

# **Jacksonville Independent School District**

## **Joe Wright Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

# Mission Statement

As a team working in collaboration with faculty, students, parents and community members, we, at Joe Wright Elementary, will ensure that all students succeed to their maximum potential in an environment that is safe, supportive, and encouraging.

# Vision

Vision Statement: At Joe Wright Elementary, we do not teach our children to simply learn. We teach them to think for themselves, to evaluate information, and make critical decisions. Our passion at Joe Wright is to shape inquisitive minds into productive adults.

# Comprehensive Needs Assessment

Revised/Approved: October 15, 2015

## Demographics

### Demographics Summary

16.3% Black/African American

58.9% Hispanic

21.6% White

Average Daily Attendance 95.9%

Economically Disadvantaged 90.58%

Gifted and Talented 5%

Bilingual 37%

LEP 39%

### Demographics Strengths

ELL Writing scores

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Master's Grade level scores are down from previous year. **Root Cause:** Provide more enrichment and high level interventions in order for all students to continue to show growth.

**Problem Statement 2:** Improvement needed in Writing scores for African American and White sub populations. **Root Cause:** Inconsistent Writing instruction vertically aligned across grade levels

# Student Academic Achievement

## Student Academic Achievement Summary

3rd	All	AA	His	White	Two or More	Sp. Ed.	Eco. Dis.	ELL	Advanced
Reading	74	71	81	67	50	40	72	83	13
Math	78	79	74	81	100	20	76	75	18

4th	All	AA	His	White	Two or More	Sp. Ed.	Eco. Dis.	ELL	Advanced
Reading	76	69	79	73	100	25	74	86	14
Writing	76	65	88	60	50	63	76	94	11
Math	83	76	87	73	100	88	83	89	17

Total Reading 76% Total Math 82% Total Writing 76%

## Student Academic Achievement Strengths

ELL writing scores are up by 10 percentage points

African American scores went up in all areas.

Writing scores went up in all areas except White population.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Math scores were lower in all areas except African American

**Problem Statement 2:** The Masters Grade Level scores were down in all areas except 4th Math.

**Problem Statement 3:** The White population scores were lower in areas except 3rd Reading.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Head Start program for 4 year olds

PPCD classrooms

Life Skills classrooms

Sensory Lab

STEM Lab

No Excuses University Philosophy for learning and encouraging all students to meet thier potential

STEM program for instruction

After School Enrichment programs

One Way Gomez and Gomez Dual Language Program

Daily 5 small group teachering strategy

M.A.T.H small group teaching strategy

Morining and After School Tutorials

STEM Clubs

Outdoor Classroom

Campus Strategist

Campus Reading Coach

Campus Math Coach

Counselor program with Bullying Prevention, Drug Free etc.

## **Perceptions**

### **Perceptions Summary**

We have a welcoming environment for parents and visitors. We have a school where every student is included and involved in our STEM learning model. We value the NO Excuses philosophy that every child is provided the opportunity to learn at their optimum capacity.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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
- State and federal planning requirements

## Accountability Data

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

## 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: Joe Wright 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:** Improve school culture and climate through staff development opportunities

