson	5th Grade Teacher	Math	
Angie Huerta	Paraprofessional	PPCD/Computer Lab	
Anita Kennedy	5th Grade Science		
Bernice Terrazas	Paraprofessional	Headstart	
Bertha Reyes	Paraprofessional	ESL	
Catherine Kepler	3rd Grade Teacher	Reading/Language Arts	
Dario Gonzales	ESL Teacher	ESL	
Dee Ann Paxton	Special Ed. Teacher	Resource	
Delilah Kay	Kinder Teacher		
Diana Flores	Paraprofessional	S.M.I.L.E.	
Dr. Tonya Senne	Principal		
Elidia Molinar	2nd Grade Teacher	Self Contained	
Jana Ford	1st Grade Teacher	Self Contained	
Janine Rex	1st Grade Teacher	Self Contained	
Josie Hermanson	1st Grade Teacher	Lang Arts/Sci/SS	
Julia Terrazas	Paraprofessional	Compensatory	
Julie Creel	Paraprofessional	Special Education	
Kimberly Ilse	Counselor	PK-5	
Kristi Maddox	PreKindergarten/GT Teacher	Self Contained	
Krystal Morais	Kindergarten Teacher	Self Contained	
Lily Castillo	Paraprofessional	Computer Lab	
Maxine Bonner	2nd Grade Teacher	Self Contained	
Nevada Ward	4th Grade Teacher	Math	

Priscilla Sandoval	4th Grade Teacher	LA/Reading	
Rachel Mancha	2nd Grade Teacher	Self Contained	
Sonia Harper	Headstart Teacher	Self Contained	
Sonia Harper	headstart	Self Contained	
Sue Ann Rose	5th Grade Teacher	Reading/Language Arts	
Tami Bonner	1st Grade Teacher	Self Contained	
Tanya Morgan	Special Education Teacher	Life Skills	
Tara Massingill	4th Grade Teacher	Self Contained	
Yolanda Solis	Paraprofessional	Special Education	

Title I

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 for High-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.

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).

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.