

Jacksonville Independent School District
West Side Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We are committed to creating a school that knows no limits to the academic success of each student.

Vision

We believe that every student deserves the opportunity to be educated in a way that prepares them for college. We also believe that we, the school, have the power to make this opportunity a reality. Our students only have one opportunity at school success and because of this our clocks are set to one time.....NOW!

CORE VALUES

Trustworthy

Respectful

Responsible

Fairness

Caring

Citizenship

Comprehensive Needs Assessment

Needs Assessment Overview

With leadership from our principal, this campus plan has been collaboratively developed by the Campus Improvement Committee (CIC) which represents input from staff, parents and community. All performance goals identified in No Child Left Behind legislation have been adopted by the district and are reflected in this plan.

Coordination and integration of the following funding sources support the objectives and strategies implemented to address identified student needs: Title 1 Part A, Title II Part A, Title III Part, special education, state compensatory education, title IV part B and local monies.

The following information sources provided data for the comprehensive needs assessment:

- TAPR report
- STAAR confidential student reports
- TELPAS/Tejas lee/BAS
- Program evaluations
- Staffing needs
- Professional/paraprofessional training needs
- Benchmark tests
- Discipline data
- Promotion/retention rates
- TTESS

Demographics

Demographics Summary

No significant changes anticipated in 2018-2019.

Economically Disadvantaged 93.4%

LEP 40.2%

Gifted and Talented 5.0%

Black/African American 16.1%

Hispanic 57.7%

White 22.5%

Other 3.8%

Average Daily Attendance 96.55%

Demographics Strengths

Demographics remained consistent from previous year.

Student Achievement

Student Achievement Summary

3rd Grade STAAR Results Math 2018

Approaches - 83.13%

Meets - 55.42%

Masters - 27.71%

3rd Grade STAAR Results Reading 2018

Spanish

English

Approaches - 76%

Approaches - 75.44%

Meets - 52%

Meets - 26.32%

Masters - 36%

Masters - 12.28%

4th Grade STAAR Results Math 2018

Approaches - 79.49%

Meets - 46.15%

Masters - 23.08%

4th Grade STAAR Results Reading 2018

Spanish

English

Approaches - 64.71%

Approaches - 66.13%

Meets - 23.53%

Meets - 27.42%

Masters - 11.76%

Masters - 8.06%

4th Grade STAAR Results Writing 2018

Spanish

English

Approaches - 61.11%

Approaches - 66.67%

Meets - 27.78%

Meets - 23.33%

Masters - 16.67%

Masters - 3.33%

Student Achievement Strengths

Interventions in place and aligned to state standards based on individual student needs.

School Culture and Climate

School Culture and Climate Summary

Provide a safe environment for both students and adults.

Consistent discipline implementation through the use of Capturing Kids Hearts & Restorative Discipline Practices.

Communication between parents and teachers.

Increase staff collaboration, increase planning time and provide a safe environment for staff to share ideas.

School Culture and Climate Strengths

Staff willing to do whatever it takes to ensure student success.

Support for teachers provided whenever needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Provide support for staff through mentoring and coaching.

Provide support for all staff through collaboration, maintaining communication and setting expectations.

Having a school wide consistent discipline program.

Provide training, support, and professional development throughout the school year.

Staff Quality, Recruitment, and Retention Strengths

Strong correlation between staff quality and student achievement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District and campus plans for curriculum and instruction in place.

Mathematics

Engaging activities provided during M.A.T.H. in all grade levels.

Technology used in classrooms.

Research based resources used during math instruction.

Small-group and whole-group instruction provided.

Differentiated instruction used to promote student growth in all grade levels.

Instructional calendars and grade-level team meetings used to guide lesson planning to maintain vertical and horizontal alignment.

Data monitored through formal and informal assessments.

Reading and Writing

Implementation of Fountus & Pinnell classroom components.

Engaging and meaningful activities provided for students through Daily 5 stations.

Small-group and whole-group instruction provided.

Research based resources used for instruction.

Differentiated instruction used to promote student growth in all grade levels.

Instructional calendars and grade-level team meetings used to guide lesson planning to maintain vertical and horizontal alignment.

Data monitored through formal and informal assessments.