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Improve school culture by providing staff development to include but not limited to Character Education, Discipline and NEU Philosophy, Team building, Capturing Kids Hearts.	Administrators Counselor Teachers Curriculum Strategist Math Coach Reading Coach	Reduced number of office referrals Increase number of Character in Action Referrals				
Funding Sources: Local - 0.00, Title I, part A - 1500.00						
2) Recruit and maintain highly effective and high quality teachers and highly qualified paraprofessionals by providing a positive working environment and a positive school culture among students, parents and staff. Provide staff development and support through PLCs, the use of math and reading coaches, curriculum strategist, paraprofessionals, counselor and administrators in class as well as after class.	Administrators Central Office Teachers Coaches Strategist Counselor	100% teachers highly effective and high quality				
Funding Sources: Title II, part A - 27000.00						
3) Provide weekly meetings for all staff to improve communications; including faculty meetings after school, PLC planning, paraprofessional, leadership, rotation and support staff.	Administrators Teachers Support staff Counselor Paraprofessionals	Improved communication as reported by all staff according to staff survey.				
Funding Sources: Local - 0.00						
4) Provide weekly calendar of events and news for all staff.	Administrators Counselor Curriculum Strategist	Improved communication as reported by all staff according to staff survey				
Funding Sources: Local - 0.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Goal 1:** Joe Wright 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 staff development to build knowledge and skills for all teachers.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Provide staff development activities for all faculty and staff in each of the core academic areas (math, reading, writing, science, and social studies), based on needs identified through academic benchmark assessments, including training of general ed staff on STEM strategies, the instructional mandates and best practices regarding LRE, as well as technology training based on needs identified through assessment and other staff surveys.	Administrators Curriculum Strategist Campus Technologist District Technologist Librarian Math Coach Reading Coach	Benefits of training and equipment to be evident in classroom instruction by 90% passing rate of all students on EOY benchmark  Improvement on STAAR Chart Assessment				
Funding Sources: Title I, part A - 1500.00						
2) Provide Staff development activities for bilingual and ESL teachers to include, but not limited to: TABE, ELPS and Gomez and Gomez instructional model.	Administrators Teachers Curriculum Strategist Counselor	90% passing rate of all students on EOY benchmark and 90% of all students on grade level at the end of the year				
Funding Sources: Local - 0.00, Title III - 1200.00						
3) Utilize Math Coach to provide support and growth in best practices for all teachers.	Curriculum Director Math Coach Principal Teachers	Student growth will be monitored each six weeks in Math.				
Funding Sources: Title I, part A - 45839.85						
4) Utilize Reading Coach to provide support and growth in best practices for all teachers.	Curriculum Director Reading Coach Principals Teachers	Student growth will be monitored each six weeks in Reading.				
Funding Sources: Title I, part A - 55739.85						
5) Utilize specialized staff to provide support and growth in best practices as well as provide instructional resources, materials, and professional development to support teaching and accomplishments of campus goals. Serve as coordinator, academic coach, and mentor to teachers.	Curriculum Director Instructional Strategist Principal Teachers	Student growth will be monitored each six weeks.				
Funding Sources: Title I, part A - 56259.85						

6) Provide Staff development activities in the area of Gifted and Talented best practice strategies and methodology	Principals Instructional Strategist District GT Coordinator	100% of identified Gifted and Talented students receive services.				
	Funding Sources: Local - 0.00					


**Goal 2: Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.**

**Performance Objective 1:** Reduce the number of office referrals from previous year.

**Evaluation Data Source(s) 1:** Accomplishment of objective as measured by PEIMS reports and campus records

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Provide character education through Integration of character trait lessons; Character trait each the six weeks Activities School wide implementation of the NEU philosophy Red Ribbon Week How to Train a Llama Strategies Capturing Kids Hearts Strategies	Teachers Counselor Administrators	Lesson Plans Counselor Log				
	Funding Sources: Local - 0.00					
2) Enforcement of Student Code of Conduct with classroom rules and Utilizing the School Wide Discipline Plan. Include Good character traits during announcements and throughout the day. Capturing Kids Hearts strategies	Administrators Teachers Counselor	Reduce number of office referrals				
	Funding Sources: Local - 0.00					
3) Continue utilization of JISD police officer	Administrators	Reduce number of office referrals				
	Funding Sources: Local - 0.00					
4) Provide health education through implementation of CATCH Program	Teachers Counselor Paraprofessionals	Documentation of planned instruction in lesson plan				
	Funding Sources: Local - 0.00					
5) Address violence, drugs, use of alcohol, and use of tobacco Through literature, security equipment, and parent/student awareness, School assemblies Red Ribbon Week Activities	Teachers Counselor Nurse Administrators	Documentation of planned instruction in lesson plan and counselor log				
	Funding Sources: Local - 0.00					

6) Provide staff development on gang affiliation, gang violence and bullying	Administrator Counselor JISD police officer	Reduced number of office referrals				
	Funding Sources: Local - 0.00, Title I, part A - 1000.00					
7) Improve school culture by providing staff development in the areas of Character Education, Discipline and NEU Philosophy	Administrators Counselor Teachers Curriculum Strategist Math Coach Reading Coach	Reduced number of office referrals Increase number of Character in Action Referrals				
	Funding Sources: Local - 0.00, Title I, part A - 3000.00					
8) Provide rewards, incentives and recognition for students and staff who exhibit good Character Traits. Tokens, notes, lunch with principal, extra privileges, good behavior parties etc. Display names and pictures of students and staff on bulletin boards, website, Facebook and six weeks newsletter	Administrators Counselors Teachers Paraprofessionals	Reduce number of office referrals Increase number of Character in Action Referrals				
	Funding Sources: Local - 0.00					
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				
	Funding Sources: Local - 0.00, Title I, part A - 1500.00, Title III - 1000.00					
10) Provide Staff development activities for all faculty and staff in the areas of classroom management/discipline and best practice for teaching to include special needs students.	Administrators Teachers Curriculum Strategist Counselor	Decrease in the number of discipline referrals to the office. Increase in the number of Character in Action referrals				
	Funding Sources: Local - 0.00, Title I, part A - 1500.00, Title III - 1000.00					
						



