

JONES ELEMENTARY

Mission

The Anson Jones staff believes that all students will learn and master high levels of achievement with our United Stand, Strong Vision, and Committed Support.

Vision

The united Jones staff will work collaboratively to build the whole student to ensure post secondary success in society through powerful relationships, high expectations, research based instructional planning processes and data review structures.

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.

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Campus Improvement Plan

2011/2012

"United Stand, Strong Vision, Committed Heart"

Date Reviewed: 09/13/11

Date Approved: 09/29/11

JONES ELEMENTARY Site Base

Name	Position
Almanza, Kathy	Pre-K/Headstart Teacher
Crisp, Peggy	Parent
Dangerfield, Erica	School Counselor
Duke, Patricia	District Science Coach
Frederick, Sarah	1st Grade Teacher
Fuller, Robbyne	Business Representative
Goodrum, Leslie	Assistant Principal
Henry, Angela	Principal
Miller, Karrie	3rd Grade Teacher
Perales, Laura	6th Grade Teacher
Sanders, Kauail	5th Grade Teacher
Smith, April	2nd Grade Teacher
Smith, Rebecca	4th Grade Teacher
Thomas, Dianna	Parent
Walsh, Jenny	Parent
Williams, Christy	Kinder Teacher

Resources

Resource	Source	Amount
Title I	Federal	\$44,605
Local Funds	State	\$2,267,525

Campus Based Needs Assessment for 2010-2011

Comprehensive Needs Assessments

Reports Reviewed

Jones Three Year History for 2009 through 2011--Attached
Campus and District Assessments
Demographics
Parent Survey -- Attached
PTA Board Parent Feedback

Demographics

	2009	2010	2011
African American	9.4%	11%	9%
Hispanic	52.1%	53%	52%
White	37.1%	34%	35%
Economically Disadv	46.9%	60%	63%
LEP	1%	1%	1%

Enrollment numbers indicate that the student population for the Jones attendance area is remaining around 450 students. The percentages of White and Economically Disadvantaged have slightly risen. The number of students served by Special Education continues to indicate under identification of students with special needs. Students who are making progress with general education interventions are considered to be responding to intervention and are not referred to Special Education unless the response is slow. Through Response to Intervention, Jones referred 3 to 5 students for Special Education testing and is waiting for testing reports. Jones English Language Learners (LEP) remains at 1% or below. The mobility rate for Jones Elementary was 19% in 2009-2010. Mobility rate for 2010-2011 is not available at this time. Jones has no migrant students in its population. The mobility rate is attributed to the large percentage of rental properties and the Lakes Apartment and one other complex.

Student Achievement

Jones Three Year TAKS Comparison

	2011	2010	2009
READING/ELA			
All Students	84	86	83
Afr. American	89	80	79
Hispanic	81	84	79
White	86	90	89
Eco. Disadv.	83	86	78
MATH			
All Students	79	73	62
Afr. American	63	57	37
Hispanic	80	73	63
White	80	77	65
Eco. Disadv.	75	67	53
WRITING			
All Students	83	79	71
Afr. American	100	70	67
Hispanic	79	76	78
White	85	90	57
Eco. Disadv.	88	72	71
SCIENCE			
All Students	84	83	64
Afr. American	86	78	50
Hispanic	74	78	64
White	100	94	67
Eco. Disadv.	78	78	37

Although Jones was Academically Acceptable in 2008-2009 its performance indicated that Jones would not meet the accountability standards the upcoming year (2009-2010). Therefore, Jones was placed on the TAT (Technical Assistance teams) list by Texas Education Agency (TEA) at the state level. Jones has grown from the

TAT (Technical Assistance Team) list (2009-2010) which indicated that Jones would be Academically Unacceptable (AU) without intervention to missing Recognized status by one percentage point in the Hispanic subgroup population in 5th Grade Science in 2010-2011.

Jones 2009-2010 performance showed growth in 19 out of 20 indicators on the TAKS (Texas Assessment of Knowledge and Skills). However in 2010-2011 Jones performance showed growth in 13 out of 20 indicators on TAKS. The six indicators that showed a decline ranged from -2 to -5 percentage points in areas of reading, Whites subgroup in Writing, and Hispanics subgroup in 5th grade Science.