Writing portfolios maintained throughout the school year for all students.

Social Studies

Integrate SS with reading and writing.

Use SS Big Picture to guide lesson planning.

Provide meaningful and engaging activities throughout Constitution Week.

Science

Project based learning should be used to encourage self-learning.

Integrate science through all subjects.

Use Science Big Picture to guide lesson planning in all grade levels.

Provide opportunities in art/science lab for students to explore scientific concepts.

Monitor understanding through formal and informal assessments.

Curriculum, Instruction, and Assessment Strengths

Plan in place and aligned with state and district guidelines.

Parent and Community Engagement

Parent and Community Engagement Summary

Continue to provide opportunities for families to be involved in school functions.

Communication to parents through multiple sources such as Remind, Dojo, newsletters, Tuesday folders, and social media.

Offer multiple volunteer possibilities throughout the school year.

Inform parents of organizations that provide services for the community.

Allow community members to volunteer throughout the school year.

Parent and Community Engagement Strengths

Increase in PTO involvement from parent base, as well as attendance to school wide events.

School Context and Organization

School Context and Organization Summary

Teachers are able to work collaboratively with leadership team.

Teachers are provided support throughout the school year.

School Context and Organization Strengths

Leadership team work collaboratively with staff.

Technology

Technology Summary

Technology continues to be a strength for campus.

Training/professional development provided throughout the year for staff.

Teachers provided with many technological capabilities through the use of hardware such as interactive projectors, document cameras, student response systems, interactive pads, Surface tablets/laptop.

Teachers deliver content and promote student engagement through online applications such as Office 365, Flipgrid, Breakout EDU, Discovery Education, BrainPOP, and Learning.com.

Progress monitoring provided through online applications such as TPRI, Tejas Lee, Math Inventory, Star Reading, and CIRCLE.

Technology Strengths

Technology in place and consistently utilized to enhance learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: West Side Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 1: Each student group will maintain or exceed academic performance expectations projected through 2018-2019.

Evaluation Data Source(s) 1: Accomplishment of performance objective as measured by STAAR scores.


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Ensure delivery of TEKS based instruction through the use of a vertically aligned curriculum and research based materials to provide all student groups opportunities to use higher level thinking.	Administrators Instructional Strategist Teachers Coaches	At least 90% passing Benchmark assessments Walkthroughs Use of CWT data Collaborative Meetings Data Studies				
Funding Sources: Title I, part A - 5000.00						
2) Administer benchmark assessments and weekly assessments (Reading, writing, science and math) and use disaggregated data to identify at risk students.	Administrators Strategist Teachers Coaches	At least 90% mastery on benchmark Increase passing rate of at risk students to reach 90% January				
3) Provide additional support for students not achieving expected mastery on various assessments by enhancing core-academic instruction through the use of research-based curriculum resources and instructional strategies (Kamico, Daily Rigor, Countdown, Lone Star Learning, STAAR Master, BrainPOP, Empowering Writers, LLI, Motivation Math/Reading/Writing, Step UP, SS Weekly). Also include: Teacher Training Hands-On Learning Opportunities Additional Technology Programs	Administrators Strategist Reading Specialist Coaches Teachers Tutors	At least 90% mastery on benchmark assessments in both math/reading Improvement on TPRI Improved reading levels				
Funding Sources: Title I, part A - 2139.00						
4) Utilize SCE funds to support implementation of Title I school wide strategies.	Administrators	Increase in reading levels At least 90% passing on benchmarks				
Funding Sources: SCE - 0.00						

