

JONES ELEMENTARY

Campus Improvement Plan

2009/2010

"United Stand, Strong Vision, Committed Heart"

Date Reviewed: 09/21/09

Date Approved: 09/28/09

JONES ELEMENTARY

Mission Statement

The Anson Jones staff believes that all students at Anson Jones can learn and can reach high academic achievement based upon state, district, and campus standards. The Jones staff will provide a positive, rich and rigorous learning environment and implement effective targeted research-based interventions for those students who are not on grade level with a strong focus on data disaggregation and individual student planning.

Vision

The entire Jones staff will unite with the learning community to provide the academic, social, and emotional skills building of all students to ensure post secondary success in society. The entire staff will build success through powerful relationships, high expectations, impactful instructional strategies and a commitment to develop high academic success.

Nondiscrimination Notice

JONES ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

JONES ELEMENTARY Site Base

Name	Position
Benninghoff, Curtis	Pastor, The Pentecostals
Bernal, Sylvia	Literacy Coach
Britton, Maleen	1st Grade Teacher
Burns, Linda	2nd Grade Teacher
Daniel, James	3rd Grade Teacher
Fuller, Robbyne	Business Representative
Goodrum, Leslie	Intern
Harris, Diane	6th Grade Teacher
Henry, Angela	Principal
Hudson, Stacey	Life Skills Teacher
James, Dehlia	Grandparent
Jones, Anna	5th Grade Teacher
Jones, Casey	Wells Fargo Representative
McClendon, Amanda	4th Grade Teacher
Mills, Hope	2nd Grade Teacher
Mitchan, Jennifer	Kindergarten

Federal, State, and Local Funding Sources

Program	Funding Source	Amount
Title I	Federal	\$104,130
Local Funds	State	\$2,361,043

Campus Based Needs Assessment for 2009-2010

Jones is a campus that serves students from Kindergarten through sixth grade students. Jones believes that it takes a team effort in the form of professional learning communities, commitment and focus to move students to high academic success. Jones is committed to moving its students towards post secondary achievement and closing the achievement gap within the subgroups. Jones is determined to excel all students to an above grade average level to ensure success at the next level of learning. Jones will provide research-based intervention to those students that show below grade level achievement. As a campus overall our goal is to achieve Base 85 or higher in all TAKS test areas and subgroups. Jones is committed to looking at the benchmark and assessment data as a professional learning community each time assessments are complete and map out a research based plan to intervene.

A comprehensive needs assessment using the most current information and data available was conducted. Data sources included:

- AEIS and Test Report Data (including demographic information)
- Spring and Summer 2008 TAKS Data
- PEIMS reports
- Discipline referrals
- Surveys
- Locally disaggregated data

Summary of Findings

The entire staff met in staff development to address our plan for a continued campus-wide discipline plan and a Know Your Student work session. Jones added a team planning tool to ensure that decisions made have both a specific action plan and monitoring component.

All tested areas are targeted for improvement in order to reach 100% of students meeting the standard. Base 85 or at or above District standard was not met in all academic areas. Jones Achievement was as follows:

2007-2008

	3rd	4th	5th	6th
Reading				
All	96(+12%)	78(-1%)	87(-1%)	87 (same)
African A	100	67	**	**
Hispanic	91	81	85	**
White	100	76	91	90
Econ Dis	91	62	88	81
Math				
All	73(+2%)	85(same)	73(-4%)	60(-6%)
African A	57	83	**	**

Hispanic	71	85	69	61
White	79	86	81	58
Econ Dis	66	77	77	56

Writing (4th)

All	85
African A	83
Hispanic	88
White	82
Econ Dis	81

Science (5th)

All	68
African A	**
Hispanic	68
White	74
Econ Dis	66

2008-2009 (Exemplary 90+) (Recognized (75+) (Acceptable Reading/Writing 70, Math 55, Science 50)

	3rd	4th	5th	6th
Reading				
All	95	70	81	96
African A	100	50	67	**
Hispanic	91	62	79	100
White	100	83	86	89
Econ Dis	88	63	71	97
Math				
All	60	61	74	54
African A	40	17	67	**
Hispanic	63	62	66	62
White	61	65	86	52
Econ Dis	50	49	64	50

Writing (4th)

All	70
African A	67
Hispanic	76
White	57
Econ Dis	69

Science (5th)