**Goal 2:** Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 2:** By the end of the 2018-19 school year, the percentage of students scoring "Met Student Progress" to show "Academic Growth" on the STAAR and district level assessments in each student group will increase. See Chart

**Evaluation Data Source(s) 2:** Accomplishment of objective as measured by STAAR scores.







**Summative Evaluation 2:**

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 and horizontally aligned curriculum and planning, instructional resources, and technology integration. Include STEM based strategies in classroom instruction.	Administrators Teachers Curriculum Strategist Math Coach Reading Coach	Weekly meetings Walk-through T-TESS Lesson plans				
	Funding Sources: Title I, part A - 1500.00					
2) Administer benchmark assessments twice a year for all students in each of the core academic areas (math, reading , writing, science and social studies)	Administrators Teachers Curriculum Strategist Math Coach Reading Coach	Minimum 90% of the students should master benchmark				
	Funding Sources: Local - 0.00					
3) Utilize desegregated data from benchmark tests, TPRI, Aware technology, and the Renaissance Place Star reading assessments, to identify and target students in all sub groups: All African American, Hispanic, White, Econ Dis, LEP, and Special Education	Administrators Teachers Curriculum Strategist Math Coach Reading Coach Inclusion Teacher Para-professionals	Increase passing rate of targeted students to reach mastery by January. Improvement on TPRI / Spanish assessment Improvement on PK report card				
	Funding Sources: Local - 0.00, Title I, part A - 1500.00					

<p>4) Provide additional support for all students not achieving expected mastery in various assessments by enhancing core-academic instruction through the use of research-proven curriculum resources such as, but not limited to:</p> <ol style="list-style-type: none"> <li>1. Writing/Reading/Math</li> <li>2. Leveled Literacy Intervention</li> <li>3. Motivation Math/Reading/Writing</li> <li>4. Daily Rigor math</li> <li>5. Countdown to Math STAAR</li> <li>6. BrainPop</li> <li>7. Lone Star Learning</li> <li>8. STAAR Master Math/Reading</li> <li>9. Education Galaxy</li> <li>10. Empowering Writers</li> <li>11. Reflex Math</li> <li>12. STEM instructional strategies</li> </ol> <p>Also include:</p> <ol style="list-style-type: none"> <li>1. teacher training,</li> <li>2. hands-on learning opportunities;</li> <li>3. and additional technology programs</li> </ol>	<p>Administrators Teachers Curriculum Strategist Math Coach Reading Coach Inclusion Teacher Para-professionals</p>	<p>At least 90% of students should master benchmark Improvement on TPRI / Spanish assessment Improvement on PK report card</p>				
<p>Funding Sources: Local - 0.00, Title I, part A - 7000.00, Title III - 1000.00</p>						
<p>5) Create more on grade level learning opportunities for Special Education Students.</p>	<p>Administrators Teachers Curriculum Strategist Math Coach Reading Coach Inclusion Teacher Para-professionals</p>	<p>At least 90% of students should master benchmark Improvement on TPRI / Spanish assessment</p>				
<p>Funding Sources: Local - 0.00, Special Education Federal funds - 0.00</p>						
<p>6) Utilize SCE funds to support implementation of Title I school wide strategies</p>	<p>Administrators</p>	<p>Increase in reading levels  At least 90% of students should master benchmark</p>				
<p>Funding Sources: SCE - 0.00</p>						
<p>7) All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading / language arts and mathematics.</p>	<p>Teachers Administrators Dir. Special Language Para-professionals Curriculum Strategists Reading Coach Math Coach Reading tutor Math tutor</p>	<p>Increase in benchmark assessment scores Improvement on TPRI / Spanish Improvement on PK report card Improvement TELPAS and IPT assessments</p>				
<p>Funding Sources: Local - 0.00, Title III - 500.00</p>						

