

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

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

School Motto:

Jones! We've Got This! No Excuses! No Limits! Learning today for a better future!

MISD Mission Statement:

ALL students will graduate prepared and ready for college and career.

Vision

At Jones Elementary, our vision is to eliminate achievement gaps by providing a nurturing and challenging learning environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

The overall needs of the campus include:

- ~Continued growth and development in the PLC process
- ~Continued refinement and consistent implementation of the MISD instructional process
- ~Continued focus and professional growth in building reading proficiency for all students
- ~Improvement in all academic areas and building Tier 1 instruction
- ~Improved technology in the classrooms. (chromebooks and computers)
- ~School/parent communication

Demographics

Demographics Summary

Anson Jones Elementary is located on the west side of Midland, Texas. The building was completed in 1963, and the pod area was added in 1989. Recent renovations to the building were completed in 2000. The building has the capacity for 600 students, but the 2015 school year saw a significant loss of students with the boundary changes. Enrollment for the 2018-19 school year is 390. Class sizes range 18-27 students each. Jones has one Resource Teachers to serve the small number of special education students. One dyslexia teachers also served students at Jones--sharing their time with other campuses. One speech teacher served the students on campus, and her supervisor conducted ARDs.

Anson Jones currently has one Prekindergarten class with 22 students. The school is also home to two LEAP classrooms that serve 3-4 year olds.

Anson Jones has a diverse ethnic population with approximately 65% Hispanic, 20% caucasian, 10% African American, and 5% other.

2017 Beginning of Year Demographics K-6th

	K	1st	2nd	3rd	4th	5th	6th
Enrollment	48	49	46	44	46	49	33

Anson Jones does not have a bilingual program but did serve three English Language Learners that were classified as Parent Denials.

Anson Jones currently has 59% of students receiving free or reduced meals.

Demographics Strengths

- The student to teacher ratio is 17:1 in grades K-3 and 24-1 in grades 4-6. The low class numbers enabled the teachers to differentiate their instructional practices to accommodate the variety of student learning styles.
- The use of a common scope and sequence across the district minimizes gaps in instruction for both new students to the district and state, as well as students who move within the district.
- The Pre-Kindergarten through sixth grade teachers collaborate with grade level teams on a weekly basis during built in structured collaborative times.

Student Achievement

Student Achievement Summary

Jones met the accountability standards for the 2017-18 year with distinction.

		Component Score	Scaled Score	Rating
1	Overall		74	Met Standard
2	Student Achievement	40	69	Met Standard
3	School Progress		75	Met Standard
4	Closing the Gaps	52	72	Met Standard

Jones Elementary earned the Comparative Academic Growth Distinction for 2017-2018.

2017-2018 End of the year iStation results:

PreK 75% Tier 1

Kindergarten 69% Tier 1

1st Grade 58% Tier 1

2nd Grade 63% Tier 1

3rd Grade 63% Tier 1

4th Grade 58% Tier 1

5th Grade 81% Tier 1

Student Achievement Strengths

- All students are receiving interventions based on timely data disaggregation. Data is driving instructional decisions.
- Jones Elementary earned a distinction in Comparative Academic Growth
- All students, Hispanic and economically disadvantaged students met the growth status target in Math.
- All students, Hispanic and economically disadvantaged students met the growth status in ELA/Reading.
- Hispanic students met the Academic achievement target for ELA/Reading.

School Culture and Climate

School Culture and Climate Summary

Jones Elementary is a classdojo school. Dojo is the primary form of communication with parents and students.

The district wide initiative for classroom management systems--CHAMPS--was continued throughout the year. Teachers implemented components in individual classrooms and campus common areas with success. Jones added a Behavioral Unit to the campus and welcomed a behavior specialist.

The school counselor worked with several outside groups to provide services and/or resources for students (i.e. standard attire, counseling, holiday gifts, food bags). A nearby church group hosted an after school program for interested students each Friday (the Good News Club). This was well attended by kids from first through sixth grades.

