

Midland Independent School District
Jones Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Joining together to create

Opportunities to learn and provide a

Nurturing culture for

Each and every

Student at Jones Elementary

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.

Value Statement

UNITED STAND

STRONG VISION

COMMITTED HEART

-

Teacher Motto: We believe all students can learn, and we are here to do what is best for our students.

Jones Student Motto

I am anchored in learning at Jones Elementary, and I have a growth mindset.

I know failure is an important part of my success.

I take ownership of my mistakes and learn from them.

I believe that I can do hard things.

I celebrate my own growth and progress.

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Comprehensive Needs Assessment

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 2015-2016 hovered around 400. Class sizes remain low--averaging 18-22 students each. Support services were affected by the decrease in enrollment. Jones had three Resource Teachers and one assistant who came from other campuses to serve the small number of special education students. Two 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.

The ethnic breakdown for the students of Anson Jones also remains fairly consistent.

2016 End of Year Demographics K-6th

	K	1st	2nd	3rd	4th	5th	6th
Enrollment	52	61	51	51	41	43	45
Eco Dis	29	35	30	38	29	29	27
Asian	0	0	0	0	0	0	0
American Indian	0	0	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0
Two or More Races	1	1	2	2	0	1	1
Black	3	2	2	4	7	3	2
Hispanic	30	41	36	39	28	25	36
White	18	17	11	6	6	14	6
Female	26	33	26	23	18	21	22
Male	26	28	25	28	23	22	23

LEP	0	0	1	1	F/1	F/1	1, F/1, S/1
Special Ed	3	4	3	1	0	3	1

	2016	
	Number of Students	Percentage
Total Enrollment	344	
Male	175	51%
Female	169	49%
Hispanic	235	68%
African American	23	7%
White	78	23%
Two or More	8	2%
LEP	3	0.1%
Economically Disadvantaged	217	63%
Special Ed	15	4%

*does not include pK

The mobility rate for Anson Jones was 17.1%.

Anson Jones does not have a bilingual program but did serve three English Language Learners that were classified as Parent Denials. There were also three First Year Monitors and one Second Year Monitor.

Additional student sub-populations are reflected in the following chart:

At Risk Students	160
Resource Students	14
Dyslexia Students	12
Speech Students	17
GT Students	10

504 Students	24

Demographics Strengths

- The student to teacher ratio is 19:1. 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 third through sixth grade teachers were able to collaborate with content teams on a weekly basis. pK through second grade teachers collaborated with their grade level teams twice a month.

Demographics Needs

- General education teachers and special programs teachers need time to collaborate. Classroom teachers need additional information pertaining to special programs to better support students.
- There were 21 full time classroom teachers and four teacher assistants at Jones and special area teachers consisting of Fine Arts, PE, a Reading Interventionist, part time Librarian and an assistant, part time GT teacher, part time Resource teachers and assistant, and part time Dyslexia teachers. The breakdown of these teachers included 25 White; 5 African American; 5 Hispanic; and 2 Asian/other. Since the teacher ethnicity percentages do not reflect the student ethnicity percentages, continued professional learning in the areas of reaching every one of the sub populations (especially the Economically Disadvantaged) is needed.
- Additional programs involving parents--to educate and increase parental involvement--are also a priority for the campus.
- Attendance rates continue to be lower than state expectations so efforts to increase student attendance will continue to be delineated and implemented

throughout the year.

- Mobility rates are increasing (in part because of economic factors), so teachers need to accommodate these students successfully.
- Students with special needs (academic and behavior) need to be addressed through the RtI process and if necessary be evaluated for additional support services in a timely and efficient manner.

Student Achievement

Student Achievement Summary

Jones met the accountability standards for the 2013-2014 year.

Index	Index Title	Points Earned	Maximum Points	Index Score
1	Student Achievement	266	407	65
2	Student Progress	247	600	41
3	Closing Performance Gaps	503	1400	36
4	Postsecondary Readiness	650	300	16.7

Students reading on or above grade level is a solid indication for future academic success. Teachers utilized Guided Reading techniques and LLI intervention kits to maximize student progress. However, we are still not meeting the needs (early on) for a big percentage of our students.

Grade Level	On Grade Level	Above Grade Level	Below Grade Level
Kindergarten	28%	21%	51%
First Grade	13%	48%	39%
Second Grade	18%	59%	24%

TEST	2016	2015	DIFF	STATE	STATE DIFF	MISD	DIFF
3 Reading	55	56	-1	-19	74	63	-8
3 Math	53	38	+15	-23	76	63	-10
4 Reading	79	67	+12	+2	77	66	+13
4 Math	48	35	+13	-26	74	58	-10
4 Writing	64	71	-7	-5	69	57	+7
5 Reading	71	66	+5	-4	75	62	+9
5 Reading (2nd) cum.	74	73	+1			70	+4
5 Math	58	63	-5	-21	79	65	-7
5 Math (2nd) cum.	77	63	+14			77	0
5 Science	72	59	+13	-3	75	62	+10
6 Reading	66	72	-6	-5	71	59	+7
6 Math	47	54	-7	-27	74	61	-14

Grade Level	1	2	3	Total	Percentage
Kindergarten	19	39	1	59	68%
First Grade	20	46	0	66	70%
Second Grade	11	49	0	60	82%

1 = below grade level

2 = on or above grade level

3 = not tested

Student Achievement Strengths

- All students are receiving interventions based on timely data disaggregation. Data is driving instructional decisions.
- The sub-pops--especially Economically Disadvantaged and Hispanic are closing the gap.

- Jones met standard in all four of the state assessment indices.
- Level III percentages increased--for all grade levels except third grade reading.?
- Index 1 remained fairly consistent, but Indices 2 and 3 showed growth. Index 4 decreased.
- Jones was above the district average in fourth, fifth, and sixth grade reading as well as writing and science. Fifth grade math was equal to the district average.
- Science scores improved 13 points due largely because of the additional fifth grade part time teacher for science.

Student Achievement Needs

- Enrichment needs to be a priority to increase the Level III performance percentages.
- Jones student achievement gaps are narrowing. The Economically Disadvantaged sub-pop actually scored above the grade level average in writing and science. The Hispanic sub-pop scored one point above the campus average in reading and was equal to the campus math and writing averages.
- 504 students perform well below average so additional supports must be in place for these students.
- Although the numbers are very small, the ELL sub-population must be a priority. One of the three ELL students met exit criteria as well as AMAO.
- Writing will continue to be a priority across the campus. A systemic writing plan for K-3rd grade is a priority.
- Math scores were below district averages in third, fourth, and sixth grades. This will be the priority for the campus.
- Reading intervention was a priority for first grade, but this is still a concern at all grade levels. A part time reading interventionist will be secured using Title One funds to support other grade level's reading intervention needs.
- Jones leadership team will facilitate the lead4ward/staar4ward process to disaggregate data and prioritize student expectations to target for PLC's and intervention/enrichment.
- A school wide recognition system continues to be a need in an effort to increase student attendance.

School Culture and Climate

School Culture and Climate Summary

The end of year parent, teacher, and student surveys indicated that parents want to be involved with school activities and volunteering. Feedback provided highlighted the need for better home/school communication--especially for special events (i.e. the Daddy/Daughter Mother/Son Dance). Parents also felt the academic and career planning could be better publicized. Parents felt that students need to better understand the relationship between school concepts and real life, and they felt there is a need to create activities and workshops to make school work more interesting.