5) Continue to provide intervention support to ELL (English language learners).	Teachers Administrator Dir Sp. Lang Strategist Tutors Paraprofessionals	Increase in benchmark assessment scores Improvement in TPRI testing results / TELPAS				
Funding Sources: Title III - 1000.00						
6) Continue campus wide writing component of Balanced Literacy in grades K-4	Administrator ELA Coach Strategist Teachers	90% mastery of all subgroups in writing Writing portfolios				
Funding Sources: Title I, part A - 4000.00						
7) Through the use of research based reading/math instruction (Guided Reading, Leveled Literacy Intervention, Small/Whole Group Instruction, F&P Classroom, M.A.T. H.) we will provide targeted instruction and focus on all student's current reading/math level to ensure growth with each student as measured in the growth status indicator on TEA Performance report with a specific focus on ELA/Reading and math for all student populations.	Administrators Teachers ELA Coach Strategist Tutors	Improvement in benchmark assessments Growth in all student groups on state assessment				
Funding Sources: Title I, part A - 3000.00						
8) Continue to implement all components of the dyslexia program.	READ teacher Administrator Dyslexia coordinator	Student growth will be monitored every six-week period as reflected in reading and writing grades.				
9) Increase strategies to address learning styles for Hispanic students emphasizing improvement in the reading/writing areas.	Teachers Administrator Dir Sp. Lang Coaches Strategist	100% highly qualified teachers STAAR scores 90% mastery of third and fourth grade Hispanic students.				
10) Provide training with researched based strategies and instructional material that targets all students (Literacy Continuum, Guided Reading, Benchmark Assessment, LLI, Soluciones and Esperanza, Fountas & Pinnell Classroom) with a focus on all student populations to acquire more based and hands-on tutorials to increase academic achievement in areas of ELA/Reading.	Administrators Teachers Reading Specialists Strategist Coaches	Increase in reading levels At least 90% passing on benchmark/Mock assessments Increase in Academic Achievement on state assessments				
Funding Sources: Title I, part A - 4000.00						
11) Provide training with researched based strategies and instructional material that targets all students such as but not limited to (M.A.T.H. small group instruction, Mentoring Minds, LoneStar Learning) with a focus on all student populations to acquire more based and hands-on tutorials to increase academic achievement in areas of math.	Administrators Teachers Strategist Paraprofessional Coaches	Increase in math levels At least 90% passing on benchmark/Mock assessments Increase in Academic Achievement on state assessments				

12) Encourage reading through Renaissance Reading Program, increase in AR books and rewards for achieving AR goals, increase in availability of guided reading books and chapter books in English and Spanish.	Administrators Librarian Teacher Accelerated Reader program	Increase in number of students meeting AR reading goal each 9 weeks Increase at Reading				
Funding Sources: Title I, part A - 4294.04						
13) Continue to utilize research based proven programs such as but not limited to (F & P Classroom, Empowering Writers, LLI, Guided Reading) to enhance student success in reading and writing.	Administrators Teachers Strategist ELA Coach	Weekly assessments Benchmark scores STAAR scores GR levels				
Funding Sources: Title I, part A - 3000.00						
14) Utilize Instructional Strategist to disaggregate data, ensure curriculum alignment, ensure the scope and sequence is followed, write district benchmarks, facilitate data-driven and team approach to grade level, campus, and district planning, and summarize all campus testing data to assist in continuous needs assessment. Work with identified students in areas of weakness. Provide instructional resources, materials, and professional development to support teaching and accomplishments of campus goals. Serve as coordinator and mentor to teachers.	Instructional Strategist Administrators	Student growth will be monitored weekly to bi-weekly and at the end of every nine-week period. As well as reflected in Reading, Math and Writing Benchmark Tests/ grades. Evaluation/Appraisal STAAR data				
Funding Sources: Title I, part A - 52539.85						
15) Continue to use research based strategies to increase students vocabulary knowledge and reading comprehension for all grade levels.	Administrators Strategist ELA Coach Teachers Librarian	Weekly vocabulary Assessments Benchmark scores STAAR scores				
16) Utilize Math Inventory program math practice and data to promote student growth in all student groups grades K-4.	Teachers Math Coach Technology teacher Strategist	Weekly Assessments Benchmark scores STAAR scores				
Funding Sources: Title I, part A - 5000.00						
17) Utilize Math Coach to monitor classroom Math instruction and model campus Math strategies and programs for new teachers. Provide tutoring to students struggling in Math as a part of the RTI process and to increase student achievement. Develop curriculum based Math assessments used for curriculum planning and student needs assessment. Coordinate a Math night for PK-1st grade parents to facilitate home/school connection in Math content area. Coordinate 2nd-4th grade Math STAAR night to facilitate home/school connection in STAAR Math strategies and concepts.	Math Coach Administrators	Student growth will be monitored weekly to bi-weekly and at the end of every nine-week period as reflected in math grades.				
Funding Sources: Title I, part A - 59159.85						