School Culture and Climate Strengths

- 80% of parents completing the on-line school survey view the campus as a positive environment for their children. The survey also indicated that teachers set high expectations for students; the climate for student learning is positive; teacher support for students is high; the school supports students with additional learning needs; students receive fair treatment consistently; bullying is not tolerated; students receive support for their academic and career planning; and teachers had an overall positive view for the quality of the campus.
- The parent survey indicated that parents feel welcome at the campus.
- The continued implementation of CHAMPS provided a positive classroom management system in the majority of classes.
- Students at grades K-6th were recognized for attendance, Principal's Award, A Honor Roll, A/B Honor Roll and B Honor Roll at the end of semester Award Assembly.
- STUCO (Student Council) continued in grades 4-6.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district's goal is to have every teacher designated as "highly qualified" by NCLB standards; that is, holding a bachelor's degree with certification to teach in Texas with competency in core academic subject areas. At Jones Elementary, a highly qualified staff member provides intervention to at-risk students that ranges from in-class support to after school and Saturday interventions.

On-campus mentors provided new teachers with grade level support, while district coaches helped with curriculum, classroom management, and lesson planning. Professional development impacted instruction and was both self-monitored and shared.

Staff Breakdown

	2015	2016	2017	2018
pK/LEAP	Three teachers; four assistants	Three teachers; five assistants	Three teachers; five assistants	Three teachers; five assistants
Kindergarten	Three teachers	Three teachers	Three teachers	Three Teachers
First Grade	Three teachers	Three teachers	Three teachers	Three Teachers
Second Grade	Three teachers	Three teachers	Three teachers	Three Teachers
Third Grade	Three teachers	Two teachers	Three teachers	Two Teachers
Fourth Grade	Two teachers	Three teachers	Two teachers	Two Teachers
Fifth Grade	Two teachers	Two teachers	Two teachers	Two Teachers
Sixth Grade	Two teachers	Two teachers	Two teachers	Two Teachers
Physical Education	One teacher	One teacher	One teacher	One Teacher
Fine Arts	One teacher	One teacher	One teacher	One Teacher
Library Services	One half time librarian; one half time assistant	One half time librarian; one half time assistant	One half time librarian; one half time assistant	One half time librarian; one half time assistant
Support Staff	Three special education teachers and one assistant (shared with another campuses); one reading interventionist	Special education teachers and one assistant (shared with another campuses); one reading interventionist	One Resource teacher, One Take Flight teacher (Dyslexia), and one instructional specialist	One Resource teacher, One Take Flight teacher (Dyslexia), and one instructional specialist

Related Services	Part time dyslexia teacher; part time GT teacher; part time speech therapist	Two part time dyslexia teachers (shared with other campuses); part time speech therapist		
Counseling	One full time counselor	One full time counselor	One full time counselor	One full time counselor
Health Services	One full time nurse	One full time nurse	One full time nurse	One full time nurse
Administrative	One principal; one assistant principal, one secretary; one full time clerk	One principal; one assistant principal, one secretary; one full time clerk	One principal; one assistant principal, one secretary, one full time clerk	One principal; one assistant principal, one secretary, one clerk

Staff Quality, Recruitment, and Retention Strengths

- Teacher feedback was provided regularly through IFV (walk-through) visits, lesson plan comments, summatives, informal meetings, and individual conferences.
- The master schedule continues to accommodate collaboration time for teachers at each grade level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Anson Jones' curriculum is set by state standards and the district written scope and sequence. Teachers use data to drive instructional and small group needs. This year the teachers used the lead4ward instructional strategies to engage students and add rigor to instruction. Teachers also used TEKS resource system to increase the rigor of classroom questioning and common formative assessments.

Collaborative teams continue this year with a focus on the MISD instructional process and the essential standards. Teams discussion revolves around the four critical questions; What do we want our students to learn? How will we know if they learned it? What will we do when they haven't learned it? What will we do when they already know it?

Teachers updated the Assessment Wall throughout the year as students increased their reading levels (based on F&P criteria). Kindergarten and first grade teachers utilized the Performance Indicators to monitor student progress, and second through sixth grade teachers utilized district benchmarks.

Teachers planned once a week with their grade level team to ensure consistency and promote collaboration. Teachers created and/or reviewed RtI paperwork on students performing significantly below grade level, and the RtI intervention progress was reviewed each six weeks.

Curriculum, Instruction, and Assessment Strengths

- Teachers continued to use the District Curriculum Management Plan, and curriculum was directly linked to the state standards. Lesson plans were collected weekly, and Eduphoria's Forethought was utilized by all teachers for submitting their lesson plans.
- Intervention times were scheduled and prioritized. Teachers utilized LLI intervention curriculum for grades K-2 in reading. Do the Math was utilized for math intervention in first and second grade.
- Grade level teachers used the lead4ward/staar4ward data process to prioritize student expectations to develop professional learning opportunities in a timely manner. They identified the student expectations needed for interventions and enrichment in an effort to increase Level III performance on the state assessment.