All	64
African A	50
Hispanic	64
White	67
Econ Dis	37

Jones Belief Statements and Team Approach

Jones Elementary believes that teacher disaggregation and implementation of effective research based intervention and monitoring combined with building strong relevant relationships with students is the foundation for building higher academic success. Jones Elementary has continued but given a more direct focus to its three campus teams. The three Jones teams are [1] STARRS team is responsible for monitoring and planning for the implementation of vertical alignment of the Reading and Language Arts instruction and the design, implementation, and monitoring of campus-wide behavior system. This team also monitors the 6+1 Writing at the grade levels trained and makes recommendations for campus improvements based on the 6 weeks writing reports, district and campus benchmarks and assessments. This team also reviews and set goals for the Jones F&P assessment wall review. [2]The Go Green team is responsible for design, implementation, monitoring, and making recommendations for campus-wide and learning community relationships and review and reporting of the Character Education program and integration of Social Studies. This team also facilitates recognition of student achievement and campus incentive programs to reward excellence. [3] The Nerd Herd team is responsible for the design, recommendation, and implementation of Science and Math instructional practices to increase K-6th alignment and student science and math performance K-6th. Jones Elementary has also established professional learning communities to keep focus on the 4 DuFour questions: If we expect students to learn, what is it we expect them to learn? How will we know if they are learning it? What will we do if they when they don't learn it? What do we do if they already know it? Jones Instructional Leadership teams include the Literacy Collaborative team, the Academic Language Literacy Initiative (ALLI) team, the Jones Instructional Leadership team Grade Level teams, and the Campus Educational Leadership team. The Campus Educational Improvement Committee developed a campus plan and will use that plan to develop monthly meeting agendas and to review the evaluation process in Math, Science and Writing as a priority to quickly intervene by developing plans for struggling students and following through with the developed plan. Jones has created a Team Planning form to ensure that effective planning, timeline and evaluation takes place as a result of team meetings.

Jones Intervention Blocks

Jones has implemented intervention blocks at each grade levels 1st through 6th to provide opportunities for targeted instruction sessions are held to assist struggling learners. Jones invested funds in Title I to provide for a Math Specialist for teacher professional development and mentorship as well as pull out of small group intervention during targeted instructional time for areas of greatest need (3rd and 4th grades, and new teachers) Jones also provides before school, after school, and Saturday sessions as scheduled.

Jones Writing Approach

Writing skills will continue to be increased with the implementation and continuation of the writing journals, interactive writing, and interactive journal writing. Students that are below grade level are provided interventions before, during, and after school based on needs. Grade level and aligned grades will review student progress in the area of writing based on a campus-wide rubric and provide research based interventions and feedback to Jones staff.

Jones Math Approach

Jones leadership teams have tagged Math as the area of highest need during the 2009-2010 school year. Jones Title I budget allows for a full-time Math Specialist. This position is prioritized (1) to partner with 3rd and 4th grade teachers to assess instructional effectiveness, (2) provide math intervention steps through push-in and pull-out for 3rd and 4th grade students (3) to assist math teachers at those grade levels in disaggregating data, identifying struggling students, implementing a successful plan to move 3rd and 4th grade students to high success (4) evaluate the effectiveness of intervention. The Math Specialist second priority is to provide support and modeling for teachers that are new to teaching math.

Jones Science Approach

The Jones leadership teams are monitoring science instruction and student achievement closely to identify students that need support and providing 5th grade and 4th grade support through TAKScope (a 5E science program that is aligned with the District's CScope) and off campus science experiences that are connected with science TEKS. Jones is further providing younger grades with TAKScope support in October 2009. Jones has implemented the EduSmart and purchased science materials to assist with reaching our goal of higher science success. Jones is also teaming with District Science Coach to provide staff development to further excel our students

science achievement. The Instructional Leadership Team and the Nerd Herd will continue to provide and assess students' science knowledge and skills and take intervention measures.

Highly Qualified Staff

___Jones values highly qualified staff persons and ear mark staff development funds to provide quality staff development and training for the Jones staff to include implementation with fidelity the Literacy Collaborative Initiative, Academic Language Literacy Initiative, and Lead Your School campus leadership development.

More Emphasis on Data

___During the 2009-2010 school year Jones is placing more emphasis on data disaggregation in conjunction with individual teacher and grade level plans (specific) for meeting the needs of struggling students through data days throughout the school year during Wednesday meetings, team meetings, and half day Data Days (at least 3 per grade level in grade levels with the greatest need).

