

Brackett Independent School District

Jones Elementary/Intermediate School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Board Approval Date: November 19, 2018
Public Presentation Date: November 19, 2018

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

Revised/Approved: November 12, 2018

Demographics

Demographics Summary

The student population of 270 student includes PK-5 with a 63.6 economically disadvantaged student body.

Small class size allows for individualized student attention. There are three teachers in grades K, 3, 4, and 5. The smaller grade levels consist of two teachers with an average class size of 16 students per teacher. Departmentalization in grades 3 through 5 allows for specialized instruction in the upper grades where content becomes more demanding.

Student Achievement

Student Achievement Summary

Jones elementary serving students in grades PK- 5 met standards in all areas on the 2018 Accountability Listing as part of the overall district rating of an "A". The campus breakdown includes the score for Academic Achievement being 78, Academic Growth was 83, Relative performance of 82, and Closing the gaps at 73.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Areas of need include closing the gaps and overall student achievement in the area of Reading.

School Culture and Climate

School Culture and Climate Summary

Teachers understand the value of building relationships with students as a step in creating higher student achievement. Parent/teacher communication occurs weekly with Wednesday folder, parent conferences, volunteers, daily planners, and homework sheets. Parent/Teacher conferences are held each six weeks to provide valuable feedback to parent regarding student progress.

After school program promoting STEM instruction- Robotics, and Girls that Code meet weekly.

Music Program provided by community volunteer.

School Culture and Climate Strengths

Jones Advisory Committee meets quarterly

Dads of Great Students (DOGS) for safety and male role models on campus

Active PTO with weekly engagement on campus.

Remind notices sent to parents

Hospitality luncheons

Christmas Program, Veteran's Day Program, Donuts for Dads, Muffins for Moms, Open House, Thanksgiving Dinner, Homecoming Activities and Parade, Back to School Night, Spring Concert.

Instructional Coach to support teacher instruction and target individual student needs. Monthly PLC meetings for training and RTI progress monitoring.

After school program promoting STEM instruction- Robotics, and Girls that Code meet weekly.

Music Program provided by community volunteer.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In review of AEIS data, Jones Elementary provides for greater student teacher interaction with low student/teacher ratios. The 2018-2019 instructional staff is comprised of the following instructors:

Head Start/PreKinder- 2 teachers (30 students)

Kindergarten- 3 teachers (38 students)

1st grade- 2 teachers (37 students)

2nd grade- 2 teachers (32 students)

3rd grade- 3 teachers (46 students)

4th grade- 3 teachers (39 students)

5th grade- 3 teachers (42 students)

Sped Ed. Resource 1 teacher

Special Ed. Life Skills 1 teacher

Instructional Specialist - 1 teacher

Instructional Technology Coach- 1 teacher

PE coach- 1 teacher

Paraprofessionals- 11

Technology

Technology Summary

Jones Elementary has a commitment to technology advancement and the integration of computer science into the curriculum.

Students receive 30 minutes daily instruction in the computer lab on skill remediation to include 10 minutes of keyboarding beginning at the kinder grade level. Additionally, students receive 30 minutes with certified instructor on coding and computer science skills.

After school technology clubs are held weekly that include Girls that Code and Robotics. The clubs are open to all interested students in grades K through 5th grades.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Highly qualified staff data
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Revised/Approved: September 17, 2015

Goal 1: Jones Elementary/Intermediate teachers will use guided reading practices to improve instruction in all content areas.

Performance Objective 1: Teachers will receive training and utilize Interactive Read Alouds as a part of their weekly/unit lesson plans to increase student comprehension and vocabulary.

Evaluation Data Source(s) 1: Teacher lesson plans, walk through notes, anchor charts from reader's response in classroom

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 1) Staff Development Workshop August 7, 2018	2.4, 2.5, 2.6	Principal Instructional Coach Guided Reading Consultant	Sign in sheets Increase in student comprehension and understanding of vocabulary as evidenced through STAAR and TPRI data.				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Interactive Read Aloud Observation and consultation September 18-19, 2018 November 6-7, 2018	2.4, 2.5, 2.6	Principal Instructional Coach Guided Reading Consultant	Sign up sheet for observations and debrief sessions Increased use of IRAs in classroom Effective use of IRAs in classroom as evidenced through walkthroughs and lesson plans				
Funding Sources: Local - 0.00							
							

Goal 1: Jones Elementary/Intermediate teachers will use guided reading practices to improve instruction in all content areas.

Performance Objective 2: Teachers will receive training on the use of Shared Reading as a way to increase student comprehension and fluency in all content areas.