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, but they continued to struggle with Tier 3 behaviors. District behavior specialists were contacted to work with teachers on these cases, but district personnel is limited.

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.

Teacher, parent, and student surveys were collected during the month of May.

Discipline data taken from 2015-2016 office referrals:

Actions

OSS (1-3 Full Days)	7
ISS (1-3 Full Days)	35
DAEP Placement	3
ISS (Partial Day)	18
Truancy Complaint Filed in Court	3
Conference with Parent/Teacher	19

Detention	120
Withdrawal of Privileges	6
Conference with Student	33
Verbal correction (oral or written)	10
Cooling off or time out	16
Sent to office or other area	7
Corporal punishment	1
Parent Contact	31
AOR by officer	1
Behavior Contract	3

Reports Percentage

Male	259	82%
Female	54	17%

	Reports					Percentage				
Number of Offenses	Hispanic	American Indian	African American	White	More than 2	Hispanic	American Indian	African American	White	More than 2
Number of Offenses	175	0	30	96	12	55%	0%	9%	30%	3%

Grade Level	Number of Offenses	Percentage
Kindergarten	26	8%
First Grade	9	2%
Second Grade	30	9%
Third Grade	55	17%
Fourth Grade	45	14%
Fifth Grade	79	25%
Sixth Grade	69	22%

20% percent of the students at Jones Elementary were sent to the office at one time during the school year.

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.
- Character Education awards were presented during semester Awards Assemblies.
- Fifth and sixth grade students participated in a half day training on conflict resolution.
- STUCO involvement increased.
- iMentors were established. Additional at-risk students were mentored informally across the campus.
- Capturing Kids' Hearts tenants were implemented. Teachers not attending the training in 2015 received training in August, 2016.

School Culture and Climate Needs

- The discipline problems on campus do impact the climate and culture of the campus, so there is a definite need to address these Tier 3 behavioral

issues in a positive and effective way. The CHAMPS implementation has addressed classroom management and behavior systems for the Tier 1 and Tier 2 students. Additional attention to extreme behaviors needs to be addressed consistently through the RtI process.

- Continue to implement a student led conflict resolution process for students in fifth and sixth grades.
- Strengthen the Capturing Kids' Hearts tenants--especially the use of the four questions.
- Provide additional parental involvement opportunities to build positive relationships with parents.
- Parent, staff, and student surveys indicated that teachers need to relate their lessons to real life applications; parents need to know where to obtain assistance and support for academic and career planning; additional communication needs to be provided to parents; families want to be asked to volunteer and be given the opportunity for input on how to improve instruction; and a variety in activities and courses needs to increase. Enrichment clusters for fourth, fifth, and sixth grade students will be implemented, and students will choose their class for each nine week period. These classes are held once a week while the teachers meet with their collaborative teams.

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
pK/LEAP	Three teachers; four assistants	Three teachers; five assistants
Kindergarten	Three teachers	Three teachers
First Grade	Three teachers	Three teachers
Second Grade	Three teachers	Three teachers
Third Grade	Three teachers	Two teachers
Fourth Grade	Two teachers	Three teachers
Fifth Grade	Two teachers	Two teachers
Sixth Grade	Two teachers	Two teachers
Physical Education	One teacher	One teacher
Fine Arts	One teacher	One teacher
Library Services	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

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
Health Services	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

New boundary lines were established for the 2015 school year, so the campus staff was reduced to accommodate the change in student population. The projected 2016 student population required only one teacher change. GT services were reduced by the district, so the campus will not have a GT teacher.

One pK teacher left due to family relocation, and the assistant principal made a campus change. All other staff members remained consistent.

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 and build solid relationships. Interview questions also focus on the applicant's willingness to participate in high rigor staff development and collaboration with colleagues and administration.

Staff Quality, Recruitment, and Retention Strengths

- A full time campus reading interventionist and a part time reading interventionist paid with Title One funds provided Tier 2 support for students performing below grade level.
- A certified teacher provided additional science instruction to fifth graders during the second semester.
- Teacher feedback was provided regularly through IFV (walk-through) visits, lesson plan comments, summatives, informal meetings, and individual conferences.
- The master schedule was adjusted to accommodate collaboration time for teachers at each grade level. Third through sixth grade teachers met weekly, and pK through second grade teachers met twice a month. A Solution Tree consultant met with staff throughout the year to facilitate their new

learning.

- New staff members were able to attend Capturing Kids' Hearts training in August, 2016. The entire staff is now trained.

Staff Quality, Recruitment, and Retention Needs

- Vertical alignment opportunities continue to be a priority for staff members. The collaboration schedule will be revised to give fourth through sixth grade teachers opportunities to meet with their vertical teams.
- The new teacher mentor program was challenging since there is only one sixth grade math teacher on the campus. The mentor was located at a different campus, so their collaboration time was minimal.

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 the less District coaches served as additional sources of support for the teachers.

Collaborative teams were formed this year, and a consultant from Solution Tree assisted the campus in learning how to effectively implement true Professional Learning Communities. Third, fourth, fifth, and sixth grade teams met each week; pK, kindergarten, first, and second grade teams met twice a month. During this time, teams worked together to establish priority SEs for an upcoming unit and then used the lead4ward strategy "flipped PLC" to examine the standard. Teams collaborated to write common formative assessments. Data was disaggregated and discussed after assessments were given.

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.

After school meetings each Wednesday continued to focus on the improvement of instructional practices--using either the lead4ward strategies, reviewing the components of Capturing Kids' Hearts and CHAMPS, PLC new learning, ???

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.

Curriculum, Instruction, and Assessment Needs

- The district reading and writing scope and sequence lacked sufficient rigor for student success on state assessments. Teachers will have to adjust lesson plans and scaffold lessons to ensure that rigor levels are increased.
- The writing scope and sequence needs to be aligned systemically. Kindergarten through third grade writing standards must be planned and discussed in vertical teams to ensure that writing TEKS are being mastered at each appropriate grade level so that students are well prepared for the writing assessment.
- Teachers need additional opportunities for vertical teaming in all subject areas.
- Specific program (i.e. Think Through Math, TEMI, iStation) results need to be disaggregated in a timely manner so that teachers can differentiate instructional approaches and/or intervention groups.
- The components of an effective Guided Reading lesson will be reviewed by the K-2nd grade teachers, and these teachers will provide their guided reading lesson plans and data for review on a regular basis. Continued instruction, modeling, and monitoring of guided reading to ensure its effectiveness must be a priority.
- Teachers will continue to use the lead4ward PLC for the PLC to increase and differentiate instructional strategies that meet the needs of our targeted sub-pops. Teachers will use strategies from their summer read *Poor Students, Rich Teaching* to further support the EcoDis sub-pop.

Family and Community Involvement

Family and Community Involvement 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. District administration--including Dr. Warren--participated in the event. Grade level musical programs are also popular, but parents only attend the programs that their children are performing in. Parent information meetings such as Student Success Initiative (SSI) have poor turnout. 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 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.

