

Bryan Independent School District
Jones Elementary
2018-2019 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Jones Elementary is a PreK to 4th grade campus of approximately 600 students. Of those students 86% are Hispanic, 12% are African American and 2% White. Sixty percent of our students are English Language Learners. 96% of our students qualify and participate in the Free/reduced lunch program. We house a New Arrival Center for 2nd, 3rd, and 4th grade students and we have a life skills classroom. In 2018-2019 we will house a PPCD classroom for 3 and 4 year olds with disabilities. We serve 41 special ed students, 5 dyslexic students, and 11 GT students. Twenty four of our students qualify as homeless and 4 qualify as migrant.

We were nominated and selected as a second year Capturing Kids Hearts National Showcase school. Teachers utilize the principles of Capturing Kids Hearts using a social contract, greeting at the door, great things and classroom jobs. Teachers also use CHAMPS as a way of teaching expectations for different activities throughout the day. Jones teachers are excellent at building relationships with students, getting to know what makes them tick and setting them up for success. Teachers hold high expectations for students and students are living up to those expectations. We had 31 office referrals this school year.

Staff at Jones are excellent about providing after school activities for students such as basketball, soccer, STEM Club, cheerleading, Pep Squad, and art club. Students participated in Student Council activities they had opportunities to be on the safety patrol and on the flag team.

We have two instructional coaches, a language arts and a math coach. Coaches plan with teachers weekly and we do progress monitoring regularly, using the data to guide instructional decisions. We use DRA/EDI, concept quiz, DBA, benchmark, STAAR and TELPAS data to drive our instructional decisions.

One area we always have to work on is bilingual students moving from first to 2nd grade. Since these students move into English when they hit an EDL level of 16 in first grade many are reading well below level in English when entering 2nd grade.

2017-2018 STAAR results--Third grade students did well. 76% passed 3rd grade reading STAAR and 81% passed 3rd grade math STAAR. 83% of the 6 students who took the 3rd grade reading STAAR in Spanish passed it and 57% of the 7 students who took the 3rd grade STAAR test in Spanish passed it.

53% of the 107 4th grade students who took the 4th grade STAAR reading test passed it. 73% of the 15 students who took the 4th grade STAAR reading test in Spanish passed it. This will be an area of focus in 2018-2019.

81% of the 107 4th grade students who took the 4th grade STAAR math test passed it. 67% of the 15 fourth grade students who took the 4th grade math STAAR test in Spanish passed it.

48% of the 107 4th grade students who took the 4th grade STAAR writing test passed it. 67% of the 15 students who took the 4th grade STAAR writing test in Spanish passed it. 4th grade reading will be an area of focus in 2018-2019

Demographics

Demographics Summary

Anson Jones is an elementary campus that serves children in grades PreK to 4th grade. We serve approximately 600 students. Most of Jones students live close to the campus (neighborhood school). Approximately 86% of the student population is Hispanic, 12% African American and 2% White. Approximately 60% of the student population are English language learners. a little over 96% of our students participate in the free/reduced lunch program.

84% of Jones students (499) are considered at risk (all bilingual children are at risk)

There are 11 GT students at Jones

Twenty students qualify as homeless

We serve 4 migrant students

We serve 41 special education students and 5 students qualified as dyslexic

During the 2017-2018 school year we housed a life skills classroom and a READY classroom (students identified with autism). We also housed the elementary new arrival center for the district. We served newl arriving students from outside the US in grades 2, 3, and 4. During the 2018-2019 Anson Jones will house the SAILS classroom and a PPCD classroom and will continue to house the New Arrival Center for students in grades 2-4.

Our attendance rate for the 2018-2018 school year was over 97%

Demographics Strengths

Anson Jones has a very diverse population

We have a life skills, and a new arrival center.

Attendance rate over 97% for the year.

Jones is a neighborhood school.