<p>8) Continue to provide support to second language learners PK-4 i.e. additional bilingual instructional supplies, bilingual benchmark assessments, Interactive Whiteboard technology to increase vocabulary</p>	<p>Teachers Administrators Dir. Special Language Para-professionals Curriculum Strategists Reading Coach Math Coach</p>	<p>Increase in benchmark assessment scores Improvement on TPRI / Spanish Improvement on PK report card</p>				
<p>Funding Sources: Title I, part A - 1000.00, Title III - 500.00</p>						
<p>9) Continue campus-wide writing initiative in grades PK-4</p>	<p>Administrators Curriculum Strategists Teachers Para-professionals</p>	<p>90% mastery of all subgroups in writing and 90% passing rate of all students on EOY benchmark</p>				
<p>Funding Sources: Title I, part A - 1000.00, Local - 0.00</p>						
<p>10) Provide targeted reading interventions for struggling readers based on data from Benchmarks, TEA Reporting and the Renaissance Place STAR reading assessment, TPRI assessment, and benchmark Assessment system. Using researched based strategies, specific focus will be for the African American, Economically Disadvantaged, Continuously Enrolled, ELL and White student populations.</p>	<p>Administrators Teachers Reading Specialists Curriculum Strategists Librarian Reading Tutor</p>	<p>90% of students reading on grade level at end of year and 90% passing rate of all students on EOY benchmark</p>				
<p>Funding Sources: Title I, part A - 5000.00</p>						
<p>11) Provide targeted math interventions for struggling students based on data from Benchmarks, TEA Performance reporting and by research based strategies, utilizing increased technology and hands on experiences, and small group instruction with a focus on African American, ELL, Continuously Enrolled, White and Economically Disadvantaged Student populations.</p>	<p>STAAR Interventionists Math Tutor Teachers Volunteers Para-professionals Curriculum Strategists Math Coach</p>	<p>90% passing rate of all students on EOY benchmark and 90% of all students on grade level at the end of the year</p>				
<p>Funding Sources: Title I, part A - 5000.00</p>						
<p>12) Continue to implement all components of the dyslexia program</p>	<p>READ Teacher Administrators Teachers Curriculum Strategists</p>	<p>Increased reading fluency rates and comprehension of targeted students as assessed each six weeks  Improvement on TPRI / Spanish  Improvement on PK report card</p>				
<p>Funding Sources: Local - 0.00</p>						
<p>13) Provide enrichment opportunities for students to increase percentage of students scoring at the level 3 on STAAR assessment. Including STEM activities, enrichment activities available in the classroom as well as, but not limited to, after school enrichment clubs, including art, performing arts, music, literature club, technology and science and UIL competition.</p>	<p>Administrators Teachers Reading Interventionist Math Interventionist Curriculum Strategists Para-professionals</p>	<p>30% of students scoring at level 3 passing standard on STAAR assessment</p>				
<p>Funding Sources: Local - 0.00</p>						

14) Provide weekly meetings for all staff to improve communications; including faculty meetings after school, PLC planning, paraprofessional, leadership, rotation and support staff.	Administrators Teachers Support staff Counselor Paraprofessionals	Improved communication as reported by all staff according to staff survey.				
	Funding Sources: Local - 0.00					
15) Provide weekly calendar of events and news for all staff.	Administrators Counselor Curriculum Strategist	Improved communication as reported by all staff according to staff survey				
	Funding Sources: Local - 0.00					
16) Provide educational experiences for all Joe Wright students through Field Trip opportunities.	Administrators Teachers Counselor	90% passing rate of all students on EOY benchmark and 90% of all students on grade level at the end of the year				
	Funding Sources: Local - 0.00					
17) Provide Gifted and Talented services for K-4th grade students who meet the JISD qualification for Gifted and Talented program.	Administrators Teachers Curriculum Strategist District GT Coordinator	100% of identified Gifted and Talented students receive services.				
	Funding Sources: Local - 0.00					
18) Utilize Math Coach to monitor classroom Math instruction and model campus Math strategies and programs for all 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.	Curriculum Director Math Coach Principal Teachers	Student growth will be monitored each six weeks in Math.				
	Funding Sources: Title I, part A - 45839.85					
19) Utilize Reading Coach to monitor classroom Reading instruction and model campus Reading strategies and programs for all teachers. Provide tutoring to students struggling in Reading as a part of the RTI process and to increase student achievement. Develop curriculum based Reading assessments used for curriculum planning and student needs assessment.	Curriculum Director Reading Coach Principals Teachers	Student growth will be monitored each six weeks in Reading.				
	Funding Sources: Title I, part A - 55739.85					
20) Utilize specialized staff 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, academic coach, and mentor to teachers.	Curriculum Director Instructional Strategist Principal Teachers	Student growth will be monitored each six weeks.				
	Funding Sources: Title I, part A - 56259.85					