Star Catchers

Jones has also extended its Star Catchers program (staff/student mentoring program) to embrace a larger number of INOVA tail left students that are in need of motivation as a pathway to higher academic success.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2009/2010 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. 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.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

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Goal 1. Anson Jones Elementary will challenge and prepare all students to obtain post-secondary education.

Objective 1. 100% of Jones identified students needing intervention will receive research-based instruction from highly qualified staff in a timely manner.

Objective 2. 85% of Jones students will reach high standards scoring at least 2250 scale score or the equivalent vertical scale score or 85% and above on various state, district and campus assessments in all core subjects.

Objective 3. 100% of Jones students and their parents will receive information that connects to high school graduation, post secondary education, and related academic success topics.

Objective 4. 100% of Jones students will participate in learning environments that are safe, drug free, and conducive to learning while promoting a healthy lifestyle.

Goal 2. Anson Jones Elementary will close the achievement gaps among all student population groups.

Objective 1. 100% of Jones students identified through assessment to be working below grade level will receive intervention through highly qualified personnel.

Objective 2. 100% of students and identified areas below 85% will receive an achievement gap closing plan by teachers and/or grade level teams with support from the Instructional Leadership Team.

Objective 3. Anson Jones staff will work collaboratively with early childhood staff to provide pre-requisite literacy and math skills that will assist 100% of upcoming MISD Pre-K attended students with academic success and work collaboratively with junior high and high schools to assist students with transitioning to secondary learning.

Goal 3. Anson Jones Elementary will recruit, develop, and recognize employees who work as a team to accomplish the district goals.

Objective 1. 100% of Jones staff positions will be secured by highly qualified applicants under the NCLB criteria and once hired 100% of staff will develop skills and knowledge and receive recognition of staff successes.

Goal 4. Anson Jones will meet or exceed the technology standards of the education community.

Objective 1. Anson Jones will continuously increase the implementation and usage of technology in the classroom by 100%.

Goal 5. Anson Jones Elementary will achieve a high degree of parent and community satisfaction.

Objective 1. Anson Jones will provide monthly continuous opportunities for parents to engage in their child's educational development and participate in the overall success of the school through parent involvement and parent training sessions.

Goal 6. Anson Jones Elementary will exercise fiscal responsibility and efficiency.

Objective 1. Anson Jones teams will meet monthly to review and reconcile all budget accounts and the areas of expenditures during the 2009-2010 school year.

Objective 2. As a Title 1 campus, 100% of the funds will be allocated and used according to federal guidelines and based on student/campus needs.

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Objective 1. 100% of Jones identified students needing intervention will receive research-based instruction from highly qualified staff in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All Jones students will be evaluated through district and campus diagnostic assessments to identify specific areas of weaknesses and receive intervention from highly qualified staff for needed assistance to reach academic success. (Title I: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, Campus Instructional Technologist, CEIC members, Core Subject Teachers, Instructional Facilitator, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>October 2009-May 2010 each 3 weeks</p>	<p>(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>District and campus assessments, DMAC reporting, TAKS, TPRI, Fountas & Pinnell, district and campus adopted materials, content area benchmarks.</p>
<p>2. Students performing below grade level will receive research based interventions in the form of before, during, after school, and/or Saturday planned sessions of assistance. (Title I: 1,2,3,4,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>August 2009-May 2010 weekly</p>	<p>(F)Title I - \$4,500, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory</p>	<p>District and campus diagnostic assessments, benchmarks, grade level disaggregation of data, Instructional Leadership team needs assessments, DMAC Reporting, TPRI, Fountas & Pinnell, TAKS reporting</p>
<p>3. Jones staff will be well trained in the District/Campus Initiatives and effectively implement them to increase student success: 6+1 Writing, CScope, TAKScope (4th/5th grades), Literacy Collaborative, Academic Language Literacy Initiative (ALLI), 12 Power Words, Lead Your School (principal leadership), Read 180/System 44, Running Records, Everyday Math, CMP2, SchoolNet, and any other initiatives as implemented by the District and/or campus. (Target Group: All, H, W, AA, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Instructional Focus Group, Instructional Specialist, Special Ed Teachers, Teacher(s), Teaching & Learning Department</p>	<p>Aug 2009 -May 2010 daily</p>	<p>(F)Title I - \$24,000, (O)Local Budget Data</p>	<p>State and District adopted assessments, benchmark assessments, TAKS test scores, district benchmarks, running records, unit tests, student grades, PA series, TELPAS, Fountas & Pinnell, individual teacher assessments, TPRI, Unit assessments, 6 weeks assessments, any other tools from District or campus</p>

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Goal 1. Anson Jones Elementary will challenge and prepare all students to obtain post-secondary education.