Student Academic Achievement

Student Academic Achievement Summary

4th grade Reading STAAR--107 fourth grade students took the STAAR reading test in English. Of the 107 students 57 students met the standard (53%). 50 Hispanic students met the standard (53%). 6 African American students met the standard (55%). 15 fourth grade students took the STAAR reading test in Spanish. 73% of the students passed the test

4th grade Math STAAR--107 fourth grade students took the STAAR math in English. of the 107 students 87 students met the tsandrd (81%). 77 Hispanic students met the standard (81%). 9 African American students met the standard (82%). 15 fourth grade students took the math STAAR test in Spanish. 67 % of the students met the standard.

4th grade Writing STTAR--107 fourth grade students took the STAAR writing test. 51 met the standard (48%). 48 Hispanic students met the standard (51%). 2 African American students met the standard (18%). 15 fourth grade students took the STAAR writng in Spanish. 67 % students met the standard.

3rd grade Reading STAAR --82 third grade students took the STAAR reading test. 62 of those students met the standard (76%). 54 Hispanic students met the standard (77%). 6 African American students met the standard (67%). 6 third grade students took the test in Spanish. 83% of the students met the standard.

3rd grade Math STAAR -- 84 third grade students took the STAAR Math test. 68 students met the tandard (81%). 61 Hispanic students met the standard (85%). 5 African American students met the standard (56%). 7 third grade students took the math test in Spanish. 57% of the students met the standard.

Since reading is always an area we have to focus on we start the day in every classroom with a read aloud and end the day with DEAR time. The library assistants and many classroom teachers do an excellent job of promoting the accelerated reading program.

Since our bilingual students in first grade do not move to English until they are at an EDL level of 16 many of our 2nd grade bilingual students are reading well below grade level in English when they enter 2nd grade.

We are also serving students in grades 2-4 in our New Arrival center. These students are attending because this is their first opportunity in a US school. Most of these students have very limited English skills and either are not reading at all in English or jave very limited English reading skills.

Student Academic Achievement Strengths

There was improvement from the 2017 to the 2018 STAAR results in 3rd grade reading, 4th grade reading, 4th grade math and 4th grade writing. Our new arrival students did amazingly well on STAAR

There was a 10% gain in 3rd grade reading and a 20% gain in 4th grade math from 2017 to 2018 STAAR

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 49% of 4th grade students passed the 4th grade writing test and 53% of 4th grade students passed the 4th grade reading test

Root Cause: Insufficient planning and preparation

School Processes & Programs

School Processes & Programs Summary

During the 2017-2018 school year teachers and staff at Anson Jones implemented the principles of Capturing Kids Hearts and CHAMPS. Every teacher and instructional assistant have attended the Capturing Kids Hearts training. Every classroom had a social contract, teachers greeted students at the door, teachers and students shared great Things daily and every student had a job. Jones was nominated and selected as a Capturing Kids Hearts year 2 National Showcase school.

Jones teachers do an excellent job of building relationships with children. They take time to learn about our children and they foster a safe positive family like culture in their classrooms. Jones teachers also are very good at making themselves accessible to parents of their students. Many use the Remind App and they also encourage parents to text, call or come to the school in person if they have questions or needs.

Some of the programs and responsibilities that students took on this year included--safety committee, flag team, student council, cheerleaders, pep squad, basketball, soccer, STEM Club, and art club.

Students were recognized each six weeks for multiple achievements--reading, writing, math and science academic achievement, All A, All a's and B's, attendance, Accelerated reader, good behavior, bringing up grades, character, art and PE.

Grade levels classrooms competed this year to spell out the words "Perfect Attendance." Classrooms who won received a small reward. Students who had perfect attendance for the entire year were invited to a pool and pizza party at Henderson Harbor pool.

School Processes & Programs Strengths

We did not have any significant behavior concerns this year. No students had to be sent to DAEP. We ended the school year with attendance over 97% for the entire year. We had great participation in all afterschool activities. Attendance at award ceremonies was higher than the past 5 years. Students like to attend after school intervention and Saturday School. We have been able to offer many after school activities so students feel connected to the school. Students are proud of their school.