<p>21) Provide additional support for Special Education students not achieving expected mastery in Reading, Writing and Math assessments by enhancing core-academic instruction through the use of research-proven curriculum resources and small group intervention.</p>	<p>Principals Teachers Inst. Strategist Math Coach Reading Coach Tutors Special Ed. Teacher</p>	<p>Improved scores on weekly assessments Progress on STAAR assessment</p>				
<p>Funding Sources: Title I, part A - 1000.00</p>						
<p>22) Provide additional support for students not achieving expected mastery in Writing assessments by enhancing core-academic instruction through the use of research-proven curriculum resources and small group intervention specifically focusing on African American, ELL, White and Continuously Enrolled students.</p>	<p>Principals Teachers Inst. Strategist Math Coach Reading Coach Tutors</p>	<p>Improved scores on weekly assessments Progress on STAAR assessment</p>				
<p>Funding Sources: Title I, part A - 1000.00</p>						
<p>23) Provide additional support for students in Math with a part time interventionist.</p>	<p>Principals Teacher Strategist Math Coach Interventionist</p>	<p>Improved scores on weekly assessments Progress on STAAR assessment</p>				
<p>24) Provide additional support for students in Reading and Writing with a part time interventionist/tutor..</p>	<p>Principal Teachers Strategist Reading Coach</p>					
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2:** Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 3:** Improve attendance rate to at least 98%.

**Evaluation Data Source(s) 3:** Accomplishment of objective as measured by campus records and TAPR report

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Contact parents of the students having 3 consecutive absences in a week.	Administrators Teachers JISD police officer Campus Registrar	98% of students attending on a daily basis				
Funding Sources: Local - 0.00						
2) Parents are required to attend conferences with the campus administrator when students have been absent a total of 7, 12 and 19 days of school.	Administrator Teachers JISD police officer Campus Registrar	98% of students attending on a daily basis				
Funding Sources: Local - 0.00						
3) Utilize services of JISD police officer to investigate absenteeism	Administrators JISD Police	Decrease in excessive absences				
Funding Sources: Local - 0.00						
4) Conduct home visits to investigate excessive absences	Administrators Teachers JISD Police	Decrease in excessive absences				
Funding Sources: Local - 0.00						
5) Provide incentives, rewards and recognition for individuals and classes from each grade level with best attendance and no tardies each week and/or six weeks	Administrator Counselor Teacher	Increase attendance rate for campus				
Funding Sources: Local - 0.00						
						


**Goal 2:** Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 4:** Involve parents in the education of their children in order to improve student performance to increase student achievement.

**Evaluation Data Source(s) 4:** Accomplishment of objective as measured by STAAR.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Conduct parent meetings to inform parents of Title 1, STAAR and other curriculum expectations; as well as open house, meet the teacher, Project Fair, Family STAAR night and PTO.	Curriculum Strategists Administrators Teacher Math Coach Reading Coach Counselor	Documentation sign-in sheet				
	Funding Sources: Local - 0.00, Title I, part A - 1816.00					
2) Utilize custom plan for Pre-K to 4 grade	Teachers Administrators Curriculum Strategist Reading Coach Math Coach	Documentation of completed forms  Parent conferences				
	Funding Sources: Local - 0.00					
3) Provide parent involvement through Open House, meet the teacher, Grandparents day, Family STEM Night, book fairs, Music programs, holiday luncheons, classroom performances, Project Fair, Multi-cultural day, PTO meetings, class parties, Field Day, Parent appreciation and Fourth Grade Graduation	Administrators Teachers Curriculum Strategist Reading Coach Math Coach Counselor	Documentation sign-in sheet				
	Funding Sources: Local - 0.00, Title I, part A - 1816.00					
4) Provide parents with Take-Home Study aides with supplies to assist students at home.	Administrators Teachers Curriculum Strategist Reading Coach Math Coach Counselor	Increase in parent involvement				
	Funding Sources: Local - 0.00, Title I, part A - 300.00					

5) Improve parent communication by providing each student with a weekly take-home folder that shows student academic progress and discipline report as well as the use of social media to inform parents of events and updates.	Administrators Teachers	Documentation with parent signature				
	Funding Sources: Local - 0.00, Title I, part A - 300.00					
6) Provide parent incentives for volunteering; car decal, door prizes, badges, T-shirts, etc.	Administrators Counselor	Documentation with parent signature				
	Funding Sources: Local - 0.00					
7) Provide parent appreciation and recognition. Parent nights, hospitality for volunteers, and tokens of appreciation.	Administrators Counselor teachers	Documentation through calendar events and parent sign-in sheets				
	Funding Sources: Local - 0.00					
8) Provide after school English classes/tutorials for bilingual parents.	Administrators Teachers Paraprofessionals	Parent sign in sheets				
	Funding Sources: Local - 0.00, Title III - 1000.00					
9) Provide information to parents pertaining to online resources, JISD and Joe Wright web pages as well as social media.	Administrators Teachers Secretary Counselor	Increase in Parent Involvement Parent sign in sheets				
	Funding Sources: Local - 0.00					
10) Provide bilingual staff at the front desk, reception area during peak times of day to increase parent communication.	Teacher Paraprofessional	Increase in Parent Involvement Parent sign in sheets				
	Funding Sources: Local - 0.00					
11) Provide a calendar online as well as hard copy to be sent to parents with important dates and opportunities for parent involvement. Improve parent involvement by providing parent notes and a Newsletter to parents each 9 weeks printed in English and Spanish.	Administrators Teachers Secretary Counselor	Increase in Parent Involvement Parent sign in sheets				
	Funding Sources: Local - 0.00					
						




