

Joshua Independent School District
North Joshua Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

North Joshua Elementary School empowers children to become students of outstanding character with a passion for learning.

Vision

North Joshua Elementary will be a highly acclaimed model of educational excellence.

Core Beliefs

1. North Joshua Elementary School will provide a safe learning environment for all students and staff.
2. North Joshua Elementary School will ensure that every child is prepared for success in a college, a career, or the military.
3. North Joshua Elementary School will provide effective and efficient use of personnel, materials, resources and facilities to meet the present and future needs of a changing enrollment.
4. North Joshua Elementary School is a source of pride and unity for students, staff, parents and community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Demographics	6
Student Learning	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Joshua ISD will provide safe schools for students and staff.	17
Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.	27
Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.	39
State Compensatory	46
Budget for North Joshua Elementary	46
Personnel for North Joshua Elementary	46

Campus Funding Summary	47
Policies, Procedures, and Requirements	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

North Joshua Elementary was established in 2000, is the northern-most elementary campus in Joshua ISD, and is located within the Burleson city limits. North Joshua Elementary is a continuous-improvement campus that involves stakeholders in decision-making processes through campus and district committees and an annual climate survey and campus improvement committees. The campus is serving a rapidly growing population and strives to provide a variety of quality educational opportunities for pre-kindergarten through fifth grade students. North Joshua employs a staff of approximately 78 individuals. Programs for special populations include: At-Risk, English as a Second Language, Gifted and Talented, and Special Education.

The campus demographic profile is as follows:

Total Enrollment: 736

White: 66.62%

Hispanic: 23.37%

African American: 3.12%

Asian/Pacific Islander: 2.58%

American Indian: .41%

Economically Disadvantaged: 30.84%

ESL: 5.43%

At Risk: 24.59%

GT: 2.45%

Special Education: 17.66%

Demographics Strengths

North Joshua Elementary has experienced rapid growth over the past five years and attendance rates are currently 97.06% (August-September 2024). North Joshua teachers on average have 11 years of experience. This year's TEA rating showed the campus to be rated as an "A" campus (91 out of 100).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students lack the social, emotional and academic behaviors needed to succeed in school.

Root Cause: Environmental stimuli and an ever-changing society provide obstacles to academic success.

Problem Statement 2: The campus is growing rapidly. Although the pandemic closure of schools was in 2020, many of our new students have been in homeschool settings, or they have highly transient academic backgrounds.

Root Cause: We continue to experience residual problems due to the global pandemic: learning gaps, behavior problems, and lack of social/emotional stability.

Problem Statement 3: Economically disadvantaged students across all grade levels perform lower than other student groups.

Root Cause: Progress monitoring and response to intervention have not been specific to student need.

Demographics

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- White: 66.62%
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Demographics Strengths

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The special education students across all grade levels perform significantly lower than other student groups.

Root Cause: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 2 (Prioritized): Some students lack the social, emotional and academic behaviors needed to succeed in school.

Root Cause: Environmental stimuli and an ever-changing society provide obstacles to academic success.

Problem Statement 3 (Prioritized): Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3.

Root Cause: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 4 (Prioritized): The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021.

Root Cause: The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

Problem Statement 5 (Prioritized): North Joshua Elementary has surpassed capacity causing scheduling constraints, larger class sizes, and larger intervention groups.

Root Cause: Enrollment increases have happened due to active construction of housing developments within campus attendance boundaries. There was a successful bond election in May of 2022 to add an additional elementary school, This growth will develop within 2-5 years. Overflow attendance rates were transferred to district school with room when grade levels were at capacity.

Problem Statement 6 (Prioritized): Economically disadvantaged students across all grade levels perform lower than other student groups.

Root Cause: Progress monitoring and response to intervention have not been specific to student need.

Student Learning

Student Learning Summary

Based on the data from the 2024 Accountability Report, North Joshua Elementary students achieved the following passing rates:

North Joshua met standard on the 2024 Accountability report with a score of 91 (A). Domain 1: "Student Achievement" was a score of 63. Domain 2A: "Student Progress" was a score of 75. Domain 2B: "Relative Performance" was a score of __. Domain 3: "Closing the Gaps" was a score of 78.