Perceptions

Perceptions Summary

Capturing Kids Hearts National Showcase School Year 2.

Attendance rate over 97% for the year.

Only 31 office referrals for the year.

Over 60% of our students know two languages.

Students are involved in many school activities--Safety Team, Flag Team, Student Council, Basketball, Soccer, Art Club, STEM Club, Cheerleading Pep Squad,

At one time Jones was thought of as a school of students who had poor behavior and they did not work hard.

Perceptions Strengths

Jones teachers are excellent about getting to know their students and building relationships. They also have very high expectations for their students. We want to work toward 98% attendance but happy with 97%. Jones reputation has changed and student behavior is good. Teachers are good about teaching social skills and teaching students how to do school. Students work hard and have so much potential. We will continue keeping students involved in after school activities.

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

- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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,
- Special education population, including performance, discipline, progress, and participation data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance)

District Goal--Support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 1: Implement best practices to ensure student success

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Every classroom will start the school day with a classroom morning meeting. During morning meetings teacher will teach the essential 8, review social contract, do Great Things, talk about agenda and expectations for the day, and do a Read Aloud.</p>	2.6	Instructional coaches Campus administrators	Positive, safe classroom environment Better relationships between teachers and students				
<p>Critical Success Factors CSF 1</p> <p>2) Instructional coaches will support teachers during planning weekly.</p>	2.4	Campus administrators	Effective, engaging instruction in every classroom				
<p>Critical Success Factors CSF 1</p> <p>3) Instructional coaches will support teachers and provide model teaching as needed.</p>	2.4	Campus administrators	Effective and engaging instruction in every classroom.				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Regularly scheduled progress monitoring meetings will occur in an effort to identify struggling students and to intervene in areas that are necessary to student academic success. Meetings will be held in 3rd and 4th grade after each DBA and in K-2 progress monitoring meetings will be held at least each 6 weeks to discuss reading progress and make instructional decisions.</p>	2.4	Instructional coaches Campus administrators	Using multiple data sources to identify needs and to make instructional decisions.				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers and instructional coaches will provide small group reteach opportunities daily for students not meeting standards being taught.</p>	2.4, 2.5	Instructional coaches Campus administrators	Higher DBA and STAAR results				
<p align="center">Critical Success Factors CSF 1</p> <p>6) RTI and round table meetings will be held for students who are struggling academically or behaviorally. Best practice recommendations will be made during round table meetings.</p>	2.6	Counselor Instructional coaches Campus administrators	Provide intervention in a timely manner for struggling students.				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>7) Special ed students and 504 students will have at least one annual meeting (ARD/504 meeting) in an effort to make the best instructional recommendations and decisions for special ed /504 students. Placement, least restrictive environment, schedule, accommodations, and supplemental aids will be discussed at these meetings.</p>	2.4, 2.6	Campus administrations	Higher academic performance for special ed and 504 students.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) Supplemental positions to include dean of instruction, instructional coaches, supplemental positions, will be used to support students who are struggling, at risk or in danger of not meeting state standards (DRA, EDL, DBAs, benchmarks, concept quizzes, STAAR).</p>	2.4, 2.5, 2.6	Campus administrators	Increased academic achievement for struggling or at risk students.				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Campus staff will utilize multiple funding sources to include Title funds to include Title I, State Comp, Local budget, special education, SHARS, and grants to purchase instructional resources, manipulatives, books, technology equipment (computers, iPads, LCD projectors, SMART boards, ELMOS, computer software subscriptions, ebooks, consultants and supplemental positions etc.</p>	2.4, 2.5, 2.6	Instructional coaches Campus administrators	Increase academic performance for all students				
Funding Sources: State Comp - 10067.00, Title I, A - 30000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Students who are struggling academically will be invited to stay for before school or after school intervention and or Saturday School.</p>	2.4, 2.5, 2.6	Classroom Teachers Instructional coaches Campus administrators	Improved academic performance for all students				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Student attendance will be monitored daily. Grade level competitions will occur and classrooms to spell out perfect attendance first will be recognized and rewarded. Perfect attendance each six weeks will be recognized at award ceremonies and a perfect attendance for the year pool party will be held to celebrate each student who has perfect attendance for the year.</p>	2.4	Attendance clerk Campus administration					
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) Classroom instruction will be monitored in every classroom to ensure all students are being provided effective and engaging instruction that meets state standards. Feedback will be provided to students.</p>	2.4	Instructional coaches Campus administrators	Effective, engaging instruction delivered in every classroom to ensure academic success.				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) Students identified as needing additional academic support will be provided additional academic support in reading, writing, or math through reteach opportunities, intervention time with classroom teacher or instructional coach or as a pull out.</p>	2.4, 2.5, 2.6	Instructional coaches Campus administrators	Increase academic achievement for all students				
Funding Sources: State Comp - 10000.00, Title I, A - 20000.00							