Objective 1. 100% of Jones identified students needing intervention will receive research-based instruction from highly qualified staff in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Students that are performing above their grade level will receive enrichment activities to further their academic and social growth. (Title I: 1,3,4,6,10) (Target Group: All, GT) (NCLB: 1,3,4,5)	Assistant Principal(s), CEIC members, Core Subject Teachers, Principal	October 2009-May 2010 daily	(L)Activity Funds, (L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds - \$500	Teacher assessments, district, state, and campus assessments, Project Think and Gifted/Talented assessments
5. Students identified as LEP will receive Academic Language instruction and support from highly qualified staff. (Title I: 2,4,9,10) (Target Group: LEP) (NCLB: 1,2,5)	Campus counselors, CEIC members, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(F)Title I - \$400, (O)Classroom Teachers, (O)Supplemental Materials - \$100, (S)Local Funds	Feedback from ALLI walk-throughs, TAKS, District and campus assessments

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Objective 2. 85% of Jones students will reach high standards scoring at least 2250 scale score or the equivalent vertical scale score or 85% and above on various state, district and campus assessments in all core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Jones staff and campus teams will analyze and disaggregate data bi-monthly and devise individual and small group plans of intervention using the Team Planning sheet to ensure all student success. (Title I: 1,2,3,4,5,6,7,8,9,10) (Target Group: All, H, W, AA, ECD, ESL, LEP, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>bi-monthly Sept 2009-May 2010</p>	<p>(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory</p>	<p>Team evaluations of district and campus assessments/benchmarks, evaluation of district and campus materials, team planning sheet, teacher observations, TPRI, DRA, Fountas & Pinnell, PASeries, INOVA, Read 180/System 44, and TAKS data.</p>
<p>2. Based on each student's strengths and weaknesses, all Jones students will receive data driven individual, small group and whole group instruction that ensure high student success. (Title I: 1,2,3,4,6,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily</p>	<p>(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory</p>	<p>Diagnostic evaluation from district implemented materials, district content area benchmarks, teacher observations, TPRI, Fountas & Pinnell, and TAKS data.</p>

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Objective 3. 100% of Jones students and their parents will receive information that connects to high school graduation, post secondary education, and related academic success topics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jones students and parents will be given opportunities (at least once in Semester I and once in Semester II) to expand their knowledge of secondary and post secondary education opportunities and pre-requisites to academic achievement. (Title I: 1,2,3,5,6,7,8,10) (Target Group: All, H, W, AA, ECD, LEP, AtRisk)	Assistant Principal(s), Campus counselors, CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds	District and campus benchmarks, student feedback, parent feedback, counselor reporting, TAKS reporting

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Goal 1. Anson Jones Elementary will challenge and prepare all students to obtain post-secondary education.

Objective 4. 100% of Jones students will participate in learning environments that are safe, drug free, and conducive to learning while promoting a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of the district and campus Crisis Management Plan. (Title I: 1,4,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Family & Community Partnership Coordinator, Instructional Specialist, Principal, Special Ed Teachers	August 2009-May 2010 Daily	(F)Title I, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Crisis drills, counselor reports, PEIMS Disciplinary reports, district and campus safety surveys, city fire marshall inspections, and regional safety teams
2. Effective implementation of the CATCH program to include activities to educate both parents, students, and community of food choice and healthy lifestyle food choices (Target Group: All, H, W, AA, LEP, AtRisk)	CEIC members, Dir. of Child Nutrition Services, Health Services Supervisor, Principal, Teacher(s)	August 2009-May 2010	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds	Student feedback during PE class (+30% improvement of attitude towards healthy lifestyle), parent feedback from annual program (75%+ positive)
3. Provide and evaluate a campus drug education program that includes awareness of alternative activities to involvement in substance abuse at least twice a year (Title I: 1,3,4,6,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)	Fall Semester and Spring Semester	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Local Districts, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds	Student and teacher feedback
4. Jones will establish a Texas Behavior Support Initiative (TBSI) Team to address appropriate behavioral interventions. NCI and TBSI strategies will be implemented. (Title I: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,3,4)	Assistant Principal(s), CEIC members, Instructional Focus Group, Principal, Special Ed Teachers, Teacher(s)	August 2009-May 2010	(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds	PEIMS Discipline reports, Special Education records, staff development sheets, and campus team evaluations and feedback