Parent and Community Engagement

Parent and Community Engagement Summary

Jones Elementary has several programs in place that support family and community involvement. Families are encouraged to be a part of groups, such as but not limited to, the PTA and Policy Council; as well as attend school events such as Math/Science Night, the Literacy Fair, and Track and Field Days.

Families tend to be more involved in the "fun activities" at school as opposed to "academic activities"; however, there is a good parent turnout at meetings concerning their child's academic support.

There are various groups that help support students' individual physical and emotional needs. A nearby church held after school activities for students on Fridays, and this was well received by parents and students.

Events such as Meet the Teacher, Open House, Book Fair, and the Young Author Celebrations/Literacy Night are well attended by parents. Read Across America was added this year. Grade level musical programs are also popular. Parents attend the programs that their children are performing in. Parent information meetings such as Student Success Initiative (SSI) have poor turn out. The SSI meeting for fifth grade parents was incorporated into Open House this year again this year.

The campus counselor held several parent meetings, and her focus this year was on Growth Mindset.

The PTA, with very few active members, had a positive impact on the campus. They organized several events including a fund raiser, Halloween carnival, and the Book Fair. They ordered and distributed school t-shirts for the students, parents, and staff at the beginning of the year and in the Spring for Track and Field Day.

Community partners are an integral part of Jones Elementary. St. Paul's Methodist Church continued their food program partnership and Seven Ministries provided backpacks and clothing. St. Paul's Methodist Church also provided coats for students, and other local churches assisted with standard attire clothing for at-need students. The school counselor organized a uniform "exchange" process that assisted families in need of additional standard attire clothing.

Parent and Community Engagement Strengths

- The PTA supports students and staff and works to increase their membership numbers. They raised enough money to install an electronic marquee that will increase parent/school communications two years ago.
- Community volunteers are dedicated to Jones Elementary and are available for additional services if requested.
- Meet the Teacher, Title One information meeting, Open House, Family Book Fair Night, Read Across America, Young Author Celebrations, Family Literacy Night, Brown Bag lunches with the counselor, Math/Science Night, and PTA programs provided a variety of informational meetings for

parents to increase and sustain a climate of openness for parents.

- Informal parental support opportunities were included (i.e. constructing cards of love).
- Front office staff can communicate with parents in Spanish if needed.
- The campus counselor provides parents, students, and staff with a variety of resources. She has made a positive impact on the climate of the campus.

School Context and Organization

School Context and Organization Summary

School organization comes from a variety of places--state requirements, district requirements, and local campus scheduling. Classroom daily schedules are devised to maximize instructional time. Teachers participate in decision making process through CEIC, and every teacher also serves on a vertical curricular team. Professional learning for teachers was routinely addressed each week either through collaborative teams or during after school learning opportunities.

School Context and Organization Strengths

- The continued use of CHAMPS throughout the building has been effective for classroom management and student behaviors.
- The change in the master schedule provided specific time for intervention and enrichment.
- The implementation of Common Formative Assessments has helped teachers identify weak SEs at an early stage so that interventions are timely and effective.
- Teachers have regular input in decision making and school policies through Wednesday afternoon staff sessions, CEIC, TCC, and DEIC committees. Each grade level is also represented on CEIC, and teachers serve on additional campus committees such as the social, LPAC, attendance, and discipline committees.
- Parent and students completed a survey in the spring, and the results showed that Anson Jones provides a safe and positive learning environment.
- Teachers use Class Dojo to communicate daily with parents.

Technology

Technology Summary

The MISD campus and district expectations specify that technology be utilized across the subject areas in meaningful and beneficial ways. At Jones Elementary, these expectations have helped drive the training and implementation of technology on the campus.

Every classroom has a teacher computer and five student computers. Every teacher has a projection device to use in addition to the SmartBoard, and teachers all have an iPad that enables them to manipulate the SmartBoard from anywhere in the room.

Teachers integrated this technology into their daily lessons. 2017-2018 there will be a focus on updating monitors, adding laptops to classrooms, and look into updating CPUs in classrooms.