Critical Success Factors CSF 5 14) Transition meetings will be held for students moving from prekindergarten to kindergarten and for students moving from 4th to 5th grade.	3.2	Prekindergarten teachers 4th Grade teachers Counselor	Smooth transition for students moving from PreK to Kinder and from 4th grade to 5th. Make parents aware of kindergarten expectations and intermediate school expectations.				
	Funding Sources: Title I, A - 1250.00						
Critical Success Factors CSF 1 15) Jones will continue to house the New Arrival Center for students in grade 2, 3, and 4 --new students to the United States (1st year in a U.S. school).	2.6	NAC teachers Instructional coaches Campus administrators	Immerse second language learners into English				
	Funding Sources: Title I, A - 7779.00						
Critical Success Factors CSF 1 CSF 7 16) Dean of instruction will provide academic support to teachers through assistance with lesson planning, feedback --verbal and written, progress monitoring of student achievement, and providing academic support through professional development.	2.4, 2.5, 2.6	Principal	Increased teacher effectiveness and increased student achievement.				
	Funding Sources: Title I, A - 7779.00						
Critical Success Factors CSF 4 17) Students who stay for after school intervention and/or Saturday School will be provided a nutritious snack.	2.4, 2.6	Classroom Teachers Campus administrators	Higher academic achievement				
	Funding Sources: Title I, A - 4000.00						

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance)







District Goal--Support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 2: Students will develop a love of reading, will read at grade level, and will acquire comprehension strategies. A minimum of 77% of Jones 3rd and 4th grade students will pas the STAAR Reading Test

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Every classroom teacher will start the day with a read aloud. Teachers will share good literature and model good reading</p>	2.5	PreK to 4th garde classroom teachers	Exposure to good literature Students having the opportunity to hear good reading being modeled.				
<p>2) Every classroom will end the day with a silent reading time of at least 20 minutes.</p>	2.5	PreK to Grade 4 classroom teachers	Increase reading fluency and DRA/EDL levels of students.				
<p>Critical Success Factors CSF 1</p> <p>3) 3rd and 4th grade teachers will use novels to teach reading skills, exposing children to good literature and making reading enjoyable.</p>	2.4, 2.5	Instructional coaches campus administrators	Increase reading achievement (DRA/EDL and STAAR) Expose children to good literature Instill a love of reading in children				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Jones will collaborate with Texas A&M to provide One on one or one on two to a group of Jones students reading below grade level (after school 2 days per week).</p>	2.4, 2.5	Campus administrators	Improve reading levels and reading skills.				
<p>Critical Success Factors CSF 1</p> <p>5) K-4 teachers will use reading computer programs to supplement reading instruction (iStation, Accelerated Reader, Raz Kids etc.</p>	2.4, 2.6	Classroom teachers Campus administrators	Increase reading fluency and reading skills for all stuednts				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Summer library hours will be provided at Jones so students can come for story time, reading activities and to be able to check out books.</p>	2.4, 2.6	Library staff Campus administrators	Increase reading fluency and reading skills of students.				
<p>Critical Success Factors CSF 2</p> <p>7) Language arts teachers will give the DRA/EDL a minimum of 3 times during the school year and data from the assessment will be used to drive instructional decisions for students.</p>	2.6	Classroom teachers Language arts coach Campus administrators	Identify students struggling with reading and intervene				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Language arts teachers in grades K-4 will provide guided reading daily depending on student need. Teachers will collect data through anecdotal notes, running records and DRA/EDL.</p>	2.6	Language arts teachers Language arts coach Campus administrators	Increase reading levels of students.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance)