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Establish Campus team plan to address and educate staff, parents, and student of safe environment standards, conflict resolution and character building development that impacts academic achievement each semester. (Title I: 1,2,4,6,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Local Budget Data, (O)Local Districts, (O)Principal, (S)Local Funds	PEIMS reporting, District Safe Schools surveys, counselor and staff feedback
6. Jones staff and students will participate in Crisis Management drills to ensure our staff/student population are knowledgeable of effective and safe steps to take in the case of a school emergency. (Title I: 1,4,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)	August 2009-May 2010 monthly	(O)Local Budget Data	Fire drills and shelter in place drill reports

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Goal 2. Anson Jones Elementary will close the achievement gaps among all student population groups.

Objective 1. 100% of Jones students identified through assessment to be working below grade level will receive intervention through highly qualified personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Anson Jones staff will meet twice every 6 weeks with members of the Instructional Leadership Team to receive staff development and to disaggregate achievement data of each student population through data sessions and planned data days. (Title I: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>October 2009-May 2010 bi-monthly</p>	<p>(F)Title I - \$3,000, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds</p>	<p>District and campus diagnostic assessments, state assessments, student grades, teacher observations, TPRI, DRA, Fountas and Pinnell, and TAKS reporting</p>
<p>2. Anson Jones classroom highly qualified staff will receive additional staff development in the areas that students scored below 85% during team meetings. (Title I: 1,3,4,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>August 2009-May 2010 bi-monthly</p>	<p>(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Districts, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory</p>	<p>District and campus assessments and benchmarks, Grade level disaggregation of data, Instructional Leadership Team needs assessment, DMAC reporting, TPRI, Fountas & Pinnell, TAKS reporting</p>

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Goal 2. Anson Jones Elementary will close the achievement gaps among all student population groups.

Objective 2. 100% of students and identified areas below 85% will receive an achievement gap closing plan by teachers and/or grade level teams with support from the Instructional Leadership Team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Instructional Leadership will collaboratively plan with instructional staff to provide plan development support with progress monitoring for student groups that fall below 85% student achievement. (Title I: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Focus Group, Principal, Special Ed Teachers, Teacher(s)	October 2009-May 2010 Each 3 weeks	(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds	District and campus diagnostic assessments, diagnostic assessment from District adopted materials, DMAC reporting, SchoolNet, Read 180/System 44, PA Series, TPRI, Fountas & Pinnell, TAKS reporting

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Objective 3. Anson Jones staff will work collaboratively with early childhood staff to provide pre-requisite literacy and math skills that will assist 100% of upcoming MISD Pre-K attended students with academic success and work collaboratively with junior high and high schools to assist students with transitioning to secondary learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Anson Jones Instructional Leadership Team and district support staff will work collaboratively with the campus staff to identify students weaknesses and share the instructional plan with Pre-K parents to ensure a successful transition from Pre-K to Jones Elementary during the Spring orientation. (Title I: 1,3,4,6,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Spring 2010	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory	District and campus diagnostic assessments, district content area benchmarks, teacher observations and feedback, TPRI, DRA, Fountas & Pinnell, Kindergarten screening, and Kinder Math assessments
2. Anson Jones staff will actively participate in feeder meetings to collaboratively plan for the instructional transition for all 6th graders. (Title I: 1,2,6,9,10) (Target Group: All, LEP, SPED) (NCLB: 1,2,5)	Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(O)Local Budget Data, (O)Special Education Teachers	Junior high and high school feedback

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Goal 3. Anson Jones Elementary will recruit, develop, and recognize employees who work as a team to accomplish the district goals.