Family and Community Involvement Strengths

- Despite its small membership, 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.
- 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.
- The PALS program provided emotional and academic support to students.
- The Good News Club was well attended again this year. A couple of the church volunteers continued to mentor students and volunteer at the campus after their sessions were completed for the second semester.
- Fourth, fifth, and sixth grade students participated in the ROPES program.

Family and Community Involvement Needs

- Increase parent memberships to PTA as well as increase opportunities for parents to voice their concerns.
- Provide enrichment opportunities for students.
- Secure an active parent member for the CEIC team.
- Include a Take Flight teacher for parent questions during Open House.

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.
- 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 their campus webpage to communicate weekly with parents.

School Context and Organization Needs

- An electronic marquee is scheduled to be installed in September, 2016, which will provide better communication for parents.
- Report cards will be sent out electronically next year, so teachers will continue to urge parents to use their txConnect and email for communications.
- Jones will continue to use school events and parent meetings to provide parents with additional resources and suggestions to assist students with behavior and academics at home. Additional opportunities for parent involvement is a priority for teachers.
- Parent surveys need to be completed earlier in the year.
- The campus counselor will continue her parenting classes with the focus on how to implement a growth mindset both at home and at school.

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 devise 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.

Third through fifth grade students have individual Learn Pads, and students are allowed to take these home if their parents sign a permission form. Teachers integrated this technology into their daily lessons. Sixth graders began the "bring your own device" last year. Teachers were hesitant at first, but by the end of the year felt comfortable with this new structure.

Pre-K through second grade teachers have a class set of Learn Pads for their students to use in a station setting.

Technology Strengths

- The Technology Instructional Coach has been invaluable in assisting teachers with specific program implementation issues. Her leadership enabled teachers to efficiently and effectively integrate new Learn Pad technology for each of the grade levels. She also designed professional learning sessions to meet the needs of the campus (i.e. Eduphoria trainings, webpage training, apps for classroom use).
- 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.

Technology Needs

- Additional professional learning opportunities are still needed for both new teachers coming in as well as "next step" learning to ensure that the new technology continues to be integrated into daily instruction throughout the campus (as appropriate by grade level). Teachers would like additional programs that promote higher levels of thinking for students.
- Headphones for the computer lab were secured but were quickly broken or missing from the lab. An efficient system to protect the lab's inventory must be designed and implemented.
- Staff members continue to need training and practice opportunities as new technology (and/or programs) become available. An informal campus led team supports teacher needs when the Technology Coach is not available.
- The WiFi in classrooms does not always support multiple student usage, so teachers will need to construct station use as opposed to whole group Learn Pad usage.
- Previously students in third through fifth grades had a one to one ratio for the Learn Pads. Sixth graders utilized the Bring Your Own Device (which was difficult to implement for these students). The campus will receive a certain number of Learn Pads this year to be divided among third through sixth grade students. Teachers in K-2nd grades would like additional Learn Pads for their classes.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Jones Elementary will increase performance of all students.






Performance Objective 1: During the 2016-2017 school year, 100% of Jones students will receive research-based Tier 1, Tier 2, and Tier 3 instruction in the area of Reading and Language Arts. All student groups in third, fourth, fifth, and sixth grades will score above 85% on Index 1 for STAAR Reading.

Evaluation Data Source(s) 1: At the end of the year, we will use STAAR Reading Index 1 scores (and TELPAS results if applicable) for all student groups with special attention to EcoDis student groups to determine if this performance objective was met.

At the end of the year, we will use F and P end of year data (for grades K-2nd) for all student groups with special attention on our EcoDis student groups to determine if this performance objective was met.

Throughout the year, we will use formative data, such as common formative assessments, district checkpoints, unit tests, running records, and IStation reports to monitor student progress.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) 100% of Jones reading and language arts teachers will participate in weekly 45 minute Professional Learning Communities to share research-based instructional strategies.	1, 2, 3, 4, 7, 8, 9, 10	campus administrators, classroom teachers	lesson plans, agendas, and Professional Learning Community minutes/notes				
2) Jones reading and language arts teachers will receive training to assist in the development and implementation of activities for continuous improvement.	1, 2, 3, 4, 9	campus administrators, classroom teachers	lesson plans, student work products, successful teacher walk-throughs				
3) 100% of Jones reading teachers will effectively incorporate small group guided reading stations into their daily learning block.	1, 2, 3, 7, 8, 9	campus administrators, classroom teachers	F and P data--increase in all student reading levels, comprehension and fluency				
4) Teachers will collaborate with the Solution Tree consultant to ensure that the Professional Learning Community process is effectively implemented.	1, 2, 3, 4, 5, 7, 8, 9, 10	campus administrators, classroom teachers	Professional Learning Community minutes/notes, teacher surveys, student performance				
Funding Sources: 211 Title I - \$18000.00							
5) Students identified with dyslexia will receive services using the Take Flight program.	3, 9, 10	campus administrators, classroom teachers, Take Flight teachers	completion of the program, classroom, district, and state assessment data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Jones Elementary will increase performance of all students.


Performance Objective 2: During the 2016-2017 school year, 100% of Jones students will receive research-based Tier 1, Tier 2, and Tier 3 instruction in the area of Math. All student groups in third, fourth, fifth, and sixth grades will score above 75% for STAAR Math.

Evaluation Data Source(s) 2: At the end of the year, we will use STAAR Math Index 1 scores for all student groups with special attention to EcoDis student groups to determine if this performance objective was met.

At the end of the year, we will use TEMI end of year data (for grades K-2nd) for all student groups with special attention on our EcoDis student groups to determine if this performance objective was met.

Throughout the year, we will use formative data, such as common formative assessments, district checkpoints, unit tests, RenStar, Think Through Math, and TEMI reports to monitor student progress.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
State System Safeguard Strategy 1) 100% of Jones math teachers will participate in weekly 45 minute Professional Learning Communities to share researched based instructional strategies.	1, 2, 3, 4, 8, 9, 10	campus administrators, classroom teachers	lesson plans, agendas, and Professional Learning Community minutes/notes				
State System Safeguard Strategy 2) Jones Math teachers will receive training to assist in the development and implementation of Lead4ward activities for continuous improvement.	1, 2, 3, 4, 8, 9	campus administrators, classroom teachers, campus leadership team	lesson plans, student work products, successful teacher walk-throughs				
State System Safeguard Strategy 3) 100% of Jones reading teachers will effectively incorporate small group guided math stations into their daily learning block.	1, 2, 3, 4, 7, 8, 9	campus administrators, classroom teachers	Increase in student basic fact fluency, increase in student district checkpoints, and common formative assessments.				
State System Safeguard Strategy 4) Teachers will collaborate with the Solution Tree consultant to ensure that the Professional Learning Community process is effectively implemented.	1, 2, 3, 4, 5, 7, 8, 9, 10	campus administrators, classroom teachers	Professional Learning Community minutes/notes, teacher surveys, student performance				
							






Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 3: During the 2016-2017 school year, 100% of Jones students will receive research-based Tier 1, Tier 2, and Tier 3 instruction in the area of Science. All student groups in fifth grade will score above 90% for STAAR Science.

Evaluation Data Source(s) 3: At the end of the year, we will use STAAR Science Index 1 scores for all student groups with special attention to EcoDis student groups to determine if this performance objective was met. The end of year science assessment will be used to measure this performance objective for Kindergarten through fourth and sixth grades.