District Goal--Support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 3: Students will become successful problem solvers and will use mathematics in everyday life. A minimum of 82% of Jones 3rd and 4th graders will pass the 2019 STAAR math test.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) K-4 math teachers will purposefully teach math vocabulary daily using effective strategies and activities.</p>	2.4, 2.6	Math Teachers Math Instructional coach Campus administrators	Increase student math vocabulary and achievement on math concept quizzes, DBAs, benchmarks and Math STAAR.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Students will utilize math programs such as Imagine Math and fact fluency software etc to supplement math instruction</p>	2.4, 2.6	Math teachers Math instructional coach Campus administrators	Improve math skills. 3rd and 4th graders will pass STAAR math.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Math teachers will provide math manipulatives, supplemental aids, math accommodations and designated supports to students during math instruction so students have the best opportunity to perform successfully.</p>	2.4, 2.6	Math Teachers Math instructional coach Campus administrators	Increase math achievement for all students				

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







Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance)

District Goal--Support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 4: Students will learn the writing process and will become competent at expressing themselves effectively through their writing. A minimum of 67% of Jones 4th graders will pass the 2019 STAAR writing test.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Every K-4 teachers will create an interactive word wall in their classrooms so students can access it during writing instruction and independent writing time.</p>	2.4, 2.6	Instructional coaches Campus administrators	Students will become more effective confident writers.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Jones writing teachers will model good writing daily. Teacher Writing will be shared with students and displayed in classrooms so students have good examples of writing to refer to.</p>	2.6	Writing teachers Language arts instructional coach Campus administrators	Students will become proficient writers. 4th grade students will pass the STAAR writing test				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) All K-4 teachers will incorporate writing into their content areas.</p>	2.4, 2.6	All teachers Instructional coaches Campus administrators	Increase writing skills of all students				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Provide a safe and positive school environment that supports academic success. (Critical Success Factor 6--Improve School Climate)

District Goals: -Support a culture and climate that encourages a shared responsibility for a safe learning environment.


Ensure a safe and secure environment for all District students, staff and visitors.

Performance Objective 1: Teachers and staff will provide students a positive and safe learning environment where each child feels a part of a school family.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Every classroom will start the day with a classroom morning meeting to teach the essential 8 trait, do "Great Things," to discuss the day,, to discuss the social contract, and to do a read aloud..</p>	2.6	Instructional Coaches Campus administrators	Develop a positive school culture Increase positive teacher/student relationships Create a family culture in every classroom To ensure a positive and safe classroom and school environment				
<p>Critical Success Factors CSF 6</p> <p>2) Teachers and staff will implement PBIS supports to include: *Teaching classroom and school expectations *Social contract *Great things *Greeting at the door *Classroom jobs *Essential 8 lessons</p>	2.6	Classroom Teachers Counselor Campus administrators	Create a safe and positive learning environment in classrooms and school-wide.				




**Goal 3: Actively involve our community, families, employees, and students with the purpose of improved communication and perception of Anson Jones Elementary. (Critical Success Factor 5--Increase Family and Community Engagement)
District Goal--Engage students, families, staff, and the community to maximize every student's potential.**