Jones overall growth is celebrated, however, **specific levels of student achievement that fell below 80%** to address are as follows:

- 3rd Grade Math (74%)
- 5th Grade Math 1st admin (69%)
- 5th Grade Reading 1st admin (74%)
- 6th Grade Math (70%)

4th Grade Math is no longer identified as a critical area, however with a change in the teacher assignments for 2011-2012, Jones will have to further continue monitoring 4th grade math.

Disaggregation of data indicates that Math continues to be the most critical area of need even though growth was identified in student levels of achievement on TAKS in grades 3, 4, and 5.

School Culture and Climate

Summary of Discipline Reports

Grade Level	2009-2010		2010-2011	
	No. of Referrals		No of Referrals	
K	4		15	
1	0		22	
2	4		5	
3	8		35	
4	15		4	
5	47		42	
6	47		58	
TOTAL	125		181	

The number of discipline referrals increased from 125 to 181; this indicates a need for more effective classroom management strategies that are well-defined and systematically implemented with fidelity. In reference to administrative disciplinary action, Jones use of assignment to another grade level with daily work as a practice for In School Suspended students over the past 4 years has proven to provide students maximized classroom instruction time and positively impact student achievement. Students assigned to In School Suspension continue to receive interventions such as Read 180/System 44 and Special Education services.

The discipline referral data and parent surveys indicate a need for focused and regular communication and collaboration between home and school. The parent surveys were positive and most parents felt welcomed in the school. Jones will build on the positive feedback by involving parents in the discipline management system. Jones will build parents knowledge and understanding of the campus-wide standard and extend a stronger component for home school support. Parents indicated on the survey that they liked the school call outs about events happening in the school. However Jones had more than 100 of their call out numbers return as invalid so a notification system will be incorporated so parents will be encouraged to contact us in writing or in person with new telephone numbers.

Jones Elementary commitment to the Lead Your School concepts included a focus on the physical environment of the school and classrooms. This included reducing clutter and teacher nests in the classroom which supported the planned instruction. Jones noted a connection between the classroom environment, preparedness, and implementation of instruction to student participation and engagement in the academic learning activities. Jones will continue with the systematic approach to evaluating classroom environments based on the Lead Your School rubric and other district and campus walk-through tools.

Jones Parent Surveys reflected a need to focus on home/school communication. Parents perceived a need to receive quick and more frequent feedback on their child's academic progress and behavioral needs. Jones has a system of Star Tracker in place, but reevaluated the effectiveness of the tool, especially at the 5th and 6th grade levels. Jones 5th and 6th grade teachers will consistently implement an Excel binder for 5th and 6th graders to meet the needs of student organization and regularly scheduled home/school communication.

Staff Quality, Recruitment and Retention

The entire Jones Staff is highly qualified based on the NCLB requirements. Jones commitment to discovering and implementing best practice and high yield indicators brought about a need to train staff in high quality practices to include the Who? Why? What? And How? of daily instruction. Jones staff received research based practices training in the area of Balanced Literacy Collaborative, Lead Your School instructional practices and data reporting, along with other campus and district based staff development with follow-up coaching. Jones Staff were required to post both Content and Language objectives to meet the needs of our LEP and struggling students, but will implement a specific structure of Content and Language Objectives for the 2011-2012 school year.

If hiring of staff takes place during the instructional year, potential hires participate in multiple interviews (as needed) and also are given the opportunity to teach a short lesson and model how they will interact with Jones students. Interview questions not only focus on applicants' knowledge of content and best practices but also on the applicant's ability and willingness to connect with students in a positive relationship building method. Interview questions also focus on the applicant's willingness to participate in high rigor staff development and collaboration with colleagues and administration.

Jones has built a foundational vision of United Stand, Strong Vision and Committed Heart. Jones has also build a vision of what our school stands for in terms of belief system and the standard of achievement ALL students are entitled to expect at Jones Elementary. Jones has a need to develop this system to a strong learning community level.