Throughout the year, we will use formative data, such as common formative assessments, district checkpoints, and unit tests to monitor student progress.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
1) Teachers will identify two focus SEs during August professional learning sessions that are vital to their grade level as well as vertically aligned to fifth grade standards to ensure that students are successful on the fifth grade state assessment.	1, 2, 3, 4, 8, 9	campus administrators, classroom teachers, district coach	priority SE identification, lesson plans, vertical team agendas, PLC agendas and minutes, walk throughs, science checkpoint data, STAAR results for fifth grade, teacher surveys				
2) Teachers in grades kindergarten through sixth will utilize a supplemental, research based program, such as Edusmart, to address the different learning modalities for their daily science instruction.	1, 2, 3, 4, 8, 9	campus administrators, classroom teachers	lesson plans, walk through data, district, state and campus assessments, Level III performance on STAAR, teacher surveys				
Funding Sources: 211 Title I - \$3500.00							
3) Teachers will utilize the science lab for hands-on science labs.	1, 2, 3, 4, 8, 9	campus administrators, classroom teachers, district coach	science lab schedule, lesson plans, walk through data, district, state and campus assessments, Level III performance on STAAR, teacher surveys				
4) A part time Science Interventionist will teach fifth grade students during the Spring semester.	1, 2, 3, 8, 9, 10	campus administrators, fifth grade classroom teachers	lesson plans, walk through data, district, state and campus assessments, Level III performance on STAAR, teacher surveys				
Funding Sources: 211 Title I - \$10000.00							
5) Teachers will collaborate with the Solution Tree consultant to ensure that the Professional Learning Community process is effectively implemented.	1, 2, 3, 4, 5, 7, 8, 9, 10	campus administrators, classroom teachers	Professional Learning Community minutes/notes, teacher surveys, student performance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Jones Elementary will increase performance of all students.


Performance Objective 4: During the 2016-2017 school year, 100% of Jones students will receive research-based Tier 1, Tier 2, and Tier 3 instruction in the area of Writing. All student groups in fourth grade will score above 90% for STAAR Writing.

Evaluation Data Source(s) 4: At the end of the year, we will use STAAR Writing Index 1 scores (and TELPAS results if applicable) for all student groups with special attention to EcoDis student groups to determine if this performance objective was met. We will use the end of year student portfolio piece for students in Kindergarten through third grades, fifth and sixth grades to determine if this performance objective was met.

Throughout the year, we will use formative data, such as common formative assessments, district checkpoints, unit tests, writing samples, and portfolios to monitor student progress.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) English Language Arts teachers, kindergarten through sixth grade, will focus on the writing process as well as the revising and editing skills necessary for success on the state assessment. Teachers will emphasize priority SEs identified through the staar4ward process. Teachers will improve instructional writing techniques by continuing to implement the district writing initiative The Writing Academy for K-5th grades and Empowering Writers for 6th grade.	1, 2, 3, 4, 5, 7, 9	campus administrators, classroom teachers	portfolio pieces, STAAR results from fourth grade, TELPAS writing samples and results, Performance Indicators				
2) Classroom teachers will increase writing across the disciplines. There will be at least one writing assignment in science, social studies, and math each week.	1, 2, 3, 7, 9	campus administrators, classroom teachers	student portfolios, student writing products, STAAR results from fourth grade, TELPAS writing samples and results, Performance Indicators				
3) Students in all grades will write on a daily basis, for a specific purpose, using the district's scope and sequence. All students will write for an authentic purpose.	1, 2, 3, 8, 9	campus administrators, classroom teachers	lesson plans, student portfolios, student writing products, district checkpoints, STAAR results from fourth grade, TELPAS writing samples and results, Performance Indicators				
4) Students in pK through second grade will follow the writing process and publish a book as their final product at the end of the second semester. The campus will host a Young Author Celebration for parents and community members. Students in third through sixth grade will produce an entry for the campus Reading Fair. Parents and community members are invited to attend after the judging is completed.	1, 2, 3, 6, 8, 9	campus administrators, classroom teachers	published books, fair entries, parent sign in sheets for both celebrations				
Funding Sources: Other - \$1500.00							

5) Students will write for authentic purposes. Some examples include writing thank you notes after field trips, thank you notes for the first grade books, and participating in Christmas for OUR Troops.	1	campus administrators, classroom teachers	student writing samples				
6) Teachers will collaborate with the Solution Tree consultant to ensure that the Professional Learning Community process is effectively implemented.	1, 2, 3, 4, 5, 7, 8, 9, 10	campus administrators, classroom teachers	Professional Learning Community minutes/notes, teacher surveys, student performance				
							





Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 5: During the 2016-2017 school year, Jones Elementary will support and increase access to high quality Fine Arts instruction and/or creative learning opportunities.

Evaluation Data Source(s) 5: Student and parent surveys administered in May 2017 will show at least a 5% increase in the number of students accessing creative learning opportunities.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Jones students will participate in all MISD cultural development events and field trips in partnership with community arts organizations such as Midland Festival Ballet, Museum of the Southwest, Midland Odessa Symphony, Midland Community Theater.	2, 6	campus administrators, district directors, classroom teachers, Fine Arts teacher	school calendar, events roster				
2) There is evidence of student artwork in classrooms, hallways, displays, and exhibits as well as participation in the MISD Student Art Exhibition, which parents are invited to attend.	2, 3, 6	campus administrators, Fine Arts teacher	displays, participation records				
3) Students participate annually in at least four art contests sponsored by community organizations such as PTA Reflections, Fire Prevention posters, Crimestoppers posters, Lions Club Peace posters.	2, 3	campus administrators, Fine Arts teacher	entry forms, contest results, teacher surveys				
4) The TEKS are taught in three of the four TEA-designated Fine Arts disciplines: art, music, dance, and theater.	2, 3, 4	campus administrators, Fine Arts teacher	lesson plans, performances				
5) Fine Arts classrooms are equipped with the basic campus technology package, as well as content-specific items that are not only in observable instruction, but in regular performance and exhibit activities.	3, 4, 8	campus administrators, Fine Arts teacher	lesson plans, walk-through data,				
6) Content-specific classrooms, rehearsal and performance are available, functional, maintained and dedicated to Fine Arts. This includes stages with adequate lighting and sound, strings rooms, and art rooms with sinks. These facilities are utilized during student performances, which parents are invited to attend.	3, 6	campus administrators, Fine Arts teacher	walk-through data, performance equipment inventory, PTA program attendance, parent and student surveys				
7) At least six student performances of music, dance, or theater are regularly presented to the public, stakeholders, and school community.	3, 6	campus administrators, Fine Arts teacher	PTA program attendance, parent and student surveys				


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 6: During the 2016-2017 school year, Jones Elementary will achieve health and fitness for students through increased student participation in physical activities and ensure compliance with nutrition and staff wellness guidelines.