Performance Objective 1: Build spirit, pride, commitment, and ownership within Anson Jones Elementary and Bryan ISD.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Implement year 6 of Read by Third parent sessions (empower parents to work as partners with their children's teachers and to teach them reading skills and strategies that can be used at home to increase literacy skills and reading levels of students.</p>	3.2	Read by Third Teachers Campus administrators	Increased parent involvement and increased student achievement in reading.				
<p>Critical Success Factors CSF 5</p> <p>2) Jones will house the Prekindergarten parent center where parents can come for parent training, to receive resources to help their children, to use the computers etc.</p>	3.2	PreK teachers Campus administrators	Increase parent involvement at the campus Better inform parents of how they can assist their children with academics at home.				
<p>Critical Success Factors CSF 5</p> <p>3) A letter will go home to all Jones students in regards to recruiting Jones parents for a parent leadership team. Parents who respond to the letter will be invited to a parent leadership meeting.</p>	3.2	Campus administrators	Increase parental involvement and to receive more parent input in regards to decisions for the campus.				
<p>Critical Success Factors CSF 5</p> <p>4) All communication sent home to parents will be in English and Spanish so all parents will be informed of school information.</p>		Teachers and Staff Campus administrators	Increase parent involvement and better inform parents with school information				

5) A parent meeting will be held to inform parents of state accountability results, Title I responsibilities of the campus as well as provide an orientation to parents to keep them fully informed of academic standards and how they can get involved in helping their child(ren) academically.	3.2	Campus administrators	Increase parent involvement and academic support				
	Funding Sources: Title I, A - 1000.00						
6) A parent Leadership Team will be identified and meetings held when parent input is needed.	3.2	Campus administrators	Increased parent involvement and increased academic achievement				
	Funding Sources: Title I, A - 673.00						
							


Goal 4: Provide high quality professional development to optimize student learning and success. (Critical Success Factor 4-- Increased Learning Time)

Performance Objective 1: Teachers and staff will participate in professional development in areas that will help them grow professionally resulting in student academic success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Jones PBIS team will receive 3 days of PBIS training</p>		Campus administrators	Campus PBIS team will train the Jones staff				
<p>Critical Success Factors CSF 6</p> <p>2) Jones PBIS Team will train the Jones staff on all aspects of PBIS to include the school-wide matrices. Student Expectations for classroom, hallway, restroom, cafeteria etc will be taught during BOY staff development days.</p>		Campus administrators	Create positive and safe classroom environment as well as positive and safe school-wide environment. Decrease in number of office referrals.				
<p>Critical Success Factors CSF 3</p> <p>3) A team of 5 teachers and one administrator will attend the Eric Jensen --Engaging Students with Poverty in Mind conference. They will return and present learned information to the faculty at the BOY professional development (working memory activities).</p>		Campus administrators	Create a safe and positive environment in classrooms and also be more knowledgeable when working with students of poverty.				
	Funding Sources: Title I, A - 3000.00						
<p>Critical Success Factors CSF 3</p> <p>4) Two Jones teachers will attend the CAMT (math) conference during the summer. New information learned at this conference will be shared with staff at BOY professional development.</p>		campus administrators	Increase knowledge of teaching math to 3rd and 4th graders				
	Funding Sources: State Comp - 1000.00						
<p>5) Jones language arts teachers will be provided DRA/EDL training prior to the BOY DRA/EDL testing (for new teachers or a refresher).</p>		Language arts instructional coach	All Jones teachers will use uniform guidelines when doing DRA/EDL testing				

6) Jones teachers will be provided training on using accommodations, designated supports, supplemental aids, and manipulatives during instruction.		Teachers Instructional coaches Campus administrators	Student supports will be in place early in the year for all students who need them.				
Critical Success Factors CSF 2 7) Writing teachers along with language arts instructional coach and campus administrators will use data from TELPAS and STAAR as well as classroom writing samples to diagnose and make instructional decisions based on the data.	2.4	Campus administrators	Increase writing achievement of all students				
Critical Success Factors CSF 1 8) All teachers will be provided training on effective, meaningful, and manageable stations that have accountability	2.4, 2.6	Instructional coaches Campus administrators	Increased academic achievement in reading, writing, and math				
Critical Success Factors CSF 3 9) All teachers and staff will complete the online professional development modules required by the district (T-TESS, dyslexia, Child Abuse, etc.).		Campus administrators	Obtain knowledge through required training modules				
Critical Success Factors CSF 3 CSF 7 10) All teachers will be provided training on updated curriculum guidelines, quality engagement, higher level questioning, academic vocabulary and lesson planning		Campus administrators	Teacher Planning and preparation s the key to student success				
11) Writing and reading Training for ELA teachers will be provided by an outside consultant.	2.4, 2.6	Campus administrators	Increased teacher effective and increased student achievement				
Funding Sources: Title I, A - 6000.00							
							