The Campus Educational Improvement Committee (CEIC) and other campus/district leadership teams collaboratively plan for appropriate and relevant staff development based on instructional walk-throughs, teacher feedback, and campus leadership team identification of areas of needed support.

Through Balanced Literacy Collaborative, Lead Your School, and Stephanie Harvey, Jones discovered a need to focus more on grade level TEKS and connecting activities and approaches in the classroom to assessment and grade level TEKS. Jones Literacy teachers have built a strong sense of understanding of how all the different components fit together. New staff is supported through conferencing with Jones Instructional Leadership Teams, individual principals and Literacy Coach collaboration and coaching along with district support.

Systems in place to build capacity and continuous improvement include SMART Goals, Data Days, and posting of student, class, grade level and campus on-going data. In 2011-2012, Jones identified a need to build its system to include all content area teachers to a higher degree of CIA and Data Days implementation.

Jones staff development has been focused in the area of staff development that is on-going with feedback for individual, classroom, grade level trends, with reflective outlook. Walk-throughs with coaching feedback are now a part of our campus culture.

Jones staff is supported through administrative and literacy coaching and modeling in the classroom. Follow-up on new knowledge with feedback is now a part of our campus culture and system for all teachers.

Jones administration has developed the belief that staff that are not bringing students to a high level of success participate with administrative data days, support plans, fierce conversations and intervention plans in an attempt to bring that staff person up to standard within one year. Staff members that are coachable and hold the same

standard of high expectations for their own performance with success continue to contract as an instructional staff person.

Curriculum, Instruction, and Assessment

Jones has focused on reviewing and discussing the TEKS especially at the tested grade levels. We have conducted discussion and collaborative team meetings to review the TEKS. Jones discovered that we needed to focus on the Math TEKS and address any TEKS emphasis especially in the Everyday Math. Teachers who participated in the Balanced Literacy Collaborative received extensive training and review of the new grade level ELA TEKS and connected them with their class Reading/LA Assessment notebooks. The Instructional Leadership Team was able to connect the effectiveness of the instruction to the curriculum through the assessment of students reading behaviors and skill level.

Jones held several data days in which we reviewed the connection between student growth and the effectiveness of classroom instruction at the Tier 1 and Tier 2 levels. Jones made quick shifts of support and alignment when the student achievement data indicated we needed more focus in a specific area.

Jones staff set SMART goals for the areas that showed needed growth and monitored progress and success. At the six weeks Celebrate Success Pep Rallies, achievements at the campus level, grade level and individual student success were reviewed and celebrated. New Smart Goals were set at each Pep Rally.

Family and Community Involvement

Currently, Jones noticed that parents are more engaged to attend and participate in programs that involve Fine Arts activities or Hands On activities. Grade level singing programs (Christmas program and Texas program) are significantly attended. The Meet the Teacher Night, Math Night/Book Fair and Science Night are Jones most widely attended school-wide programs. Meetings that are poorly attended include Title I information meeting, Student Success Initiative (SSI), Annual School Report Card meeting. Jones will incorporate the relevant information to be shared on Title I information meeting, SSI meeting and Annual School Report Card meetings in conjunction with a 'fun' more attractive school event to increase parent involvement.

Jones (along with the District) has implemented research based intervention programs that are open to both general education and special education students. Special needs students now learn along side general education students inclusively. Jones also provides Special Education services to students who qualify. All students with severe behavioral or emotional needs (rather general education or special education) upon teacher request or observed need receive campus or District support through a counselor, behavioral specialist or referral to a community agency.

Jones has a need to add a better enrichment component to the classroom instruction. Jones commended performance increased in 3rd grade reading (30% to 34%), 4th grade math (23% to 33%), 5th grade reading (13% to 26%), 5th grade math (19% to 22%) 5th grade science (33% to 43%) and 6th grade reading (27% to 30%). If comparing student groups as they progress through the grades (3rd grade students last year to 4th grade students this year), the commended performance is not as huge. General education teachers have a need to continue to receive staff development in the area of rigor and relevance to meet the demands of the new STAAR and college readiness. Staff also has a need to continue to expand their knowledge of open ended questions, and identifying and writing higher level questions to lead students beyond thinking that is basic through campus presented staff development.