Evaluation Data Source(s) 6: Results from the FitnessGram at the end of March 2017 will show at least a 5% increase in the number of students achieving their fitness goal. The teacher survey administered in May 2017 will show at least a 5% increase in the number of teachers participating in campus nutrition and staff wellness opportunities.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Jones will participate in a variety of activities that promote good nutrition such as "Breakfast in the Classroom", Dairy Day, Fun Food Friday.	2	cafeteria manager, campus administrators, classroom teachers	CNS data, campus documentation				
2) Jones will participate in a variety of activities that promote physical activity and staff/student health and wellness such as Fuel UP to Play 60, staff/student volleyball games, Jump Rope for Heart, Dunkin' Dads March of Dimes, clinic and flu shots, hearing and vision screenings, and age appropriate presentations about healthy decision making.	2, 6	campus administrators, PE teacher, classroom teachers, counselor	events rosters, school calendar, student and parent surveys				
			Funding Sources: 199 Local - \$500.00				
3) Jones will participate in at least four C-SHAC team meetings annually including hosting "Movin' Moms."	2	campus administrators, PE teacher	C-SHAC agenda/minutes				
4) Jones will participate in a variety of activities that promote mental wellness such as suicide prevention, bullying prevention, reporting child abuse, crisis counseling, and character education lessons.	2	campus administrators, counselor	agendas/minutes				
							






Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 7: During the 2016-2017 school year, Jones Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Evaluation Data Source(s) 7: These mandates have been identified as non-priority strategies for this school year. They will be implemented at 100% and re-evaluated for increasing or decreasing priority each school year. At the end of the year, teachers will have completed all required professional learning sessions.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Applicants will be interviewed for positions based on certification, experience, and references.	1, 2, 3, 5, 10	campus administrators, classroom teachers (when applicable)	Highly Qualified report, teacher surveys, campus overall performance data				
2) CEIC and the Instructional Leadership Team will review student achievement throughout the school year and plan professional development sessions based on data disaggregation. The lead4ward Leadership Team will facilitate professional learning where specific focus standards will be identified by grade level/vertical teams using the staar4ward professional learning process.	1, 2, 3, 4, 7, 8, 9	CEIC, classroom teachers, lead4ward Leadership Team, Instructional Leadership Team	Leadership Lesson Plan, lesson plans, walk-through data, formative and summative assessment data				
3) The master schedule will designate a specific time each day for teachers to collaborate. During this time, they will plan lessons using the lead4ward planning routine, disaggregate data, and compose common assessments.	1, 2, 3, 4, 5, 8, 9	campus administrators, classroom teachers	collaborative session agendas and sign in sheets, lesson plans, walk-through data, formative and summative data, teacher surveys				
4) New teachers will be assigned a mentor teacher who will provide additional support. New teachers, as well as new to the grade level or content area teachers, will also be supported by the District Coaches and campus administrators. The new math teacher will attend professional learning sessions throughout the year.	1, 2, 3, 4, 5, 8, 9, 10	campus administrators, mentor teacher	mentor training agendas and sign in sheets, lesson plans, walk-through data, T-TESS documents, student formative and summative data				
5) Teachers will participate in weekly professional learning sessions using the district's scope and sequence as an instructional guide to plan lessons targeting specific state standards and to evaluate evidence of learning. The Priority Student Expectations were identified in the staar4ward data process.	1, 2, 3, 4, 7, 8, 9	campus administrators, classroom teachers	PLC meeting agendas and sign in sheets, lesson plans, walk-through data, formative and summative data				
6) All teachers will review CHAMPS (Safe and Civil Schools) during the pre-service professional development session. Additional trainings and review sessions will be provided for teachers during after school meetings.	1, 2, 3, 4, 8, 9, 10	campus administrators, behavioral team	professional development session agendas and sign in sheets, referral/campus discipline data, walk-through data, parent, student, and teacher surveys				

7) Teachers will continue to implement the professional learning session from June 2015 and August 2016 that focused on building relationships with students, creating a safe, effective learning environment, developing a safe, trusting, self-managing classrooms, improving classroom attendance, decreasing inappropriate behaviors, and developing students' empathy for diverse cultures and backgrounds. New to the campus teachers will be trained during the 2016-2017 school year.	1, 2, 3, 4, 5, 9	campus administrators, classroom teachers, counselor	student, parent, and teacher surveys, attendance data, referral/behavior data				
	Funding Sources: 211 Title 1 - \$3000.00						
8) The district Instructional Coaches will provide content specific professional learning after school sessions throughout the year that will address the district identified Student Expectations using the staar4ward data process. Coaches will also meet with teachers during their conference time to address campus identified Student Expectations using the staar4ward data process.	1, 2, 3, 4, 8, 9, 10	district instructional coaches, campus administrators	professional development session agendas and sign in sheets, lesson plans, walk-through data, formative and summative data, teacher surveys				
	Funding Sources: 211 Title 1 - \$3000.00						
9) Teachers will attend professional learning opportunities (Kagan trainings at Region 18) that enhance instructional practices such as engagement, differentiation, RtI, interventions, and enrichments.	1, 2, 3, 4, 8, 9, 10	campus administrators, classroom teachers	professional development session certificates, lesson plans, walk-through data, formative and summative data, teacher surveys				
	Funding Sources: 211 Title 1 - \$3000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 8: The staff of Jones Elementary will communicate effectively with parents throughout the 2016-2017 school year.

Evaluation Data Source(s) 8: Jones Elementary will increase the percentage of parent participation in both academic and social events by 10% when compared with last year's participation numbers.

Parent surveys administered in May 2017 will show at least a 5% increase in the number of parents who felt that the parent/school communication was sufficient.

Summative Evaluation 8:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Parents will have opportunities to participate in two-way home/school communication through a parent survey in the Spring.	1, 2, 6, 9	CEIC members, campus administrators, counselor	parent survey results, teacher feedback				
2) Teachers will provide additional communication for parents through the use of their teacher web page. The campus will provide additional communication for parents through the use of the campus web page, teacher web page, Remind 101*, and weekly take home folders. *not all teachers utilize this app	6	classroom teachers, campus administrators	parent surveys, teacher feedback				
3) The principal will send out monthly informational communications to parents that emphasize good study habits and highlight ways parents can assist in their child's educational progress.	1, 6	campus administrators	parent surveys				
Funding Sources: 211 Title I - \$500.00							
4) The counselor will conduct Brown Bag Lunches with parents to address specific campus, and/or student concerns.	1, 6	counselor	parent surveys, luncheon sign in sheets				
							

Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 9: During the 2016-2017 school year, 100% of Jones pre-kindergarten through sixth grade students and their parents will receive information that connects to high school graduation, post secondary education, and related academic success topics.

Evaluation Data Source(s) 9: Parent surveys administered in May 2017 will show that parents received information to connect to high school graduation, post secondary education, and related academic success topics.

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Sixth grade students and parents will meet with counselors from the junior highs during student academic planning enrollment.	1, 2, 6, 7	campus administrators, counselor	parent survey, sign in sheets, individual student junior high registration forms				
2) Jones will hold sessions that are connected to academic success topics i.e. Math/Science Night, STAAR Informational Meeting, SSI Meetings for fifth grade parents, Literacy Night.	1, 2, 6	campus administrators, classroom teachers, counselor	sign in sheets, parent survey				
Funding Sources: 199 Local - \$150.00							
3) A variety of campus activities will be implemented to promote post secondary education. The sixth and parents will take a field trip to a local university.	7, 10	classroom teachers, counselor, campus administrators	Go Get It Week, staff college displays, participation in college t-shirts that are worn each Monday, field trip reflections				
Funding Sources: 199 Local - \$500.00							
4) Pre-Kindergarten through sixth grade students will be recognized for their academic efforts.	1, 6, 10	classroom teachers, campus administrators, counselor	bulletin boards that display student data and progress, semester awards assemblies				
Funding Sources: 199 Local - \$500.00							
5) Students will learn about different careers and the job skills necessary for success. Guest speakers will address the students, and a culminating event will occur on October 30th when students dress according to their career choice.	1, 2, 6	counselor	student, parent, and teacher surveys				
							

Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 10: During the 2016-2017 school year, student attendance will increase to at least 97%.