Approaches Grade Level

READING: 92%

- African American: 100%
- Hispanic: 90%
- White: 92%
- American Indian: 100%
- Asian: 78%
- Two or More Races: 100%
- Special Education: 67%
- Economically Disadvantaged: 83%
- EL: 91%

MATH: 90%

- African American: 100%
- Hispanic: 89%
- White: 89%
- American Indian: 100%
- Asian: 100%
- Two or More Races: 100%
- Special Education: 65%
- Economically Disadvantaged: 80%
- EL: 100%

SCIENCE: 75%

- African American: 75%
- Hispanic: 68%
- White: 75%
- Asian: 100%
- Two or More Races: 100%
- Special Education: 40%
- Economically Disadvantaged: 63%
- EL: 100%

Student Learning Strengths

North Joshua Elementary scored a 91 in Domain 1. Information regarding student growth and distinction categories will be updated when data is available.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students scoring at the meets and masters level is below district goals.

Root Cause: Progress monitoring and response to intervention has not been specific to student need. Extensions are not timely and specific.

Problem Statement 2 (Prioritized): The special education students across all grade levels perform significantly lower than other student groups.

Root Cause: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 3 (Prioritized): Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3.

Root Cause: Progress monitoring and response to intervention have not been specific to student need.

School Processes & Programs

School Processes & Programs Summary

North Joshua Elementary is a continuous improvement campus with a focus on training staff in the systematic approach model, along with providing support to staff. The continuous improvement model provides systematic alignment using campus and classroom systems level checks. North Joshua employs teachers who are ESL-certified and who meet all certification requirements in their academic teaching area. Additionally, elementary academic teachers have certifications in Gifted and Talented. Our Pre-K program is a full-day program with teachers who meet the criteria of a high quality Pre-K program. Implementation and alignment of Professional Learning Communities (PLC) is a districtwide focus with on-going training to support all staff. The goals of PLC are to create a viable curriculum with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RTI) programs. The campus has a comprehensive technology program that gives all students and staff access to various devices. All teachers use instructional technology to enhance the learning environment.

School Processes & Programs Strengths

1. Continuous improvement procedures are documented and systematic throughout the school year including training for teachers and administrators.
2. All teachers and administrators are required to complete yearly EL training.
3. All teachers are required to complete yearly GT training.
4. Pre-K teachers receive 30+ hours of early childhood training or coaching and are required to have special education certification to provide early interventions.
5. All administrators have been trained in the PLC process to provide support on their campuses.
6. North Joshua Elementary has a teacher turnover rate of less than 10%.
7. Joshua ISD has clearly defined procedures available to all staff through the online procedure manual.
8. Instructional technologists are available to all campus staff to assist with the implementation of technology in classrooms.
9. Joshua ISD has district-wide instructional coaches to assist teachers as needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of SPED caseloads continues to increase.

Root Cause: Students that are diagnosed with dyslexia are now being served under the SpEd umbrella instead of 504. Additionally, increased student enrollment is contributing to a rise in caseloads at North Joshua.

Problem Statement 2 (Prioritized): The staff retention rate at NJE for the 2023-2024 school year was 85%, which is below the district expectation of 95%.

Root Cause: North Joshua believes in growing/mentoring all instructional employees to become educators or to move into an administrative role. Additionally, our staff has served within the district for several years and reach retirement while here. Most staff members that left NJE either earned their teaching certificates and were offered jobs elsewhere, retired,

or were promoted to administration.

Problem Statement 3 (Prioritized): Due to the lingering effects of the covid pandemic, several new students did not attend public school in the 2023-2024 school year and have continued to exhibit academic and social/emotional deficits.

Root Cause: Students are coming to school with wide academic, social, and emotional deficits.

Perceptions

Perceptions Summary

North Joshua Elementary has a comprehensive family engagement plan and parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders, and action plans are written if needs are identified. The campus utilizes multiple methods for parent communication including websites, Blackboard, newsletters, emails, Class Dojo messages, phone calls and conferences. The campus has a highly active PTO and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process as well as in promoting the attributes and successes offered through the site-based decision making committee. North Joshua Elementary focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan.