Jones has Wells Fargo as a Partner in Education. Wells Fargo supports Jones families by setting up a table at each big school event to share opportunities for families to increase financial values by learning about banking and opening savings accounts. Wells Fargo also provides school supplies for drawings and a free meal each year for Jones students and their families. In 2011-2012 Jones will move to involve Wells Fargo partners in the curriculum, instruction and assessment component of student instruction through critical conversations.

Jones has created a Star Catchers program of volunteers to include enrollment and training of campus volunteers. Volunteers have opportunity to sign up to assist with student mentoring as well as other roles to support student learning. Jones is taking action to build the parent and community component of the learning community.

School Context and Organization

Jones grade level and instructional teams shift their schedules to ensure students are given extended time for intervention in the areas of greatest needs—at Jones this would be ‘Math.’ Students struggling in Reading were also given targeted intervention to build their skills.

Jones also holds Saturday Schools and after school tutorials for students with the greatest needs (5th grade/SSI students, math in the TAKS grades) as funds are available. After school tutorials and Saturday School sessions are directly tied to specific areas of need for specific groups of students. This practice leads to higher student achievement.

Technology

Jones planted funds into upgrading its classroom computers to provide struggling learners with an up-to-date learning environment and adequate technology for intervention. Jones also completed Smartboard installations for all 3rd, 4th, 5th, and 6th grade classrooms by the end of the school year 2010-2011. Jones also has invested funds to provide document cameras and projectors in all 1st and 2nd grade classrooms to support best practices for instruction by the end of the school year 2010-2011.

Jones Belief Statements and Team Approach

Jones Elementary believes that teacher disaggregation and implementation of effective review and understanding of the Curriculum, Instruction and Assessment is key to moving student achievement levels upward. Jones also believes that building strong relevant relationships with students is the foundation for building student motivation to higher academic success. Jones continues to connect Data Days to Curriculum, Instruction and Assessment (CIA).

Jones Elementary continues to build more effective Professional Learning Communities that focus on decision-making and connecting all decisions to our campus needs and processes backed by research and effective data collection and review processes. Jones has developed more vertically aligned teams (1) Blue (2) Red and (3) Green. Jones teams have developed Norms to direct how they function and developed 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 Lead Your School team, Literacy Collaborative 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 English Language Arts 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.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2011/2012 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 will support high academic standards.
- 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 50 scale score points ABOVE the passing vertical scale score for that grade level content TAKS test or 85% or above on various state, district and campus assessments in all core subjects.
 - Objective 3.** 100% of Jones Pre-K/Headstart through 6th grade 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 uniformly use effective instructional strategies.
- 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.
 - Objective 4.** Anson Jones will produce and disaggregate achievement data by subgroup and plan for success of groups achieving below 85% success rate.
- Goal 3.** Anson Jones Elementary will recruit, develop, and support highly motivated staff members who maximize student success.
- 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.
 - Objective 2.** Each six weeks Jones will recognize and celebrate teamwork that supports and increases student achievement.
- Goal 4.** Anson Jones will prepare technologically advanced students.
- Objective 1.** Anson Jones will continuously increase the implementation and usage of technology in the classroom by providing additional technical updates in Kinder through 4th grades.
- Goal 5.** Anson Jones Elementary will provide facilities that support exemplary learning environments.

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- Objective 1.** Anson Jones will provide classroom environments that support high student achievement.
- Objective 2.** Anson Jones will provide classroom instruction that support high student achievement.
- Goal 6.** Anson Jones Elementary will fully develop positive partnerships with Midland's Community and business organizations.
- Objective 1.** Anson Jones will receive feedback from parents and community partners and use data to improve home/school communications and community partnerships.
- Objective 2.** 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 and tools.
- Goal 7.** Anson Jones Elementary will exercise fiscal responsibility.
- Objective 1.** Anson Jones teams will meet monthly to review and reconcile all budget accounts and the areas of expenditures during the 2010-2011 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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Goal 1. Anson Jones will support high academic standards.