Evaluation Data Source(s) 10: Attendance records at the end of the 2016-2017 school year will show that student attendance was increased to 97%.

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students with perfect attendance will be recognized during semester awards assemblies. Parents will be invited to attend both the semester awards ceremonies and the six weeks classroom presentations. Attendance percentages by grade level will be communicated on and students with perfect attendance for ten consecutive days have a chance to sit at the Spotlight Cafe in the cafeteria. Classes with perfect attendance will be recognized during morning announcements. Classes with daily perfect attendance will get to hang their "perfect attendance" banner in celebration. Classes with perfect attendance for the week will also be recognized on a school wide bulletin board. Students will be provided with a variety of classroom attendance incentives such as "punch cards".	1, 2, 6	campus administrators, attendance committee, classroom teachers, counselor	attendance reports, students, parent, and teacher surveys				
2) Parent contacts (by phone, letters, conferences, or home visits) will be made to stress the importance of regular attendance for those students who are exhibiting attendance or tardy issues. The attendance committee will meet each six weeks to discuss attendance issues and ideas to decrease absenteeism. Attendance incentives will be implemented each six weeks. The district truancy officer will communicate weekly about students of concern.	1, 2, 6	campus administrators, classroom teachers, attendance clerk, counselor, attendance committee, district truancy officer	attendance reports, formative and summative data				
3) The counselor will work with students and their parents who have significant attendance issues. The district truancy officer will communicate weekly about students of concern.	1, 2, 6	campus administrators, counselor, district truancy officer	attendance reports, counselor reports, formative and summative data				
4) Jones elementary will implement a systematic process of contacting parents--by phone, in writing, and in person--to address attendance issues. Jones will limit parent-call ins without medical documentation to three per six weeks.	1, 2, 6	attendance clerk, assistant principal, district truancy officer, counselor	attendance reports, counselor reports, formative and summative data				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 11: During the 2016-2017 school year, 100% of the Jones Elementary students will be prepared to use technology effectively.

Evaluation Data Source(s) 11: Student and parent surveys administered in May 2017 will show that students use technology effectively. Walk-through data at the end of the 2016-2017 school year will show that teachers are using technology to enhance instruction in the classroom at least 50% of the time.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will utilize technology that supports instruction as well as prepares them for the 21st century. These items include but are not limited to Learn Pads, SmartBoards, NEOs, lap tops, notebooks, and student computers. Teachers will integrate technology into their lessons.	1, 2, 3, 4, 5, 9, 10	classroom teachers, Instructional Technology Coach, campus administrators, District Technology Director, district technology specialists	walk-through data, lesson plans, and student, parent, and teacher surveys				
Funding Sources: 211 Title I - \$5000.00							
2) Teachers will be provided with professional opportunities to become proficient at integrating technology into daily instructional practices.	1, 2, 3, 4, 5, 9, 10	classroom teachers, Instructional Technology Coach, campus administrators	walk-through data, lesson plans, and student, parent, and teacher surveys				
3) Students will utilize computer programs and/or internet websites designed to enhance or accelerate student learning. These programs may include EduSmart for science, Think Through Math, RenStar, IStation, and state adopted resources.	1, 2, 3, 7, 9, 10	classroom teachers, district technology specialists, campus administrators	walk-through data, specific program reports for data analysis				
Funding Sources: 211 Title I - \$3400.00							
4) Teachers will utilize the computer lab and/or the mobile laptop cart to administer RenStar math assessments, IStation reading assessments, and other instructional programs.	1, 2, 3, 7, 9, 10	classroom teachers, campus administrators	walk-through data, specific program reports for data analysis				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 1: Jones Elementary will increase performance of all students.

Performance Objective 12: During the 2016-2017 school year, Jones Elementary will exercise fiscal responsibility. 100% of local and Title One budget funds will be allocated and used according to federal guidelines, based on student needs, and prioritized to maximize student achievement.

Evaluation Data Source(s) 12: Annual audit data will show that 100% of local and Title One budget funds are allocated and used according to federal guidelines.

Teacher surveys administered in May 2017 will indicate that 100% of local and Title One budget funds are allocated and used based on student needs and prioritized to maximize student achievement.

Summative Evaluation 12:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) CEIC members will provide input for budget expenditures that will impact student achievement.	1, 6, 8, 9, 10	CEIC members, campus administrators	budget data, CEIC agenda/minutes				
2) All Jones purchases will be submitted by purchase order to the Title One Coordinator for approval with the required Campus Improvement Plan documentation.	1, 8, 9, 10	campus administrators and secretary	annual audit				
3) The local and Title One budgets will be reviewed monthly.	1, 8, 9, 10	campus administrators and secretary	annual audit				
							

Goal 2: Jones Elementary will close the achievement gap between all student groups.

Performance Objective 1: During the 2016-2017 school year, 100% of all students working below grade level in core subject areas will receive interventions with a specific focus on the fragile sub-populations. All student groups in third, fourth, fifth, and sixth grades will increase at least 10% for STAAR Reading, Math, Science, and Writing.






Evaluation Data Source(s) 1: At the end of the year, we will use STAAR Index 1 and 3 scores (and TELPAS results if applicable) for all student groups with special attention to EcoDis student groups to determine if this performance objective was met.

At the end of the year, we will use F and P and TEMI end of year data (for grades K-2nd) for all student groups with special attention on our EcoDis student groups to determine if this performance objective was met.

Throughout the year, we will use formative data, such as common formative assessments, district checkpoints, unit tests, running records, IStation, RenStar, and TEMI reports to monitor student progress.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All students at Jones identified as "critically below grade level" in reading will receive intervention through Istation, LLI and/ or receive small group lessons from our campus reading interventionist.	1, 2, 3, 7, 8, 9	campus administration, classroom teacher, campus interventionist.	I station reports (lexile levels, LLI, F&P will show student growth .				
2) All students at Jones identified as "critically below grade level" in math will receive intervention through Think Through Math, TEMI intervention and/ or receive small group targeted instruction.	1, 2, 3, 4, 7, 8, 9	campus administration, classroom teacher, campus interventionist.	district checkpoints demonstrate passing rates of 70% or above, Think Through Math and TEMI show significant progress.				
3) All students struggling in writing at Jones elementary will receive additional instruction targeting specific skills tied to individual student needs.	1, 2, 3, 4, 8, 9	campus administration, classroom teacher.	I-station reports, student writing samples, I-station writing lesson samples, formative assessments.				
4) Teachers and administrators will attend a professional learning session (at the district level) to gain a better understanding of the RtI process, implementation, and monitoring of student progress.	1, 2, 3, 4, 8, 9, 10	campus administrators, classroom teachers, campus intervention team members	RtI documentation in Eduphoria, lesson plans, student and teacher data binders, walk-through data, campus, district, and state assessments, growth progress measures				
Funding Sources: 211 Title I							


<p align="center">State System Safeguard Strategy</p> <p>5) The campus intervention team (SIT) will meet as needed to review students in need of critical academic or behavioral strategies. One classroom teacher and one administrator will attend a conference in the Fall that is specific to the Response to Intervention model.</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>campus administrators, classroom teachers, campus intervention team members</p>	<p>SIT agendas and minutes, campus, district, and state assessments, growth progress measures, RtI documentation, lesson plans, walk-through data, behavior plans, forms in Eduphoria</p>				
<p>Funding Sources: 211 Title 1 - \$2500.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Jones Elementary will close the achievement gap between all student groups.