Goal 5: Hire staff (teachers, professionals, and paraprofessionals) that have the certifications and skills necessary to meet the needs of the Jones student population. (Critical Success Factor 7--Increase Teacher Quality)
District Goal--Maintain a high quality workforce to support student success.

Performance Objective 1: Support the district recruitment plan to ensure hiring of highly qualified staff (teachers, professionals, and paraprofessionals). 100% of Jones teachers will be highly qualified to teach their grade level and content area.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Campus administrators will attend district job fairs in an effort to find the most qualified applicant for open position (teacher, instructional assistant). Reference certifications and service records will be reviewed before hiring decisions are made.</p>		Campus administrators	Hire staff most qualified for any open position				
<p>Critical Success Factors CSF 7</p> <p>2) All teachers will be eligible to earn additional money per the district's BEST incentive.</p>		Campus administrators	More students working on grade level and meeting standards on STAAR reading, writing, and math.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Jones mentor coordinators will assign mentors to new teachers and will meet regularly with campus mentors and mentees to best support and assist new teachers during the school year.</p>		Campus administrators	Retain highly qualified staff				
<p>Critical Success Factors CSF 7</p> <p>4) All campus staff will meet the highly qualified staff status (teachers and instructional assistants).</p>		Campus administrators	Retain qualified staff				

<p>Critical Success Factors CSF 7</p> <p>5) All staff will be encouraged to to earn additional credentials (especially in critical need areas).</p>		<p>Campus administrators</p>	<p>Retain highly qualified staff</p>				
<p>Critical Success Factors CSF 7</p> <p>6) Alternatively certified teachers will be interviewed and considered for positions if deemed the best candidate for a teaching position.</p>		<p>Campus administrators</p>	<p>Retain highly qualified staff</p>				
<p>Critical Success Factors CSF 7</p> <p>7) Bilingual teachers will be eligible for the bilingual stipend that Bryan ISD offers.</p>		<p>Campus administrators</p>	<p>Retain highly qualified staff</p>				
<p>Critical Success Factors CSF 7</p> <p>8) The T-TESS evaluation system will be utilized to evaluate all teachers. a pre and post conference will be held to discuss and provide feedback to teachers.</p>		<p>Campus administrators</p>	<p>Retain highly qualified staff</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 6: Use quality data to make informed instructional decisions to meet the needs of all students. (Critical Success Factor 2--Increase the Use of Quality Data to Drive Instruction)

Performance Objective 1: Teachers and staff will use student assessment data to drive all instructional decisions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4</p> <p>1) Progress Monitoring Meetings--3rd and 4th grade language arts and math teachers, instructional coaches and campus administrators will meet after each district based assessment and benchmark test to discuss student assessment results and to make instructional decisions based on those results.</p>	2.4, 2.6	instructional coaches campus administrators	Increase in district based assessment results in reading and math. Increase in 2019 STAAR reading and math scores.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Progress Monitoring Meetings--K-2 language arts teachers will meet a minimum of one time per six weeks with language arts instructional coach and campus administrators to discuss DRA/EDL results, guided reading and running records (reading progress of each student). Instructional decisions will be made based on reading progress.</p>	2.4, 2.6	K-2 teachers Language arts instructional coach Campus administrators	Increase in DRA/EDL results				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) K-4 teachers, instructional coaches, and campus administrators will disaggregate the 2018 STAAR and TELPAS data and will make instructional decisions based on that data.</p>	2.4, 2.6	K-4 bilingual teachers Instructional coaches Campus administrators	Bilingual students will make a minimum of one years growth in all4 areas on the 2019 TELPAS.				