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. 100% of 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 SW: 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>September 2011 - May 2012 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, SchoolNet, Early Star Literacy, Star Reading, Star Math, Fountas & Pinnell, district and campus adopted materials, content area benchmarks, common assessments.</p>
<p>2. 100% of 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 SW: 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 2011 - May 2012 weekly</p>	<p>(F)Title I - \$6,000, (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, Star Early Literacy, Fountas & Pinnell, Star Reading, Star Math, STAAR reporting, common assessments</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, Balanced Literacy Collaborative, Academic Language, Balanced Literacy Collaborative, Lead Your School Fundamental Five and High Yield practices (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>August 2011 - May 2012</p>	<p>(F)Title I - \$24,275, (O)Local Budget Data</p>	<p>State and District adopted assessments, benchmark assessments, Star Reading, Star Math, STAAR test scores, district benchmarks, running records, unit tests, student grades, TELPAS, Fountas & Pinnell, individual teacher assessments, Star Early Literacy Unit assessments, 6 weeks assessments, any other tools from District or campus, common assessments</p>

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Goal 1. Anson Jones will support high academic standards.

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. 100% of students that are performing above their grade level will receive enrichment activities to further their academic and social growth. (Title I SW: 1,3,4,6,10) (Target Group: All, GT) (NCLB: 1,3,4,5)	Assistant Principal(s), CEIC members, Core Subject Teachers, Principal	October 2011 - May 2012	(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, common assessments, commended performance percentages
5. Students identified as LEP will receive Academic Language instruction and support from highly qualified staff. (Title I SW: 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 - \$100, (O)Classroom Teachers, (O)Supplemental Materials - \$100, (S)Local Funds	Feedback from Instructional Focus visits, walk-throughs, STAAR testing, District and campus assessments, common assessments, Imagine Learning data, System 44/Read 180

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Goal 1. Anson Jones will support high academic standards.

Objective 2. 85% of Jones students will reach high standards scoring at 50 scale score points ABOVE the passing vertical scale score for that grade level content TAKS test or 85% or 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. (Title I SW: 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>October 2011 - May 2012</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, Star Early Literacy, DRA, Fountas & Pinnell, INOVA, Read 180/System 44, and STAAR data, Star Reading, Star Math, common assessments</p>
<p>2. Based on each student's strengths and weaknesses, 100% Jones students will receive data driven individual, small group and whole group instruction that ensure high student success. (Title I SW: 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>October 2011 - May 2012 weekly</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, Star Early Literacy, Fountas & Pinnell, STAAR testing, common assessments</p>

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Goal 1. Anson Jones will support high academic standards.

Objective 3. 100% of Jones Pre-K/Headstart through 6th grade 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
<p>1. 100% of 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 [Parenting classes and Career Night]. (Title I SW: 1,2,3,5,6,7,8,10) (Target Group: All, H, W, AA, ECD, LEP, AtRisk)</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Semester I and Semester II</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 benchmarks, student feedback, parent feedback, counselor reporting, STAAR reporting</p>
<p>2. 100% of Jones students and parents will be given the opportunity to expand their knowledge of college and career choices available.</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Family & Community Partnership Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Semester II</p>		

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Goal 1. Anson Jones will support high academic standards.

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 SW: 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 2011 - May 2012	(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 marshal 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 2011 - May 2012	(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 SW: 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 SW: 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 2011 - May 2012	(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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Goal 1. Anson Jones will support high academic standards.

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
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 SW: 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 SW: 1,4,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)	August 2011- May 2012	(O)Local Budget Data	Fire drills and shelter in place drill reports

JONES ELEMENTARY

Goal 2. Anson Jones Elementary will uniformly use effective instructional strategies.

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 SW: 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 2011 - May 2012 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, Star Early Literacy, DRA, Fountas and Pinnell, STAAR reporting, common assessments</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 SW: 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 2011 - May 2012</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, Star Early Literacy, Fountas & Pinnell, STAAR reporting, common assessments</p>

JONES ELEMENTARY

Goal 2. Anson Jones Elementary will uniformly use effective instructional strategies.