Perceptions Strengths

1. Parent survey results are consistently favorable (98.2% satisfaction rate in the spring of 2024).
2. Staff survey results are consistently favorable (97.1% satisfaction rate in the spring of 2024).
3. Multiple opportunities are provided for parental and community involvement.
4. Safety audits confirm a safe and orderly environment throughout the campus.
5. NJE has a police officer and a safety patrol monitor assigned to our campus.
6. Our safety patrol monitor is assigned to check doors regularly each day on campus.
7. NJE has a behavior intervention class, behavior interventionist, and behavior paraprofessional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): School safety issues have been brought to the forefront of all public schools.

Root Cause: The Uvalde elementary school shooting has made school safety issues a priority nationwide.

Problem Statement 2 (Prioritized): There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying.

Root Cause: 'Mean behavior' is often considered bullying.

Priority Problem Statements

Problem Statement 1: The percent of students scoring at the meets and masters level is below district goals.

Root Cause 1: Progress monitoring and response to intervention has not been specific to student need. Extensions are not timely and specific.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school.

Root Cause 2: Environmental stimuli and an ever-changing society provide obstacles to academic success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The special education students across all grade levels perform significantly lower than other student groups.

Root Cause 3: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021.

Root Cause 4: The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

Problem Statement 4 Areas: Demographics

Problem Statement 5: North Joshua Elementary has surpassed capacity causing scheduling constraints, larger class sizes, and larger intervention groups.

Root Cause 5: Enrollment increases have happened due to active construction of housing developments within campus attendance boundaries. There was a successful bond election in May of 2022 to add an additional elementary school, This growth will develop within 2-5 years. Overflow attendance rates were transferred to district school with room when grade levels were at capacity.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The number of SPED caseloads continues to increase.

Root Cause 6: Students that are diagnosed with dyslexia are now being served under the SpEd umbrella instead of 504. Additionally, increased student enrollment is contributing to a rise in caseloads at North Joshua.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Due to the lingering effects of the covid pandemic, several new students did not attend public school in the 2023-2024 school year and have continued to exhibit academic and social/emotional deficits.

Root Cause 7: Students are coming to school with wide academic, social, and emotional deficits.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: School safety issues have been brought to the forefront of all public schools.

Root Cause 8: The Uvalde elementary school shooting has made school safety issues a priority nationwide.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying.

Root Cause 9: 'Mean behavior' is often considered bullying.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Economically disadvantaged students across all grade levels perform lower than other student groups.

Root Cause 10: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 10 Areas: Demographics

Problem Statement 11: The special education students across all grade levels perform significantly lower than other student groups.

Root Cause 11: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: The staff retention rate at NJE for the 2023-2024 school year was 85%, which is below the district expectation of 95%.

Root Cause 12: North Joshua believes in growing/mentoring all instructional employees to become educators or to move into an administrative role. Additionally, our staff has served within the district for several years and reach retirement while here. Most staff members that left NJE either earned their teaching certificates and were offered jobs elsewhere, retired, or were promoted to administration.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3.

Root Cause 13: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 13 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data






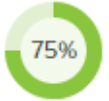


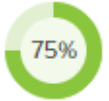
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

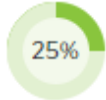






Goals

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 1: 100% of NJE will implement an aligned emergency operations plan including a threat assessment process and procedure.