**Goal 2:** Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 5:** Educators facilitate student centered learning environment infused with digital age learning experiences and assessments.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

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 Dir. Instruct. Tech Inst. Strategist	Forethought Lesson Plans Aware assessment analysis reports NETS				
2) Support Student assessments using technologies such TELPAS, STAAR A, Student Response etc.	Principals Teachers Inst. Strategist Testing Coordinators	TEA Reports AWARE reports				
3) Expand the use of research-based strategies to increase teaching for rigor and relevance through the use of technology integrated lessons across all curriculum.	Inst. Strategist Principals	Forethought Lesson Plans Aware assessment analysis reports NETS-T Online usage reports from adopted instructional materials				
4) Support and expand the use of existing and emerging technologies to support interactive lessons with technology tools such as ActivBoards, Laptops, Surfaces, BrainPop, Discovery Education, Office365, student response systems, and Flipgrid.	Technology Support Principals Inst. Technologist Teachers Media Specialist	Purchase Orders Help-desk Work orders Workshop training reports Forethought Lesson Plans				
	Funding Sources: Title I, part A - 2139.00					
5) Utilize distance learning opportunities to expand and vary instructional offerings in support of student-centered learning. Media Specialist, Enrichment class, Surfaces, SKYPE for businesses, Universities, etc.	Technology Support Teachers Media Specialist	VCON equipment reservation? Forethought lesson plans Safari Montage Usage Reports Adobe Connect Schedules?				
6) Provide aligned curriculum, instruction, and assessment to ensure technology integration by all teachers and technology literacy for all students Pk-4	Assoc. supt of Curric. Dir. Instruct. Tech Teachers	Forethought Lesson Plans Aware Assessment Data				
7) Implement Technology Applications benchmark assessments for grades K-4. In Computer Lab, benchmark assessments	Assoc. Supt. of Curric.. Dir. Instruct. Tech Principals	Forethought Lesson Plans Aware Assessment Data				

8) Provide access to grades and attendance to parent/guardians of students in 1st through 4th grade. Computer Labs	Principal Superintendent PEIMS/SIS Dir	Number of accounts used Student performance				
9) Maintain telephone notification system for increased communication to parents	Technology Director Superintendent Principals	Purchase Order # of telephone calls				
10) Integrate Inquiry and Easy Tech lessons into the curriculum to improve technology literacy of all students and increase technology integration opportunities for educators. In Computer lab, Inquiry Project Based. All content areas	Teachers Assoc. supt. of Curriculum Dir. Instruct. Tech	Forethought lesson plans Easy Tech Usage Reports?				
11) Continue use of classroom observation and professional development data to assess teacher's technology proficiency and levels of technology integration.	Principals Inst Technologist	T-TESS evaluation report Learning.com Wayfind teacher PD reports?				
12) 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. Teacher continues to model digital citizenship.	Inst. Technologists Teachers Principals Assoc. Supt. of Curric.. Dir. Instruct. Tech	Workshop Schedule of training: Training Sign-In Logs Forethought Lesson Plans Easy Tech Reports				
13) Expand the use of teacher websites through Edlio to increase communication with all stakeholders. Communication through JISD website, individual classroom websites.	PR director Inst. Technologist Principals Teachers/Median Spec. Dir. Instruct. Tech	Published Websites				
14) Keyboarding instruction will be a part of the curriculum for K-4 students to support the integration of the Technology Application TEKS in the foundation curriculum.	Assoc. supt. of Curric.. Principals Teachers	Easy Tech usage reports Forethought Lesson Plans				
						

**Goal 2:** Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 6:** Incorporate strategies that model, expand and support the effective use of technology