<p>18) Utilize Reading/ELA Coach to monitor classroom Reading instruction and model campus strategies and programs for new teachers. Provide tutoring to students struggling in Reading and Writing as a part of the RTI process and to increase student achievement and increase reading levels. Collaborate with tutors to desegregate student achievement data and develop lessons that will meet the individual needs of At-Risk students. Provide professional development to teachers and paraprofessionals to facilitate the use of research based programs and strategies for Reading and Writing. Create and present information to parents of Kindergarteners to increase home/school connection. Collaborate with 3rd and 4th grade teachers to provide information night for parents to facilitate home/school connection in STAAR Read and Writing Strategies.</p>	<p>ELA Coach Strategist Administrators</p>	<p>Student growth will be monitored weekly to bi-weekly and at the end of every six-week period as reflected in reading and writing grades.</p>				
<p>Funding Sources: Title I, part A - 49539.85</p>						
<p>19) Use of a variety of technology hardware which includes interactive projectors, document cameras, interactive writing pads, student response systems, and wireless laptop cart, and various online applications such as Office 365, BrainPOP, Discovery Education, Learning.com, and Flipgrid. Includes on-going training for teachers to support their use of the varied technologies.</p>	<p>Teachers</p>	<p>Use in classrooms on a daily basis Documentation through lesson plans.</p>				
<p>Funding Sources: Title I, part A - 5000.00, RLIS - 0.00</p>						
<p>20) Increase performance of students with special needs on state performance tests.</p>	<p>Administrators Strategist Reading/ELA Coach Teachers Math Coach Special Ed teachers</p>	<p>Weekly Assessments Benchmark test STAAR</p>				
<p>21) Staff development for general education staff concerning the mandates and best practices regarding LRE. Systemic evaluation and facilitation with inclusion similar to that provided by Stetson & Associates.</p>	<p>Training materials to facilitate discussion and staff development/Director of Special Education, Campus Principals and Campus Leadership Teams, Diagnosticians and Supervisors.</p>	<p>Sign-in sheets per campus, Enriched participation in ARDC as determined by ARD facilitator and increased participation in general education classes by 15% districtwide.</p>				
<p>Funding Sources: Title I, part A - 1200.00</p>						


22) Increase implementation of data-based decisions for students receiving special education services utilizing staff development materials including STAAR through the Lens of Special Education.	Training materials to facilitate discussion and staff development/Director of Special Education, Campus Principals and Campus Leadership Teams, Diagnosticians and Supervisors.	Sign-in sheets per campus. Increase success on STAAR by students receiving special education services by 15%				
23) Professional development to address best practice instruction matched with the rigor of the state assessment to include project based, constructivist and brain based methodologies.	Funds to conduct staff development and or travel/Campus Leadership.	Increased passing rates for all student groups on state assessments and benchmarks.				
Funding Sources: Title I, part A - 1000.00						
24) Professional Development and PK-12 curriculum will be tightly aligned district wide and specific to needs identified in the comprehensive district needs assessment.	Administrators campus/district wide Strategists Coaches Teachers	Increased student success for all student groups.				
Funding Sources: Title I, part A - 5000.00						
25) All student groups will show an increase of 5% points annually in the advanced category on the STAAR Test.	Administrators Strategist Coaches Teachers Tutor	5% point increase on all student groups scoring masters on STAAR tests.				
26) District African American sub-population will show an increase in 10% points annually in all tested areas	District Administrators, Strategists, coaches, teachers, and tutors	10% point increase on all tested areas				
27) Increase the number of students with special needs served in the general education classroom	Administrators, teachers, strategist, coaches	Increase in percentage of time children are served in the general education classroom.				
28) Implement an instructional acceleration program that includes mentoring, tutoring, small group instruction with researched-based materials such as not limited to (Daily 5, M.A.T.H., F&P Classroom, Motivation, Literacy Continuum) to enhance ELA/Reading and math growth in all student groups in all learners with special targeted and diversified instruction for our White, Continuously Enrolled and Non-Continuously Enrolled student groups.	Administrators Strategist Coaches Teachers	Growth on benchmarks and state assessments				
						

Goal 1: West Side Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 2: Improve attendance rate to at least 97%.