Technology Strengths

- Jones has several technology resources available to both the students and staff. These include but are not limited to Learn Pads, computers, iPads, computer lab, mobile computer cart, Neos, SmartBoards, amplifiers, document cameras, and televisions.
- Technology supports curriculum in several ways including IStation, TEMI, RenStar, Think Through Math, EduSmart, and textbook resources such as Journeys, Fusion, and Envision.
- Technology is incorporated throughout different subject areas including math, science, reading, and social studies.
- Jones will continue to add Chromebooks to the classroom inventory to reach the goal of 1 device to 1 student.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: 75% students in grades K-2 will be reading on or above grade level on multiple measures by the end of school year 2018-2019.

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on iStation will increase from 55% to 75% by the end of school year 2019.

Evaluation Data Source(s) 1: iStation Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Teachers will use the iStation resources to target areas of improvement for student growth.	Teachers, Principals	100% of students will make growth in iStation				
2) 100% of students will receive access to the appropriate minutes on iStation (Tier 1 30 minutes, Tier 2 60 minutes, Tier 3 90 minutes).	Teachers, Campus Administrators, Instructional Specialist	Students will improve reading skill by completing practices on struggling standards.				
3) Jones' students will receive diagnostic and individualized instruction based on iStation results.	Teachers	100% of students will make growth in iStation				
4) Students will receive incentives for growth to be determined by the classroom teacher.	Administrators, Teachers	Student Progress				
5) Students will track growth in iStation in student portfolios.	Teachers	Student Progress				







Goal 1: 75% students in grades K-2 will be reading on or above grade level on multiple measures by the end of school year 2018-2019.

Performance Objective 2: 75% of students in K-2 will be reading on or above grade level, as indicated by the Fountas and Pinnell assessment, by the end of school year 2019.

Evaluation Data Source(s) 2: F&P Testing, running records, anecdotal notes and teacher/student goal tracking sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 100% of K-2nd grade students will receive individualized instruction during guided reading.	Administrators, Instructional Specialist, teachers	Improvement in reading skills				
2) The Instructional Specialist will meet regularly with K-2nd grade teachers to provide coaching support in guided reading.	Instructional Specialist, Administrators	Improvement in instruction that leads to improving reading proficiency				
3) K-2 collaborative teams will use the Fountas and Pinnell leveling system to set reading proficiency goals for each of their students. They will meet regularly to analyze reading proficiency data, make adjustments to grouping or targeted students and ensure all students are making progress towards their goal. Students will also monitor their own reading progress goals.	Instructional Specialist, Administrators, Teachers	Improvement in reading proficiency for all students				
4) Students in need of intervention will receive LLI instruction with the classroom teacher in small group.						
5) Students will track Fountas and Pinnell progress in portfolios for beginning, middle, and end of year.	Administrators, Teachers, Instructional Specialist.	Fountas and Pinnell growth				

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







Goal 1: 75% students in grades K-2 will be reading on or above grade level on multiple measures by the end of school year 2018-2019.

Performance Objective 3: 80% of Prekindergarten students will be producing 40 letter sounds on district checkpoints by the end of the 2018-2019 school year.

Evaluation Data Source(s) 3: District Prekindergarten checkpoints

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will meet daily with small group to focus on letter recognition and letter sounds.	Prekindergarten teacher, Administration	Enhanced foundational skills for all Prekindergarten students.				
2) Students will be given multiple opportunities to interact with letters and sounds in whole group, small group, and learning stations to demonstrate mastery.	Prekindergarten teacher, administration	Enhanced foundational skills for all prekindergarten students				


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

Goal 1: 75% students in grades K-2 will be reading on or above grade level on multiple measures by the end of school year 2018-2019.

Performance Objective 4: 80% of K-2 students will be at or above benchmark on the Texas Early Mathematics Inventory by the end of the school year.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will use TEMI resources to intervene or enrich students daily depending on need.	Administration, Instructional Specialist, teachers	Improved math skills				
2) Teachers will analyze student data to plan for interventions and enrichment.	Administration, Instructional Specialist, teachers	Improved math skills				
						

Goal 2: The percentage of students in grades 3-8 who meet grade level on both reading and math STAAR will increase from 52% to 65% by the end of school year 2019.