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
<p>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 SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Focus Group, Principal, Special Ed Teachers, Teacher(s)</p>	<p>October 2011 - May 2012</p>	<p>(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</p>	<p>District and campus diagnostic assessments, diagnostic assessment from District adopted materials, DMAC reporting, SchoolNet, Read 180/System 44, Star Early Literacy, Star Math, Star Reading, Fountas & Pinnell, STAAR reporting, common assessments</p>

JONES ELEMENTARY

Goal 2. Anson Jones Elementary will uniformly use effective instructional strategies.

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
<p>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/Headstart parents to ensure a successful transition from Pre-K/Headstart at Jones to Kindergarten at Jones Elementary during the Spring orientation. (Title I SW: 1,3,4,6,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Spring 2012</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>District and campus diagnostic assessments, district content area benchmarks, teacher observations and feedback, Star Early Literacy, DRA, Fountas & Pinnell, Kindergarten screening, and Kinder Math assessments</p>
<p>2. Anson Jones staff will actively participate in feeder meetings to collaboratively plan for the instructional transition for all 6th graders. (Title I SW: 1,2,6,9,10) (Target Group: All, LEP, SPED) (NCLB: 1,2,5)</p>	<p>Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Semester I and Semester II</p>	<p>(O)Local Budget Data, (O)Special Education Teachers</p>	<p>Junior high and high school feedback</p>

JONES ELEMENTARY

Goal 2. Anson Jones Elementary will uniformly use effective instructional strategies.

Objective 4. Anson Jones will produce and disaggregate achievement data by subgroup and plan for success of groups achieving below 85% success rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Anson Jones Instructional Leadership Team will hold a Data Day to review campus overall data of student achievement and subgroups and plan for students success. (Title I SW: 1,2,4,8,10) (Target Group: All, H, W, AA, ECD, ESL, LEP, SPED, GT, Dys) (NCLB: 1,5)	Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Instructional Facilitator, Instructional Specialist, Principal, Special Ed Teachers, Teaching & Learning Department	October 2011- May 2012 Bi-monthly	(F)Head Start, (F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Principal, (O)STAR Math Reports, (O)STAR Reading Reports	District and campus diagnostic assessments, district content area benchmarks, teacher observations and feedback, Star Early Literacy, DRA, Fountas & Pinnell, Kindergarten screening and Kinder Math assessments

JONES ELEMENTARY

Goal 3. Anson Jones Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

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
<p>1. Applicants will be interviewed for positions based on certification, experience and references. Sometimes a pre-test through classroom instruction or modeling for the Instructional Leadership Team will be required(when feasible). (Title I SW: 1,2,3,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2011 - May 2012</p>	<p>(O)Classroom Teachers, (O)DMAC data, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)TEKScore data, (S)Local Funds</p>	<p>Winocular, reference responses, campus interview criteria scoring guide, feedback from campus staff, parents, and students and student achievement reports</p>
<p>2. Instructional Leadership Team review of student achievement throughout the school year and planning instructional decisions based on data disaggregation. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>CEIC members, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>August 2011 - May 2012</p>	<p>(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 Funds, (S)State Compensatory</p>	<p>Student achievement data, district and campus adopted materials, district content area benchmarks, teacher observations and walk-throughs, Star Early Literacy, DRA, Fountas & Pinnell, STAAR reporting, common assessments</p>
<p>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 SW: 1,2,3,4,8,9,10) (Target Group: All, AtRisk)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Instructional Focus Group, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>August 2011 - May 2012</p>	<p>(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</p>	<p>Staff feedback, learning community feedback via survey</p>

JONES ELEMENTARY

Goal 3. Anson Jones Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

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
<p>4. Anson Jones staff are encouraged and provided opportunities to grow their knowledge and skills through staff development that is connected to improving student achievement. (Title I SW: 3,4,8,9,10) (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 2011 - May 2012</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</p>	<p>Diagnostic student achievement, STAAR reporting, district and campus benchmarks, classroom management, lesson plans, observations and walk-throughs,</p>

JONES ELEMENTARY

Goal 3. Anson Jones Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. Each six weeks Jones will recognize and celebrate teamwork that supports and increases student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jones staff will write SMART goals each six weeks and will share grade level and individual teacher achievements at staff meetings, grade level meetings, pep rallies, and other school assemblies and events. (Title I SW: 2,6) (Target Group: All)	Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)	October 2011 - May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal	Student achievement data, recognition and reinforcement postings, STAAR testing, student feedback, parent feedback, teacher feedback

JONES ELEMENTARY

Goal 4. Anson Jones will prepare technologically advanced students.