Evaluation Data Source(s) 2: Accomplishment of objective as measured by campus records and AEIS report.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Report names of students who have 3 consecutive absences and contact parents/guardians.	Teacher Administrators JISD police officer Campus Registrar	97% of students are in attendance on a daily basis				
2) Utilize services of JISD police officer to investigate absenteeism	Administrators JISD police	Decrease in excessive absences				
3) Conduct home visits to investigate excessive absences.	Administrator Counselor Teacher	Decrease in excessive absences				
4) Provide students with incentives, awards and classes from each grade level for both attendance and no tardies each month and/or nine weeks.	Administrator Counselor Teacher	Increase campus attendance and decrease tardies				
Funding Sources: Local - 0.00						
						


Goal 1: West Side Elementary will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 3: Educators and students will improve technology skills through a student centered learning environment infused with digital age learning experiences and assessments by campus leadership and staff.

Evaluation Data Source(s) 3: Portfolio Samples

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Continue to expand, support and monitor educators use of Eduphoria components, forethought and aware for designing and delivering data-driven instruction.	Principals Instructional Strategist	Forethought lesson plans Aware assessment analysis reports NETS-T				
2) Utilize distance learning opportunities to expand and vary instructional offerings in support of student-centered learning.	Technology support staff Teachers Media Specialists	Forethought lesson plans Discovery Education Adobe connect				
Funding Sources: Title I, part A - 4000.00						
3) Provide aligned curriculum, instruction and assessment to ensure technology integration by all teachers and technology literacy for all students PK-12.	EDCSS DOIT Teachers	Forethought lesson plans Aware assessment data				
4) Implement Technology application benchmark assessments for grades K-4.	Principals DOIT Instructional Strategist	Course enrollment reports student performance				
5) Provide access to grades and attendance to parents/guardians of students in PK through 4th grade.	Principals Superintendent PEIMS/SIS Director	Number of accounts used student performance				
6) Maintain telephone notification system for increased communication to parents.	Technology director Superintendent Principals	Purchase order Logs of telephone calls				
7) Research and evaluate video content storage in order to provide teachers and students direct access to digital curriculum resources such as Discovery Education.	DOT DOIT Principals Instructional Strategists Teachers	Demonstrations Teacher Usage				


8) Continue annual mandatory digital citizenship and web-safety training for all students. Training topics will include: appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms and cyber bullying awareness and response.	Instructional Technologist Teachers Principals EDCSS DOIT	Forethought lesson plans Aware local benchmark reports Easy Tech reports				
9) Expand the use of teacher websites through Edlio to increase communication with all stakeholders.	PR director Instructional Technologist Principals Teachers/Media Specialist DOIT	Published Websites				
10) Provide opportunities for parents and students to gain a working knowledge of online resources such as destiny, skyward, transfunder, lunchmoney now, textbooks and teacher websites.	Principals Media Specialist	Percentage of parent and student accounts being utilized Events at campuses				
11) Use Eduphoria aware to analyze data, set goals and make decisions regarding improvement of student achievement.	Principal Instructional Strategist EDCSS	Improved student performance STAAR scores Benchmarks				
12) Incorporate ongoing technology planning in campus improvement plan.	Principal Assistant Principal Instructional Strategist	Strategies in CIP's reflecting the technology needs and infused technology strategies.				
13) Curriculum revisions to address the new STAAR assessments will include tech app TEKS incorporated into regular instruction.	Instructional Strategist Coaches DOIT EDCSS Principals	Curriculum documents scope and sequence Eduphoria Instructional Calendars				
14) Participate in and support professional development opportunities targeting infusion of existing and emerging technologies into curriculum.	Principals DOIT	Staff development reports Purchase orders Eduphoria Workshop reports				
Funding Sources: Title I, part A - 4000.00						
15) Promote community engagement to develop awareness of technology as well as seek input to promote the success of a technology infused learning environment.	Superintendent DOT Principals DOIT	Tech committee sign-in sheets Surveys Campus events presentations at community service clubs participation in other community events.				
						