Performance Objective 2: During the 2016-2017 school year, ELL students will make at least one year's growth on TELPAS.

Evaluation Data Source(s) 2: At the end of the year, we will use the TELPAS and AMAO reports to determine if this performance objective was met.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) English Language Learners at Jones Elementary are either parent denials or First/Second Year Monitors. These students will be closely monitored each six weeks, and their progress will be discussed at each Data Meeting as well as the end of six weeks PBMAS meeting.	1, 2, 3, 7, 8, 9, 10	campus administrators, classroom teachers	TELPAS results, formative and summative district and classroom data, report card grades, writing portfolios				
2) Classroom teachers will utilize SIOP strategies. The ELPS or a language objective is posted for each core content area. Teachers of ELL students will be trained on TELPAS scoring techniques.	1, 2, 3, 4, 7, 8, 9, 10	campus administrators, classroom teachers	TELPAS and STAAR results				
3) Jones has an active LPAC committee that meets TEA expectations and the campus complies with TEC Subchapter B. LPAC representatives are trained for the Initial Placement and Annual Review and Reclassification process.	1, 2, 4	campus administrators, LPAC representatives	TELPAS results, LPAC minutes/rosters				
							

Goal 2: Jones Elementary will close the achievement gap between all student groups.






Performance Objective 3: During the 2016-2017 school year, 100% of Jones students will receive differentiated instruction.

Evaluation Data Source(s) 3: At the end of the year, we will use STAAR Index 2 and Index 4 scores (and TELPAS results if applicable) for all student groups with special attention to EcoDis student groups to determine if this performance objective was met.

At the end of the year, we will use F and P and TEMI end of year data (for grades K-2nd) for all student groups with special attention on our EcoDis student groups to determine if this performance objective was met.

Throughout the year, we will use formative data, such as common formative assessments, district checkpoints, unit tests, running records, IStation, RenStar, and TEMI reports to monitor student progress.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Special education students will receive interventions, both through inclusion and/or resource time as per each student's IEP. These students will utilize the Do the Math program and Project Read literacy strategies. Writing will be addressed through Written Expression.	1, 2, 3, 7, 8, 9, 10	campus administrators, classroom teachers, resource teacher	district assessments, campus assessments, teacher observations, IStation reports, RenSTAR Math data, F and P results, STAAR and TELPAS results, IEP documentation				
2) Students in kindergarten and first grade who have been identified as gifted and talented will receive differentiated instruction through the Project Think/QUEST program.	1, 2, 3, 7, 8, 9	Project Think teacher, classroom teacher, administration.	district assessments, campus assessments, teacher observations, IStation reports, F and P results, Project Think report				
3) Teachers will complete a book study using Eric Jensen's Poor Kids, Rich Teaching to better meet the needs of the Economically Disadvantaged sub-pop.	1, 2, 3, 4, 8, 9	campus administrators, classroom teachers	lesson plans, walk-through data, student, parent, and teacher surveys, formative and summative data				
4) Lesson plans will be written to include a specific differentiated instructional strategy.	1, 2, 3, 4, 7, 8, 9	campus administrators, classroom teachers	lesson plans, walk-through data, T-TESS documentation, formative and summative data				
5) On Wednesdays 4th, 5th, and 6th grade teachers meet for their vertical team collaborative. On these days students are allowed to attend "learning docks." The learning docks are enrichment groups that meet student interests such as chess, newspaper, zen-tangle, sketching, and drama.	1, 2, 3, 5, 6	campus administration, classroom teachers, counselor, volunteers.	successful meeting time for teachers, T-Tess documentation, student surveys, student participation, student products.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Jones Elementary will ensure a safe and welcoming environment.

Performance Objective 1: During the 2016-2017 school year, 100% of Jones students will participate in learning environments that are safe, drug free, and conducive to learning while promoting a healthy lifestyle.

Evaluation Data Source(s) 1: At the end of the year, we will use a variety of reports including safety drill reports, counselor reports, disciplinary reports, district and campus safety surveys, Region 18 audits, City Fire Marshall inspections, and regional safety team reports to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
1) The staff at Jones will implement the district and campus Crisis Management Plan. Required drills (fire, shelter-in-place, lockdown, and weather) will be conducted in compliance with the district's timelines.	1, 2	campus administrators, classroom teachers	followup reporting of campus drills, parent surveys, counselor reports, campus discipline management reports, Region 18 audit results, City Fire Marshall inspections, and regional safety teams				
2) The campus will provide students with a drug education program that includes activities such as Red Ribbon Week.	1, 2, 5, 10	campus administrators, counselor	counselor reports, district school safety survey data				
Funding Sources: 199 Local - \$150.00							
3) Jones will establish a Texas Behavior Support Initiative (TBSI) Team to address appropriate behavioral interventions. NCI and TBSI strategies will be implemented. The Behavior Management Team (SIT) will meet as needed to review students in need of critical academic or behavioral strategies.	1, 2, 3, 4, 7, 8, 9, 10	classroom teachers, campus administrators, behavior team (SIT)	discipline referrals, restraint documentation				
Funding Sources: 199 Local - \$500.00							
4) The Campus Behavior Management Team (SIT) or CHAMPS team will continue to address and educate staff, parents, and student on safe environment standards, conflict resolution and character building development that impacts academic achievement each semester.	1, 2, 3, 6, 7, 9	counselor, behavior team, campus administrators	discipline reports, student, parent, and teacher surveys				
5) The staff at Jones will implement the tenants of Capturing Kids' Hearts and a growth mindset. Teachers will utilize their Mindsets in the Classroom book as a guide.	1, 2, 4, 5, 8	classroom teachers, campus administrators, counselor, CKH implementation team	discipline reports, student, parent, and teacher surveys				


6) Behavior intervention plans will be formulated, implemented, and monitored for those students identified with Tier 2 or Tier 3 behaviors.	1, 2, 7, 8, 9	classroom teachers, resource teacher, counselor, campus administrators, district behavior specialists	discipline referral data, student, parent, and teacher surveys				
7) Jones students who are removed to a DAEP will be provided transitional support.	7, 9	campus administrators, counselor	DAEP referrals, discipline referrals, counselor documents				

Goal 3: Jones Elementary will ensure a safe and welcoming environment.

Performance Objective 2: During the 2016-2017 school year, leadership opportunities will be provided for fourth, fifth, and sixth grade students through the use of an active Student Council program.