Evaluation Data Source(s) 2: Teacher lesson plans, walk through documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Staff Development Workshop January 7, 2019 (Gr. 3-5) January 9, 2019 (Gr. K-2)	2.4, 2.5, 2.6	Principal Instructional Coach Guided Reading Consultant	Sign in sheets Increase in fluency and comprehension as evidenced through STAAR and TPRI data.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Shared Reading Observation and consultation February 5-6, 2019	2.4, 2.5, 2.6	Principal Instructional Coach Guided Reading Consultant	Sign up sheets for observations and debrief sessions Increased use of Shared Reading in classrooms Effective use of Shared Reading in classrooms as evidenced through walkthroughs and lesson plans				
Funding Sources: Local - 0.00							
							

Goal 2: Jones Elementary/Intermediate teachers will establish a classroom and school environment to promote communication, student-centered learning, and school-wide behavioral expectations.

Performance Objective 1: Teachers will set up classrooms to reflect student-centered learning.

Evaluation Data Source(s) 1: Classroom walk throughs

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7 1) Classroom Environment Workshop August 6, 2018	2.5	Principal Instructional Coach Guided Reading Consultant	Sign in sheets Classroom set up				
Funding Sources: Local - 0.00							
Critical Success Factors CSF 6 2) Teachers and staff will utilize a "hand up" signal for gaining student attention and a level system for student voice volume school wide.	2.5	Principal Instructional Coach All staff	Students will respond to signals and be able to clearly hear directions and information.				
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Teachers will utilize the "turn and talk" strategy within classrooms to promote between student communication and improve time on task for all learners.	2.5, 2.6	Principal Instructional Coach Guided Reading Consultant All teachers	Classroom observations Students able to talk "on task" and "on topic" and fully participate in whole group discussions.				

Goal 3: Teachers will conduct three week, teacher-guided Response to Intervention sessions for Tier II and Tier III students and utilize in-class support for ELL students.

Performance Objective 1: Teachers will utilize hands-on, research based materials for interventions.

Evaluation Data Source(s) 1: RtI lesson plans, walk throughs, documentation of materials used.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Teachers will use Texas Gateway, Meadows Center, Kamico, and other research-based materials for math intervention.	2.6	Principal Instructional Coach	Closing student gaps as evidenced through progress monitoring and benchmark data. Lesson plan documentation of resources used				
Critical Success Factors CSF 1 CSF 2 2) Teachers will use FCRR, TPRI Intervention manual, and other research-based materials for reading intervention.	2.6	Principal Instructional Coach	Closing student gaps as evidenced through progress monitoring and benchmark data. Lesson plan documentation of resources used				
Critical Success Factors CSF 1 3) Teachers will utilize paraprofessional in class support for meeting the needs of ESL/ELL students within the classroom.	2.6	Principal Instructional Coach ESL Coordinator Classroom teachers	Evidence shown in weekly lesson plans for students Use of ELPS standards for guiding lessons Increase in TELPAS rating levels Increase in STAAR scores for ELL students				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) PLC and RtI meetings will be held once per month to address specific student needs to fill in gaps in learning. Focused attention given to language development, particularly with ELL/ESL students.		Classroom teachers Principal Instructional Coach ESL Coordinator	Higher TELPAS, TPRI, and STAAR scores.				
							


Goal 4: Jones Elementary will identify students needing early intervention and provide staff to support a Head Start program on campus.

Performance Objective 1: Teachers will implement self-care strategies and routines to promote student social and emotional independence.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) Teachers will implement self-care strategies and routines to promote student social and emotional independence.</p>	2.5, 2.6	Teacher Avance, Head Start Program Principal	<p>All students potty trained and tying shoes, brushing teeth, and hand washing independently</p> <p>Evidence of students prepared to enter kindergarten</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will utilize Creative Curriculum designed to build phonological awareness, literacy and pre-emergent reading skills.</p>		Principal Instructional Coach					
<p>3) Teacher utilizing balanced literacy skills to include Interactive real aloud strategies promoting language and literacy.</p>	2.4, 2.5, 2.6	Principal Instructional Coach Teacher	Online Checkpoints graphing student progress 3 times per year.				







<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Monthly information Parent Meetings in the classroom.</p> <p>Case Worker meeting with parents to develop individual family goals.</p> <p>Home visits (2 per year) to create goals with parents.</p>	3.1, 3.2	Avance Case Worker Teacher	Parent Sign in Sheets Enrolling parents in classes (GED, College) Training completed by parents pertaining to their goals. End of year reflective conference showing family progress toward goal attainment.				
<p>5) Communication skill development to verbalize needs and wants using words.</p>	2.4, 2.6, 3.1	Teacher Speech Teacher Avance personnel	Observation notes of individual student progress when interacting with others. Sharing and healthy relationships with classmates observed. Early identification of speech and behavior concerns.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Introduction of using a desktop computer mouse</p>	2.4, 2.6	Teacher	Computer readiness skills				
							

Goal 5: Jones Elementary/Intermediate students will increase their use of technology resources, applications, and programs.