Performance Objective 1: 65% of students in grades 3-8 on track to meet grade level on both reading and math district checkpoints by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus leadership will analyze campus data to identify trends and work with teams formulate plans of improvement.	Administrators, Instructional Specialist, Teachers	Improved achievement and student progress in reading and math				
2) Students will receive research-based instruction in the core content areas. Teachers will meet weekly during their structured collaborative time and utilize the MISD instructional process model to plan around essential standards and ensure the delivery of quality Tier 1 instruction.	Administrators, teachers, Instructional Specialist	Improved achievement and student progress in reading and math				
3) All 3rd-6th grade students will receive individualized and diagnostic instruction to intervene or enrich essential standard skills during a blocked intervention/enrichment time.	Administrators, teachers, Instructional Specialist	Improved achievement and student progress in reading and math				
Students needing supplemental support will be invited to attend after school tutorials.	Funding Sources: 211 Title 1 - 14000.00					
4) 3rd-6th grade teams will analyze student CFA's, district checkpoints and other formative assessments in both reading and math to ensure students are making progress towards their goal as determined by STAAR Progress Measure/STAAR Growth Measure charts provided in the lead4ward resource system.	Administrators, teachers, Instructional Specialist	Improved achievement and student progress in reading and math				
5) Teachers will identify and monitor grade level essential skills to intervene or enrich depending on student need.	Administrators, Teachers, Instructional Specialist	Academic achievement				


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

Goal 2: The percentage of students in grades 3-8 who meet grade level on both reading and math STAAR will increase from 52% to 65% by the end of school year 2019.

Performance Objective 2: 50% of economically disadvantaged students in grades 3-6 will be on track to meet grade level on both reading and math district checkpoints by the end of school year 2019.

Evaluation Data Source(s) 2: On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) All Eco Dis students not performing on or above grade level will receive research based individualized intervention in small groups for reading and math.	Administrators, teachers, Instructional Specialist	Improved achievement and student progress				
2) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate intervention plans.	Administrators, teachers, Instructional Specialist	Improved achievement and student progress				
3) Students will monitor individual goals and progress utilizing a student portfolio.	Teachers and administration	Improved achievement and student progress				
Funding Sources: 211 Title 1 - 4995.00						
4) Campus Instructional Specialist will work daily with teachers to monitor economically disadvantaged student progress.	Teachers, Administration, Instructional Specialist	Improved achievement and student progress for all students.				
5) Students will receive independent reading practice through the accelerated reader program.	Teachers, Librarian, and Administration	Improved reading skills				
Funding Sources: 199 Local - 3000.00						
						







Goal 2: The percentage of students in grades 3-8 who meet grade level on both reading and math STAAR will increase from 52% to 65% by the end of school year 2019.

Performance Objective 3: 15% of students in grades 3-6 will be on track to master grade level on both math and reading by the end of school year 2019.

Evaluation Data Source(s) 3: On track progress during the year will require 40% of the questions on both math and reading district checkpoints to be answered correctly in September and 75% in February.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will monitor individual goals and progress utilizing a student portfolio.	Teachers and administration	Improved achievement and student progress				
2) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate enrichment plans.	Teachers and administration	Improved achievement and student progress				
3) Students who demonstrate above grade level performance on STAAR, district checkpoints and other formative assessment data will received focused enrichment instruction to ensure they maintain a masters level performance.	Administrators, Teachers	Increased number of students reaching Masters Level Performance.				


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

Goal 2: The percentage of students in grades 3-8 who meet grade level on both reading and math STAAR will increase from 52% to 65% by the end of school year 2019.

Performance Objective 4: 65% of students in grades 3-6 will score on or above grade level in reading (utilizing iStation) and score proficient or advanced in math (utilizing Imagine Math) by the end of school year 2019.

Evaluation Data Source(s) 4: Baseline will be established in School Year 2018-2019 when grades 6-8 implement iStation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will analyze iStation and Imagine Math data during collaboration time to create intervention and enrichment plans.	Teachers, Administration	Improved achievement and student progress				
2) Jones Elementary will create systems of incentives for student progress on both iStation and Imagine Math.	Administration	Student progress				
						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 1: The attendance rate will increase by 2% over the prior year rate or maintain above 96%.

Evaluation Data Source(s) 1: Attendance reports, Attendance Committee minutes and agendas

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) The Jones attendance committee will analyze campus trends, set goals and monitor student attendance to identify and address chronic attendance patterns.	Attendance Committee members, Administrators, Counselor	Improve attendance rates				
2) Administration will monitor weekly attendance and recognize the grade level with the highest attendance rate for the week.	Administrators, Teachers, Attendance Committee	Improved attendance rate				
3) Teachers will monitor student attendance through a school wide system and communicate with administration any concerns. Parent conferences will be held for students who are in need of attendance intervention.	Administrators, Attendance committee	Improved Attendance rate				
4) Jones elementary will offer student incentives for student attendance.	Administrators, Attendance Committee, Teachers	Improved Attendance rate				

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 2: 100% of Jones Collaborative Teams will meet weekly during structured collaborative time and utilize the MISD instructional process to plan around essential standards.