Goal 2: West Side Elementary will recruit, support and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: Provide ongoing professional development and coaching for staff to increase their knowledge, expertise and repertoire of skills

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Recruit and maintain highly effective, high quality, diverse, high performing team members committed to increasing student achievement	Administrators Central Office Leadership Teams	100% teachers highly effective and high quality with focus on increasing student achievement				
Funding Sources: Title II, part A - 18000.00						
2) Provide data driven and needs based staff development activities for all faculty and staff	Administrators Coaches Strategist	Benefits of training to be evident in classroom instruction 70% passing rate on benchmarks				
Funding Sources: Title I, part A - 5000.00						
						


Goal 2: West Side Elementary will recruit, support and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 2: Provide a safe, orderly, drug free environment for all students and staff.

Evaluation Data Source(s) 2: Campus records and PEIMS 425 report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Integration of human sexuality into curriculum						
2) Enforcement of Student Code of Conduct with classroom rules and procedures.	Administrators Teachers	Reduce number of office referrals				
3) Continue utilization of district police officer.	Administrators	Reduce number of referrals				
4) Present information to address violence, drugs, use of alcohol, and use of tobacco including a school wide assembly.	Administrators Teacher Counselor JISD Police officers Community Members	Documentation of planned instruction in lesson plan and counselor log Reduce incidents of future uses of drugs, alcohol, tobacco				
Funding Sources: Local - 0.00						
5) Present information about Student Code of Conduct and campus expectations for behavior at an assembly for all grade levels at the beginning of the year and as needed.	Administrators	Reduce number of office referrals				
6) Improve utilization of school wide discipline management program, student social/emotional development and classroom and individual reinforcement.	Administrators Teachers Counselor	Reduce number of office referrals				
7) Utilize RTI Model for behavior.	Administrators Counselor LSSP Teachers	All year as needed				
8) Provide support/research based strategies such as Capturing Kid's Hearts for individual teachers to implement in classrooms to reduce consistent behavioral, social/emotional issues and for parents.	Administrators Counselor LSSP Teachers	Classroom Observations CKH classroom strategies				
Funding Sources: Title I, part A - 2000.00						

9) Utilize Licensed Specialists in School Psychology (LSSP's) to address, support, serve, or consult in regards to students at risk due to behavioral concerns.	Special Education Director Behavior Support Team Campus Administrators Teachers	Documentation of LSSP participation in ARD's, RTI, STAT, 504 Meetings, Campus Consultation				
10) Continue positive reinforcement through use of celebrations and student awards such as Fabulous Feathers, Incredible Indians, WOW Awards.	Special Education Director Behavior Support Team Campus Administrators Teachers	Documentation of LSSP participation in ARD's, RTI, STAT, 504 Meetings, Campus Consultation				
Funding Sources: Local - 0.00						
11) Integrate character trait and education with morning announcements and counselor will provide character trait education within classroom guidance lessons.	Administrator Counselor	Reduce number of office referrals				
12) Capturing Kids Hearts and Restorative Practices techniques will be used within the classroom and throughout the campus.	Administrator Teachers	Reduce number of office referrals				
						


Goal 3: West Side Elementary will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 1: Promote college readiness and educate students on post secondary opportunities and pathways.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Create a culture of universal achievement and college readiness in both academic and social emotional areas through Turn Around Schools-No Excuses University	Teachers Administrators Counselor	Weekly Assessments Benchmark test STAAR Discipline data No Excuses University				
Funding Sources: Title I, part A - 3000.00						
2) Counselor will provide character education through guidance lessons to all classes.	Teachers Counselor	No increase in inappropriate behaviors as measured by the end of the year PEIMS record as compared to 2016-2017				
3) Plan and implement a program/strategies to reduce the participation of students in gangs involving parents in prevention.	Administrators Counselor	Reduce number of gang signs/drawings present on campus				
4) Provide incentives for students with perfect attendance each month.	Administrator Counselor	Increase weekly attendance rate for each class				
5) Create an environment that is inviting and welcoming for all students by implementing the Capturing Kid's Hearts model.	Principal Assistant Principal Counselor Teachers	Increase in student engagement, attendance and performance.				
Funding Sources: Title I, part A - 2000.00						
6) Facilitate parent meetings/trainings to establish home/school connection to ensure student success.	Strategist Administrator Teachers	Documentation of sign in sheet				
Funding Sources: Title I, part A - 500.00						
7) Provide a West Side post secondary educational scholarship fund to be awarded to a former West Side student(s) graduating from Jacksonville High School.	Administrator Teachers Strategist Coach	Increase graduation rate Increase community/parent involvement				