Objective 1. Anson Jones will continuously increase the implementation and usage of technology in the classroom by providing additional technical updates in Kinder through 4th grades.

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 SW: 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	(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 provide facilities that support exemplary learning environments.

Objective 1. Anson Jones will provide classroom environments that support high student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Jones classrooms will be clean, organized and clutter-free for support to student success. (Target Group: All)	Assistant Principal(s), CEIC members, Instructional Technology Dept., Internal Auditor, Principal, Teacher(s), Team Leaders	October 2011 - May 2012	(O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Walk-through data, Learning Walk Team feedback, Directors' feedback
2. 100% of Jones classrooms will meet campus standard for supportive and purposeful learning.	Assistant Principal(s), Principal, Teacher(s)	October 2011 - May 2012	(F)English as a Second Language, (F)Title I, (L)Activity Funds, (L)Instructional Services, (L)Librarian, (L)Staff Development, (O)Classroom Teachers	Walk-throughs, Learning Walk Team feedback, Directors' feedback

JONES ELEMENTARY

Goal 5. Anson Jones Elementary will provide facilities that support exemplary learning environments.

Objective 2. Anson Jones will provide classroom instruction that support high student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Jones staff will participate in staff development centered around providing rigorous and relevant instruction connected to TEKS and effective questioning. (Title I SW: 2,3,4,9) (Target Group: All) (NCLB: 1,2,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Principal	August 2011 - May 2012	(F)Title I, (L)Staff Development, (O)Principal	Student achievement data, teacher feedback, STAAR, diagnostic achievement assessment

JONES ELEMENTARY

Goal 6. Anson Jones Elementary will fully develop positive partnerships with Midland's Community and business organizations.

Objective 1. Anson Jones will receive feedback from parents and community partners and use data to improve home/school communications and community partnerships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have opportunities to participate in two way home/school communication through parent survey in the Fall and in the Spring. (Title I SW: 1,2,6,9) (Target Group: All)	Assistant Principal(s), Campus counselors, Principal, Special Ed Teachers, Teacher(s)	Semester I and Semester II	(F)Title I	Fall and Spring Survey, Parent feedback, Teacher feedback
2. Jones staff will involve business entities in critical conversations about connections of school targets and products with college readiness and community needs. (Title I SW: 1,2,10) (Target Group: All)	Assistant Principal(s), CEIC members, Principal	November 2011 - May 2012		Parent feedback, business entities feedback, community partners feedback, teacher feedback, Jones leadership team analysis

JONES ELEMENTARY

Goal 6. Anson Jones Elementary will fully develop positive partnerships with Midland's Community and business organizations.

Objective 2. 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 and tools.

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, Pre-K/Headstart programs, Career Day, Field Day, and other campus/parent (Title I SW: 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>August 2011 - May 2012</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, Parent, and Teacher feedback via surveys</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, web pages, School Connect announcements, on-line access to student grades, and on-line access to interactive math for 6th grade. (Title I SW: 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>August 2011 - May 2012 Monthly</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>
<p>3. Jones will provide opportunities to 100% of its parent population to self study on related student achievement and student behavior issues through a parent library.</p>	<p>Assistant Principal(s), Campus counselors, Parent Liaison, Principal, Special Ed Teachers, Teacher(s)</p>	<p>October 2011 - May 2012</p>	<p>(F)Title I</p>	

JONES ELEMENTARY

Goal 7. Anson Jones Elementary will exercise fiscal responsibility.

Objective 1. Anson Jones teams will meet monthly to review and reconcile all budget accounts and the areas of expenditures during the 2010-2011 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CEIC will meet the minimum of six times to review the various budgets, new programs, and campus improvement plan. (Title I SW: 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 7. Anson Jones Elementary will exercise fiscal responsibility.

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.

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 SW: 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