Evaluation Data Sources: Surveys, Skyward data, Raptor, Reunification Team

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal and assistant principal will lead emergency operations table-top discussions during emergency operations meetings each semester.</p> <p>Strategy's Expected Result/Impact: Participation in these discussions will result in a more applicable understanding of how to respond in real-life events.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the current school year, 100% of staff members will participate in and can confirm their understanding of emergency procedures at our campus.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: By the end of the school year, 100% of emergency response team staff members will be trained in Standard Response Protocol, CRASE, Stop-the-Bleed, Seizure Protocol, Code Adam, the Raptor App, and Avoid, Deny, Defend Active Shooter Training.</p> <p>Strategy's Expected Result/Impact: Our staff will be able to effectively respond to a variety of emergencies.</p> <p>Staff Responsible for Monitoring: Administration JISD Police Department JISD Nurse Coordinator</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: A JISD police officer will assist NJE with the implementation of effective campus safety drills.</p> <p>Strategy's Expected Result/Impact: Increase in student safety and campus preparedness as measured by police.</p> <p>Staff Responsible for Monitoring: Police Officer, Administrators, Campus Safety Team</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: School safety issues have been brought to the forefront of all public schools. Root Cause: The Uvalde elementary school shooting has made school safety issues a priority nationwide.</p>

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 2: 100% of NJE will implement an aligned character education and drug awareness plan.

Evaluation Data Sources: Survey, Skyward data

Strategy 1 Details	Reviews			
<p>Strategy 1: School-wide character education through monthly character trait focus, All-Star student awards ceremonies, "Seas-the-Day" awards, and weekly announcements regarding students who have exhibited excellent character.</p> <p>Strategy's Expected Result/Impact: Increased awareness of positive character and a decrease in negative behavior and office referrals; develop student leaders.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Character education is offered through campus lessons, activities, and guidance lessons (courage, trustworthiness, integrity, respect and courtesy, responsibility, fairness, caring, good citizenship, school pride, and gratitude). Classroom counseling lessons follow the JISD year-at-a-glance calendar.</p> <p>Strategy's Expected Result/Impact: Decrease discipline referrals and increase leadership skills. Decrease at-risk behaviors and develop citizens who are lifelong learners.</p> <p>Staff Responsible for Monitoring: Campus administrators, behavior interventionist, behavior paraprofessional, and counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: NJE will participate in Red Ribbon Week for drug prevention. This is a fun week that consists of dress-up days as well as direct education on drug awareness by our school counselor.</p> <p>Strategy's Expected Result/Impact: Educate students about the negative effects of drugs.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All fifth graders will participate in 8 weekly sessions of life skills training (self-esteem, decision-making, tobacco/smoking, stress, social skills, refusal skills) through the REACH Council.</p> <p>Strategy's Expected Result/Impact: Decreased substance abuse, reduce risk for behavioral health issues, and improved quality of life.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teach Town will be implemented by the campus behavior interventionist to address social/emotional learning through social skills for select students in grades Pre-K through 5th. Apex will reinforce character education for all students in the spring semester.</p> <p>Strategy's Expected Result/Impact: Decrease discipline referrals and increase leadership skills. Decrease at-risk behaviors and develop citizens who are lifelong learners.</p> <p>Staff Responsible for Monitoring: Campus administrators Behavior interventionist Behavior interventionist paraprofessional Apex organization</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli and an ever-changing society provide obstacles to academic success.

Problem Statement 4: The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

School Processes & Programs

Problem Statement 3: Due to the lingering effects of the covid pandemic, several new students did not attend public school in the 2023-2024 school year and have continued to exhibit academic and social/emotional deficits. **Root Cause:** Students are coming to school with wide academic, social, and emotional deficits.








Perceptions

Problem Statement 1: School safety issues have been brought to the forefront of all public schools. **Root Cause:** The Uvalde elementary school shooting has made school safety issues a priority nationwide.

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 3: 100% of NJE will implement an aligned health and wellness plan.