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Support campuses in the use of Eduphoria Aware to analyze data, set goals and make decisions regarding improvement of student achievement.	Principals Media Specialists	Percentage of parent and student accounts being utilized Events at campuses				
2) Incorporate ongoing technology planning in campus improvement plan	Director of Technology Principals CIP Committee	Strategies in CIPs reflecting the technology needs and infused technology strategies technology plan reflective of CIPs strategies				
3) Participate in collaboration with representative from colleges and universities to share resources. Librarian resources available: TexQuest, E-Books - teacher access codes and student access codes	Principal Assoc. Supt. of Curric.. Inst. Strategist	E-Book Usage				
4) Curriculum revisions to address the STAAR assessments will include Tech App TEKS incorporated into regular instruction. Teachers use the activities attachment to Forethought at the top of Scope and Sequence. Math Coach videos.	Assoc. supt. of Curric.. Inst. Strategist Dir. of Instructional Technology Principals	Curriculum documents Scope and Sequence Eduphoria				
5) Participate in and support professional development opportunities targeting infusion of existing and emerging technologies into curriculum. small or whole group	Principals DOIT	Staff development reports Purchase orders Eduphoria workshop reports				
Funding Sources: Title I, part A - 1000.00						
6) Promote community engagement to develop awareness of technology as well as seek input to promote the success of a technology infused learning environment. Technology Fair/Show, Bullying-Social etiquette, Video conferencing, online registration, Facebook, Joe Wright web page, Skyward Family Access, Remind for parents, ClassDojo, etc.	Superintendent Principals Dir. of Instructional Technology Director of Technology	Surveys Campus Events				
7) To ensure we have a technology infused strategic plan that aligns with a shared vision. Technology goals, objectives and strategies from campus and district improvement plans.	District and Campus Leadership Tech Plan Committee	Technology infused In campus plan Technology plan reflecting campus and district goals, objectives, and strategies.				

8) Develop policies and provide guidance to teachers to ensure students' personal information is protected when using digital resources. Digital Citizenship-documentation in AWARE	Dir. of Instructional Technology Director of Technology Assoc. Supt. of Curriculum	Developed policies Training on COPPA and use of students' data in online digital resource's and media. (Children's Online Privacy Protection Act)				
9) Define goals and expectations of Media Specialist (Librarian) and transition current Librarians into the role of Media Specialist.	Superintendent Principals	Job Description Postings Training documents and schedule				
10) Provide access to digital instructional tools that meet interoperability standards for instruction.	Director of Technology Principals	Tools in place Tools connected and being used with other tools already in place in classroom				
11) Provide and maintain an infrastructure for communications with parents and community members, including online year-round access to school news, educational resources, data and personnel creating a transparent school environment. Remind for parents. Community engagement.	Director of Technology Superintendent CTE Director PR Dir	Web hit count Newsletters Channel 20 Productions Teacher web pages School Messenger Logs				


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

**Goal 2:** Joe Wright Elementary campuses will build a foundation of reading, writing and mathematics through a systemic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

**Performance Objective 7:** Ensure educator professional development is ongoing, standards-based and of high quality.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Support teachers in the integration of technology through on-going campus-wide, PLC, 1:1 and just-in-time training in the use of existing and emerging technologies.	Dir. of Instructional Technology Director of Technology	Workorders in Helpdesk Calendars of scheduled trainings Courses completed in Workshop				
						

### Goal 3: Joe Wright 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:** Ensure students are aware of post secondary opportunities

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Improve school culture and awareness of post secondary readiness by instructing students in the NEU Philosophy	Administrators Counselor Teachers Curriculum Strategist Math Coach Reading Coach	Reduced number of office referrals Increase number of Character in Action Referrals				
Funding Sources: Local - 0.00, Title I, part A - 2000.00						
2) Provide enrichment opportunities for students to increase awareness of post secondary educational opportunities and the percentage of students scoring at the level 3 on STAAR assessment. Including STEM activities, enrichment activities available in the classroom as well as, but not limited to, after school enrichment clubs, including art, performing arts, music, literature club, technology and science and UIL competition.	Administrators Teachers Reading Interventionist Math Interventionist Curriculum Strategists Para-professionals	30% of students scoring at level 3 passing standard on STAAR assessment				
Funding Sources: Local - 0.00						
3) Provide a Joe Wright post secondary educational scholarship fund to be awarded to a former Joe Wright student graduating from Jacksonville High School.	Administrators Teachers Counselor	Increase in graduation rate Improved school culture as reflected on staff survey and increase community/parent involvement.				
4) Provide educational experiences and post secondary awareness for all Joe Wright students through Field Trip opportunities including yearly college campus visits	Administrators Teachers Counselor	90% passing rate of all students on EOY benchmark and 90% of all students on grade level at the end of the year				
Funding Sources: Local - 0.00						
5) Utilize custom plan for Pre-K to 4 grade students including parent conferences and goal setting for students.	Teachers Administrators Curriculum Strategist Reading Coach Math Coach	Documentation of completed forms Parent conferences				
Funding Sources: Local - 0.00						