Objective 1. 100% of Jones staff positions will be secured by highly qualified applicants under the NCLB criteria and once hired 100% of staff will develop skills and knowledge and receive recognition of staff successes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Applicants will be interviewed for positions based on certification, experience and references and a pre-test through classroom instruction or modeling for the Instructional Leadership Team will be required. (Title I: 1,2,3,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Teacher(s)	August 2009-May 2010	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)TEKScore data, (S)Local Funds	Winocular, appraisals and walk-throughs, Campus interview criteria scoring guide, feedback from campus staff, parents, and students and student achievement reports
2. Instructional Leadership Team review of student achievement throughout the school year and planning instructional decisions based on data disaggregation. (Title I: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)DMAC data, (O)Local Districts, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory	Student achievement data, district and campus adopted materials, district content area benchmarks, teacher observations and walk-throughs, TPRI, DRA, Fountas & Pinnell, and TAKS reporting
3. Anson Jones will celebrate professional learning communities that collaboratively celebrate student and staff team successes through verbal affirmations, written thanks, assembly commendations. (Title I: 1,2,3,4,8,9,10) (Target Group: All, AtRisk)	Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	August 2009-May 2010 bi-monthly	(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds	Staff feedback, learning community feedback via survey
4. Anson Jones staff are encouraged and provided opportunities to grow their knowledge and skills through staff development that is connected to student achievement. (Title I: 3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	August 2009-May 2010 bi-monthly	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds	Diagnostic student achievement, TAKS reporting, district and campus benchmarks, classroom management, lesson plans, observations and walk-throughs,

JONES ELEMENTARY

Goal 4. Anson Jones will meet or exceed the technology standards of the education community.

Objective 1. Anson Jones will continuously increase the implementation and usage of technology in the classroom by 100%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Anson Jones will provide additional technical support in hardware, software, and staff development to meet the challenge of an increasing technology based society. (Title I: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(F)Title I - \$7,811, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds	STAR Chart survey, increase usage of technology by the teaching staff

JONES ELEMENTARY

Goal 5. Anson Jones Elementary will achieve a high degree of parent and community satisfaction.

Objective 1. Anson Jones will provide monthly continuous opportunities for parents to engage in their child's educational development and participate in the overall success of the school through parent involvement and parent training sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Parents will have opportunities to participate in PTA meetings, grade level specific meetings, school sponsored activities to increase their home/school interaction and build positive relationships. Programs shall include Meet the Teacher Night, Open House, Grade level meetings/programs, Math Night, Literacy Night, Science Extravaganza, Student Success Initiative meeting, School Report Card AEIS public meeting, CATCH program, Kindergarten Roundup, Career Day, Field Day, and other campus/parent (Title I: 1,2,3,4,6,10) (Target Group: All) (NCLB: 1,2,4,5)</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Monthly 2009-2010</p>	<p>(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds</p>	<p>Student feedback, Parent feedback, Teacher feedback,</p>
<p>2. Parents will be informed and given opportunities to participate in home/school events through communications through campus wide initiatives (Star Tracker), teacher/grade level communications home (Tuesdays), web pages, School Connect announcements, on-line access to student grades, and on-line access to interactive math for 6th grade. (Title I: 1,2,6,8,9,10) (Target Group: All) (NCLB: 1,2,4)</p>	<p>Assistant Principal(s), Campus counselors, Instructional Focus Group, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Weekly 2009-2010</p>	<p>(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds</p>	<p>Percentage of parent and community involvement, parent attendance at events, CEIC minutes and parent and teacher feedback</p>

JONES ELEMENTARY

Goal 6. Anson Jones Elementary will exercise fiscal responsibility and efficiency.

Objective 1. Anson Jones teams will meet monthly to review and reconcile all budget accounts and the areas of expenditures during the 2009-2010 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CEIC and meet the minimum of six times to review the various budgets, new programs, and campus improvement plan. (Title I: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	CEIC members, Core Subject Teachers, Instructional Focus Group, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Local Districts, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Local and Title I budget reporting, CEIC minutes

JONES ELEMENTARY

Goal 6. Anson Jones Elementary will exercise fiscal responsibility and efficiency.

Objective 2. As a Title 1 campus, 100% o the funds will be allocated and used according to federal guidelines and based on student/campus needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Anson Jones purchases will be submitted by purchase order to the Title 1 Coordinator for approval with the required campus improvement plan documentation. (Title I: 1,8,9,10) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal(s), Principal	Semester I and Semester II	(F)Title I, (S)Local Funds	Annual audit reporting, review and approval of purchase orders, CEIC agendas and minutes