<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students in grades 1-4 identified on the 2018 retention list or the 2018 struggling student list will be placed in reading intervention at the beginning of the 2018-2019 school year.</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers in grades 1-4 Instructional coaches Campus administrators</p>	<p>Increase in DRA/EDL reading levels, reading DBA results and reading benchmark test results</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: The Jones Leadership Team will overlook all aspects of academics in all classrooms to insure the success of all students. (Critical Success Factor 3--Leadership Effectiveness)

Performance Objective 1: The Jones Instructional Leadership Team (JILT) will collaborate regularly to discuss student data resulting in making instructional decisions that are in the best interest of every Jones student.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) During the first semester the JILT will meet a minimum of one time per week to discuss instruction in classrooms and student progress and will make instructional decisions based on information from these meetings.</p>	2.5, 2.6	Instructional coaches Campus administrators	Effective instruction is occurring in every classroom Intervening earlier for struggling students				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>2) The JILT will attend any school improvement trainings or any professional development activities deemed necessary to support improvement of student achievement. Instructional decisions will be made based on new learning.</p>	2.6	Instructional coaches Campus administrators	Increased academic achievement				
<p>Critical Success Factors CSF 3</p> <p>3) The JILT will meet regularly to discuss progress on campus goals and to complete any reports due at the campus or state level.</p>	2.6	Instructional coaches Campus administrators	Continual communication of student progress (academic achievement) Meet report deadlines				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Teachers and instructional coaches will provide small group reteach opportunities daily for students not meeting standards being taught.
1	1	7	Special ed students and 504 students will have at least one annual meeting (ARD/504 meeting) in an effort to make the best instructional recommendations and decisions for special ed /504 students. Placement, least restrictive environment, schedule, accommodations, and supplemental aids will be discussed at these meetings.
1	3	1	K-4 math teachers will purposefully teach math vocabulary daily using effective strategies and activities.
1	3	2	Students will utilize math programs such as Imagine Math and fact fluency software etc to supplement math instruction
1	3	3	Math teachers will provide math manipulatives, supplemental aids, math accommodations and designated supports to students during math instruction so students have the best opportunity to perform successfully.
1	4	2	Jones writing teachers will model good writing daily. Teacher Writing will be shared with students and displayed in classrooms so students have good examples of writing to refer to.
1	4	3	All K-4 teachers will incorporate writing into their content areas.
6	1	1	Progress Monitoring Meetings--3rd and 4th grade language arts and math teachers, instructional coaches and campus administrators will meet after each district based assessment and benchmark test to discuss student assessment results and to make instructional decisions based on those results.
6	1	2	Progress Monitoring Meetings--K-2 language arts teachers will meet a minimum of one time per six weeks with language arts instructional coach and campus administrators to discuss DRA/EDL results, guided reading and running records (reading progress of each student). Instructional decisions will be made based on reading progress.
6	1	3	K-4 teachers, instructional coaches, and campus administrators will disaggregate the 2018 STAAR and TELPAS data and will make instructional decisions based on that data.

Campus Funding Summary

State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	AR renewal		\$5,067.00
1	1	9	Technology equipment		\$5,000.00
1	1	13	Supplemental --Professional Pay		\$10,000.00
4	1	4	conference registration and travel expenses		\$1,000.00
Sub-Total					\$21,067.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Instructional resources		\$20,000.00
1	1	9	Library books		\$5,000.00
1	1	9	Technology equipment		\$5,000.00
1	1	13			\$20,000.00
1	1	14	Supplies and snacks for Transition events		\$1,250.00
1	1	16			\$77,779.00
1	1	17			\$4,000.00
3	1	5	supplies and snacks		\$1,000.00
3	1	6			\$673.00
4	1	3	registration and travel for conference		\$3,000.00
4	1	11			\$6,000.00
Sub-Total					\$143,702.00
Grand Total					\$164,769.00