Evaluation Data Source(s) 2: Student, parent, and teacher surveys administered in May 2017 will indicate at least a 5% increase in the number of students, parents, and teachers that felt Jones offered leadership opportunities for its students.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Two Student Council representatives will be elected from each classroom fourth through sixth grade. Officers will be elected from the sixth grade class. Parents will assist their child with their campaign posters.	1, 6	counselor, STUCO sponsors	student, parent, and teacher surveys				
	Funding Sources: Other						
2) Jones Elementary Student Council will conduct service projects for the campus including a recycling program. Parent volunteers will assist the students.	1, 6	counselor, STUCO sponsors	student, parent, and teacher surveys, service project sign in sheets				
3) Jones Elementary Student Council will generate money through a variety of projects. They will be responsible for operating a school store where they will sell school supplies and snacks after dismissal.	1, 6	counselor, STUCO sponsors	student, parent, and teacher surveys				
4) Jones Elementary Student Council will promote school spirit by hosting a faculty/student basketball or volleyball game. Parents will be invited to attend.	1, 6	counselor, STUCO sponsors	student, parent, and teacher surveys				
							

Goal 3: Jones Elementary will ensure a safe and welcoming environment.

Performance Objective 3: During the 2016-2017 school year, Jones will fully develop positive partnerships with Midland's community and business organizations.

Evaluation Data Source(s) 3: Teacher surveys administered in May 2017 will indicate that Jones Elementary had developed positive partnerships with community and business organizations.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Wells Fargo will provide a book, this year titled Last Stop on Market Street, to every first grade student at Jones Elementary.	10	campus administrators, librarian, first grade teachers	student, parent, and teacher surveys				
2) The students of Jones Elementary will have the opportunity to participate in a variety of service projects--one of which will be HOTS (Honor Our Troops).	1, 6	counselor	student participation, student, parent, and teacher surveys				
3) Volunteers from St. Paul's Methodist Church will provide food sacks for students in need, as determined by the school counselor, every Friday.	9	counselor	teacher surveys, counselor documentation				
4) Volunteers from businesses across Midland will provide additional necessities for students in need i.e. Coats for Kids, Lions' Club, school supplies, and uniforms.	9	counselor	teachers surveys, counselor documentation				
5) Volunteers from St. Paul's Methodist Church will provide backpacks for students in need, as determined by the school counselor.	9	counselor	teacher surveys, counselor documentation				
6) Volunteers from HEB, our new Partner in Education, will provide additional support to classrooms. HEB partners will read with first and second grade students in September.	1, 9	campus administrators, classroom teachers	student, parent, and teacher surveys				
7) Foster Grandparents, a partnership with MISD, will provide support to classroom teachers.	1	campus administrators, classroom teachers	student, parent, and teacher surveys, Foster Grandparent sign in sheets				
							

Goal 3: Jones Elementary will ensure a safe and welcoming environment.

Performance Objective 4: During the 2016-2017 school year, Jones Elementary 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.

Evaluation Data Source(s) 4: Parent surveys administered in May 2017 will indicate that parents had continuous opportunities to engage in their child's educational development and opportunities to participate in the overall success of Jones Elementary. Jones Elementary will increase the percentage of parent participation in both academic and social events by 7% when compared with last year's participation numbers.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
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 Fair, Student Success Initiative meeting, CATCH program, Kindergarten Roundup, Pre-K programs, an Awards Assembly each semester, Career Day, Field Day, and other campus/parents events.	1, 6, 9	classroom teachers, campus administrators, CEIC, counselor	sign in sheets, student, parent, and teachers surveys				
	Funding Sources: 199 Local - \$200.00						
2) Parents will be informed and given opportunities to participate in home/school events through communications through campus wide initiatives (weekly take home folders), teacher/grade level communications home, web pages, electronic reminders, on-line access to student grades, and on-line access to interactive math for 6th grade. A new electronic marquee, paid for by the PTA, will be installed during the first semester, and this will increase the effectiveness of parent communication.	1, 6	classroom teachers, campus administrators	increased two way communication, parent surveys				
	Funding Sources: PTA - \$23000.00						
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.	6, 10	campus administrators, counselor	parent surveys				
4) The Jones counselor will provide sessions for parents on a variety of relevant topics. At least one of these sessions will focus on Growth Mindset-the topic for the campus book study.	1, 2, 6	counselor	parent surveys				

5) Jones has an active PTA that meets state and district requirements pertaining to membership. The PTA will conduct at least five meetings annually.	1, 2, 6	campus administrators, classroom teachers, PTA members	student, parent, and teacher surveys, PTA membership rosters, PTA parent participation				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

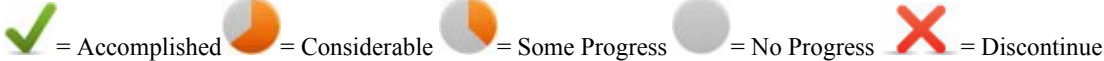
Goal 3: Jones Elementary will ensure a safe and welcoming environment.

Performance Objective 5: During the 2016-2017 school year, 100% of the Jones Elementary teachers will create warm and welcoming classroom environments.

Evaluation Data Source(s) 5: Students, parent , teacher surveys administered in May 2017 will indicate that Jones Elementary provides a warm and welcoming classroom environment.

T-TESS, 3.1, data provided at the end of the year will indicate that teachers organize a safe, accessible, and efficient classroom.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Jones Elementary teachers will incorporate "Capturing Kids Hearts" into their daily routine. This includes welcoming each child daily with a hand shake and positive attitude.	1, 2, 3, 4, 5, 10	campus administration, classroom teachers, counselor.	successful walk-throughs, T-TESS documentation, student participation, office referral percentage				
2) 100% of Jones Elementary Teachers will use CHAMPS as their classroom management/discipline model.	1, 2, 3, 4	campus administration, classroom teachers, counselor	successful walk-throughs, T-TESS documentation, student participation, office referral percentage				
3) 100% of Jones Elementary teachers will incorporate the growth mindset principles into their daily classroom routines and expectations.	1, 2, 3, 4	campus administrators, classroom teachers, counselor	student, parent, and teacher surveys, office referral percentage, student participation, successful walk-throughs, T-TESS documentation				
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	100% of Jones math teachers will participate in weekly 45 minute Professional Learning Communities to share researched based instructional strategies.
1	2	2	Jones Math teachers will receive training to assist in the development and implementation of Lead4ward activities for continuous improvement.
1	2	3	100% of Jones reading teachers will effectively incorporate small group guided math stations into their daily learning block.
1	2	4	Teachers will collaborate with the Solution Tree consultant to ensure that the Professional Learning Community process is effectively implemented.
2	1	5	The campus intervention team (SIT) will meet as needed to review students in need of critical academic or behavioral strategies. One classroom teacher and one administrator will attend a conference in the Fall that is specific to the Response to Intervention model.

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Assistant Principal	Tricia Teran	
Business Representative	Rhonda Smith	
Business Representative	Nancy Wells	
Classroom Teacher	Rhonda Brunson	
Classroom Teacher	Bailey Burke	
Classroom Teacher	Diane Harris	
Classroom Teacher	Jordan Sam	
Classroom Teacher	Shamiqua Shields	
Classroom Teacher	Connie Traylor	
Classroom Teacher	Dorie Wallach	
Classroom Teacher	Megan Whiles	
Classroom Teacher	Rachel Whitlock	
Community Representative	Lavelle	
Community Representative	Michele Allen	
Parent	Marina Izzaguirre	
Parent	Chris Waldon	
Principal	Sharla Butler	