6) Utilize distance learning opportunities to expand and vary instructional offerings in support of student-centered learning. Media Specialist, Enrichment class, Surfaces, SKYPE for businesses, Universities, etc.	Technology Support Teachers Media Specialist	VCON equipment reservation? Forethought lesson plans				
7) Utilized distance learning to connect with colleges and other professionals.						
8) Provide guest speakers from a variety of professional occupations to teach student about post secondary career opportunities.						
9) Provide STEM educational opportunities to teach students about post secondary STEM careers.						
10) Utilize the daily morning announcements to include "College Spotlight", focusing on a different college each week to increase awareness of post secondary educational opportunities.						
11) Spotlight a different college during each Pep Rally to include the college chant or cheer performed by the class that adopted that college.						
12) Counselor provided guidance lessons including lessons on professional careers and post secondary readiness.						
13) Provide a NEU staff bulletin board in the main hall way spotlighting where each staff member attended college or technical school.						
14) Provide a student bulletin board in the main hallway spotlighting goals of students for post secondary awareness.						
15) Provide a "Graduation Senior Walk" for former Joe Wright students in their cap and gown.						
16) Provide a Joe Wright Scholarship fund to be awarded to a former Joe Wright student graduating from Jacksonville High School.	Administrators Teachers Counselor	Increase in graduation rate Improved school culture as reflected on staff survey and increase community/parent involvement.				
17) Initiate a Joe Wright Alumni Association to benefit the Joe Wright Scholarship fund.	Administrators Teachers Counselor	Increase in graduation rate Improved school culture as reflected on staff survey and increase community/parent involvement				

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

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cindy Slovacek	Principal
Non-classroom Professional	Lisa King	Counselor
Classroom Teacher	Jewel Mccullough	Math Coach
Non-classroom Professional	Monica Gaskin	Strategist
Classroom Teacher	Stacey Chapman	Reading Coach
Community Representative	James Crane	Business Owner
Business Representative	Stacy and Ward McCown	Parent/Business
District-level Professional	Martha Melendez	District Level Professional
Parent	Angela Hogg	Parent
Community Representative	Scott Alexander	Community Representative
Paraprofessional	Teresa Trantham	Paraprofessional



# District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	2			\$0.00
1	2	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5	local funds		\$0.00
2	2	7			\$0.00
2	2	9			\$0.00
2	2	12			\$0.00
2	2	13			\$0.00
2	2	14			\$0.00
2	2	15			\$0.00

2	2	16			\$0.00
2	2	17			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	4	5			\$0.00
2	4	6			\$0.00
2	4	7			\$0.00
2	4	8			\$0.00
2	4	9			\$0.00
2	4	10			\$0.00
2	4	11			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00

**Sub-Total**      \$0.00

**Title I, part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,500.00
1	2	1			\$1,500.00
1	2	3			\$45,839.85

1	2	4			\$55,739.85
1	2	5			\$56,259.85
2	1	6			\$1,000.00
2	1	7			\$3,000.00
2	1	10			\$1,500.00
2	2	1			\$1,500.00
2	2	3			\$1,500.00
2	2	4			\$7,000.00
2	2	8			\$1,000.00
2	2	9			\$1,000.00
2	2	10			\$5,000.00
2	2	11			\$5,000.00
2	2	18			\$45,839.85
2	2	19			\$55,739.85
2	2	20			\$56,259.85
2	2	21			\$1,000.00
2	2	22			\$1,000.00
2	4	1			\$1,816.00
2	4	3			\$1,816.00
2	4	4			\$300.00
2	4	5			\$300.00
2	5	4			\$2,139.00
2	6	5			\$1,000.00
3	1	1			\$2,000.00
<b>Sub-Total</b>					\$357,550.10
<b>Title II, part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Title II A		\$27,000.00

					<b>Sub-Total</b>	\$27,000.00
<b>Title III</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	2	2				\$1,200.00
2	1	10				\$1,000.00
2	2	4				\$1,000.00
2	2	7				\$500.00
2	2	8				\$500.00
2	4	8				\$1,000.00
					<b>Sub-Total</b>	\$5,200.00
<b>Special Education Federal funds</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
2	2	5	Sp Ed Fed Funds			\$0.00
					<b>Sub-Total</b>	\$0.00
<b>SCE</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
2	2	6	sce-fte			\$0.00
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$389,750.10