8) Provide post secondary awareness for all West Side students through field trip opportunities including yearly college/university visits.	Administrator Teachers	Increase graduation rate Increase community/parent involvement				
9) Utilize the daily morning announcements to focus on a different college each week to increase awareness of post secondary educational opportunities.	Math Coach Counselor Teachers	Increase awareness of post secondary education				
10) Provide a "Graduation Senior Walk" for former West Side students wearing their cap and gown.	Administrator Counselor Teachers	Increase awareness of post secondary education				
						

Goal 3: West Side Elementary will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 2: Meet the educational needs of all students by strengthening parental and community involvement.

Evaluation Data Source(s) 2: Campus records and surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Parents will be included on the district and all campus site-based decision making teams.	Administrator Teachers	Documentation of sign in sheet				
2) Utilize custom plan for PreK -4	Teachers Administrators	Documentation of completed forms				
3) Continue partnership with PTO to plan and implement activities that allow parents to participate on campus.	Teachers Administrators PTO	Increased PTO membership and participation as documented on sign in sheet				
4) 100% of Jacksonville residents will be aware of the positive accomplishments and programs that are available in JISD.	Administrators Teachers	All year				
5) Ensure ongoing communication with parents by providing multiple avenues of communication such as: Telephone/emails regarding school-wide positive discipline program Positive behavior notecards/notes Tuesday Folders Student Handbook Teacher/Parent Conference Newsletters Website/Social Media	Administrator Teachers Counselor Strategist	Increase parent involvement Documentation sign-in sheets Teacher documentation to counselor				
		Funding Sources: Title I, part A - 1640.00				
6) Provide a 9-weeks newsletter, Campus Website, Facebook Page and Online Calendar for parents to provide information about curriculum and instruction and opportunities to participate on campus.	Administrators Teachers	Increased parental involvement Documentation of sign in sheet				
		Funding Sources: Title I, part A - 1640.00				
						

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alicia Tennison	Principal
Administrator	Erica Gresham	AP
Administrator	Kendra Bighorse	Instructional Strategist
Classroom Teacher	Shawn Huber	Teacher
Classroom Teacher	Stephanie Ganske	Teacher
Classroom Teacher	Dyna Noreiga	Teacher
Classroom Teacher	Kelley Kirwin	Teacher
Business Representative	Stacy Lambeth	Outdoor Apparel
Business Representative	Lisa Tarrant	Wedding Venue Owner
District-level Professional	Martha Melendez	Bilingual Coach
Parent	Manuel Mondragon	Parent
Parent	Whitney Rogers	Parent
Community Representative	Mary Bruno	Former Principal
Community Representative	Diana Smith	Community Member
Community Representative	Martha Howell	Community Representative
Community Representative	Evelyn Session	Community Representative
Business Representative	Majin Torres	Business Owner

District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
2	2	4			\$0.00
2	2	10			\$0.00
Sub-Total					\$0.00
Title I, part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	3			\$2,139.00
1	1	6			\$4,000.00
1	1	7			\$3,000.00
1	1	10			\$4,000.00
1	1	12			\$4,294.04
1	1	13			\$3,000.00
1	1	14			\$52,539.85
1	1	16			\$5,000.00
1	1	17			\$59,159.85
1	1	18			\$49,539.85
1	1	19			\$5,000.00
1	1	21			\$1,200.00
1	1	23			\$1,000.00
1	1	24			\$5,000.00
1	3	2			\$4,000.00
1	3	14			\$4,000.00
2	1	2			\$5,000.00

2	2	8			\$2,000.00
3	1	1			\$3,000.00
3	1	5			\$2,000.00
3	1	6			\$500.00
3	2	5			\$1,640.00
3	2	6			\$1,640.00
Sub-Total					\$227,652.59
Title II, part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$18,000.00
Sub-Total					\$18,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,000.00
Sub-Total					\$1,000.00
RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$246,652.59