Evaluation Data Source(s) 2: Collaborative team meeting agendas and minutes, SMART Goals, norms, Solution Tree surveys, priority knowledge and skills, lesson plans, Instructional Focus Visits and MISD PLC rubrics.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Collaboration time will be set into the master schedule to allow teachers 45 minutes weekly to focus on the four essential questions.	Administrators	Improved instruction with a focus on a guaranteed curriculum				
2) Teachers will implement collaborative structures such as creating norms, developing agendas, minutes and assigning roles and responsibilities to use the time allotted for collaboration to its fullest potential.	Administrators	Improved instruction				
3) Teachers will identify the essential standards that students must master at their grade level for all core content areas. They will work collaboratively to unpack those standards, study them, develop learning targets, CFA's, quality lessons and analyze student performance to provide intervention and enrichment. Teachers will closely monitor the progress of all students on essential learning standards.	Administrators and Teachers	All students making progress				
4) Teaching staff will be involved in vertical and horizontal collaboration; 4th grade math outside cohort, 6th grade math outside grade level cohort, and 5th grade science cohort with outside consultants.	Administrators, Teachers	Improved instruction/student learning				
Funding Sources: 211 Title 1 - 6000.00						
5) The teaching staff will engage in a professional book study on No Excuses University to create a culture of college readiness and academic achievement focus.	Administrators, Teachers	Culture of College readiness				
6) The Jones elementary staff will undergo professional development with No Excuses University in order to promote college readiness and a culture of academic achievement.	Administrators, Teachers	Culture of college readiness				
						

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 3: Maintain a school facility that is safe, orderly, and conducive to meeting the educational needs of 100% of its students throughout the school year.

Evaluation Data Source(s) 3: Champs PD sign in sheets, certificates of completion, discipline data, Instructional Focus Visits

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) New teachers to MISD will receive training in and be able to implement CHAMPS, a discipline management system that improves discipline management and increases academic performance. A common language of expectations will be utilized campus-wide.	Administration and teachers	Improved instructional time				
2) Campus administrators and the counselor will ensure students with identified chronic behaviors have a targeted Behavior Intervention Plan in place and that it is implemented in order to support and improve behavior or social skills in students.	Counselor, Administration, Teachers	Improved instruction				
3) Create and utilize systems of communication with parents through Class Dojo.	Administration, Teachers	Improved Parent Communication				
4) The school will hold after school events such as Reading Night, Math Night, Grade level programs, and Science Night to promote parent involvement.	Administration, Teachers, Staff	Improved Parent Involvement				
Funding Sources: 211 Title 1 - 1000.00						
						







Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 4: 80% of Jones PLC teams will achieve or maintain "Refinement" or "Internalized" on all 5 elements of the PLC rubric while the remaining teams will demonstrate at least one level of growth on all 5 elements of the rubric by the end of the school year.

Evaluation Data Source(s) 4: PLC Rubric, PLC agendas, minutes, implementation of the MISD instructional process, CFA data, identification of essential standards

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) The campus master schedule will include built in time for team collaboration surrounding essential standards and skills.	Administrators, Teachers	Teams collaborate weekly				
2) Collaborative structures will be refined and implemented ensure team collaboration: Norms, minutes, agendas, time built in, roles/responsibilities, protocols and an instructional process model.	Administration	Effective use of collaboration time				

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	The Jones attendance committee will analyze campus trends, set goals and monitor student attendance to identify and address chronic attendance patterns.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lisa LeClear	Principal
Classroom Teacher	Diane Harris	6th Grade Teacher
Assistant Principal	Amber Harmon	Assistant Principal
Counselor	Iris Miner	Counselor
Classroom Teacher	Christy Franklin	2nd Grade Teacher

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Tutorials		\$14,000.00
2	2	3	Poster Maker		\$4,995.00
3	2	4	Solution Tree Consultant		\$6,000.00
3	3	4	Supplies		\$1,000.00
Sub-Total					\$25,995.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Accelerated Reader		\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$28,995.00