Performance Objective 1: Students will utilize Learning.com's technology program for keyboarding and technology application lessons.

Evaluation Data Source(s) 1: Learning.com's built-in progress measurement and computer lab teacher's observations.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will work on keyboarding skills using colored keyboards during 3 computer sessions per week.</p>	2.4, 2.5, 2.6	Computer Lab monitor Technology Instructional Coach Principal	Students will have beginning keyboarding skills (by sight) by the end of the school year.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Students in grades K-5 will participate in a 30 minute technology application lab once per week to address technology TEKS.</p>	2.4, 2.5, 2.6	Technology Instructional Coach Classroom teachers Principal	Students will be able to apply skills to basic technology applications (word processing, slide presentations, etc) appropriate to their age/grade.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Jones Elementary/Intermediate students will increase their use of technology resources, applications, and programs.

Performance Objective 2: Students in grades K-5 will learn the fundamentals of coding through computer based and "unplugged" lessons.

Evaluation Data Source(s) 2: Completed curriculum measured by module completion as well as individual project completion for 4th and 5th grades.

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Students will be taught the foundations of coding during technology classes using Code.org's materials.</p>	2.4, 2.5, 2.6	Technology Instructional Coach Principal	Students will understand and be able to apply the fundamentals of coding appropriate to their age/grade level.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Jones Elementary/Intermediate students will increase their use of technology resources, applications, and programs.

Performance Objective 3: Students will have the opportunity to participate in after school STEM activities centered around Legos, robotics, and coding.

Evaluation Data Source(s) 3: Number of students enrolled in after school programs. Attendance will be kept for each meeting. Flip-grids will be created by students to show and tell what they have learned and what the after school program means to them.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Students will have the opportunity to participate in Legos and Robotics during an after school program to expose them to designing, building, and computer programming.</p>	2.4, 2.5, 2.6	Technology Instructional Coach Principal	Students will create flip-grids to show learning.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Girls will have the opportunity to participate in Girls Who Code after school to learn the principals of computer programming.</p>	2.4, 2.5, 2.6	Technology Instructional Coach Principal	Students projects/products Sign in sheets Increased awareness of computer programming applications.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Jones Elementary/Intermediate students will increase their use of technology resources, applications, and programs.

Performance Objective 4: All students will have access to computers and technology materials within the classroom setting.

Evaluation Data Source(s) 4: Computer counts in classroom. Email accounts assigned to each 3rd-5th grade student.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) Kindergarten students will have access to computers with a 1:5 ratio.	2.4, 2.5, 2.6	Technology Instructional Coach Classroom teachers Principal	Walk throughs to evidence technology access.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Grades 1-2 students will have computers on minimum of 1:3 ratio within the classroom.	2.4, 2.5, 2.6	Technology Instructional Coach Classroom teachers Principal	Walk throughs to evidence technology access.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Grade 3-5 students will have 1:1 chrome books, with grade 4-5 students having permission to take the chrome books home. All students in Grades 3-5 will also have a school email account.	2.4, 2.5, 2.6	Classroom teachers Technology Instructional Coach Principal	Student email accounts Check out sheets for chrome books				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Staff Development Workshop August 7, 2018
1	1	2	Interactive Read Aloud Observation and consultation September 18-19, 2018 November 6-7, 2018
1	2	1	Staff Development Workshop January 7, 2019 (Gr. 3-5) January 9, 2019 (Gr. K-2)
4	1	2	Teachers will utilize Creative Curriculum designed to build phonological awareness, literacy and pre-emergent reading skills.
4	1	4	Monthly information Parent Meetings in the classroom. Case Worker meeting with parents to develop individual family goals. Home visits (2 per year) to create goals with parents.
4	1	6	Introduction of using a desktop computer mouse

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Tonya Senne	Principal
Classroom Teacher	Catherine Kepler	Instructional Coach
Classroom Teacher	Allison Watkinson	Instructional Technology Teacher and Coach
Parent	Mark Perez	Community Member
Classroom Teacher	Kammie Laub	Kinder Teacher
Classroom Teacher	Elidia Molinar	Teacher-second grade
Classroom Teacher	Tara Massingill	4th grade
Parent	Jodie Britton	community member

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	"Guided Reading" by Fountas and Pinnell; "Teaching for Comprehending and Fluency K-8" by Fountas and Pinnell		\$0.00
1	2	2	"Guided Reading" by Fountas and Pinnell; "Teaching for Comprehending and Fluency K-8" by Fountas and Pinnell		\$0.00
2	1	1	"Spaces & Places" by Debbie Diller		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00