Evaluation Data Sources: Fitness Gram, staff and nurse feedback, StayAlert, counselors, observations and walk-through data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus provides an anonymous system called StayAlert for anyone to report safety concerns such as bullying, suicidal thoughts, self-harm, student conflict, and etc. Bullying data and self-harm/suicidal ideation data is collected by the district and provided to campus administrators.</p> <p>Strategy's Expected Result/Impact: Students who struggle with concerns will receive help immediately.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will speak with students making outcries of self-harm and notify parents per district policy and procedure. The campus provides resources to students and parents through the counselor, campus website and student handbook. Counselor will report all incidents of students making suicidal outcries each month so that district can provide necessary resources.</p> <p>Strategy's Expected Result/Impact: Improve mental health.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will learn about health and wellness topics using the SPARK curriculum. Healthy habits are taught and highlighted during a week long focus on healthy heroes during "Healthy Lifestyles Week"; culminating in a district wide celebration known as "Hoot Owlley".</p> <p>Strategy's Expected Result/Impact: Students will make healthy choices in regards to eating well, exercise, and getting enough sleep.</p> <p>Staff Responsible for Monitoring: Administrators Counselors PE Teacher</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All students in grades 3-5 will participate in the Fitness Gram.</p> <p>Strategy's Expected Result/Impact: Increase health and wellness.</p> <p>Staff Responsible for Monitoring: PE Teachers Administrators</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All campus staff will be trained in trauma-informed care practices. Additionally, strategies and information regarding emotional poverty (using Ruby Payne's book, "Emotional Poverty") will be shared by administrators at each professional development meeting.</p> <p>Strategy's Expected Result/Impact: Staff will be able to respond appropriately to students dealing with trauma.</p> <p>Staff Responsible for Monitoring: Nurse Campus administrators</p> <p>Problem Statements: Demographics 2, 3, 4 - Student Learning 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school. Root Cause: Environmental stimuli and an ever-changing society provide obstacles to academic success.</p>

Demographics

Problem Statement 3: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 4: The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

Student Learning

Problem Statement 3: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

School Processes & Programs

Problem Statement 3: Due to the lingering effects of the covid pandemic, several new students did not attend public school in the 2023-2024 school year and have continued to exhibit academic and social/emotional deficits. **Root Cause:** Students are coming to school with wide academic, social, and emotional deficits.

Perceptions

Problem Statement 1: School safety issues have been brought to the forefront of all public schools. **Root Cause:** The Uvalde elementary school shooting has made school safety issues a priority nationwide.

Problem Statement 2: There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. **Root Cause:** 'Mean behavior' is often considered bullying.

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 4: 100% of NJE will implement an aligned student code of conduct.

Strategy 1 Details	Reviews			
<p>Strategy 1: NJE will submit a semester report of ISS, OCS, and DAEP placements by students groups. Data will be reviewed at leadership team meetings.</p> <p>Strategy's Expected Result/Impact: Decrease the number of out-of-school and in-school placements.</p> <p>Staff Responsible for Monitoring: Administrators Behavior Interventionist</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We have a full-time, certified teacher that serves as our campus behavior interventionist. Additionally, we have a behavior paraprofessional. Students will be provided with opportunities to receive social/emotional lessons, access to a motor lab, and a quiet environment to complete class work/tests.</p> <p>Strategy's Expected Result/Impact: Provide social/emotional support to our students as well as support classroom teachers; decrease behavioral issues.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist Behavior Paraprofessional</p> <p>Problem Statements: Demographics 2, 3, 4 - Student Learning 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Each nine weeks, NJE will spotlight the following character traits (welcoming, approachable, vigilant, eager). Every classroom teacher will choose a student that exudes the corresponding trait, and we will honor them in an awards ceremony in which their families are invited.</p> <p>Strategy's Expected Result/Impact: Increase awareness of having good character; decrease poor choices.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli and an ever-changing society provide obstacles to academic success.

Problem Statement 3: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 4: The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

Student Learning

Problem Statement 3: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

School Processes & Programs

Problem Statement 3: Due to the lingering effects of the covid pandemic, several new students did not attend public school in the 2023-2024 school year and have continued to exhibit academic and social/emotional deficits. **Root Cause:** Students are coming to school with wide academic, social, and emotional deficits.

Perceptions




Problem Statement 1: School safety issues have been brought to the forefront of all public schools. **Root Cause:** The Uvalde elementary school shooting has made school safety issues a priority nationwide.







Problem Statement 2: There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. **Root Cause:** 'Mean behavior' is often considered bullying.













Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 1: Meet or exceed a score of 90 in Domain 1: Student Achievement; Domain 2 : Student Progress; and Domain 3: Closing the Gaps.

Evaluation Data Sources: We will monitor and use data from common formative assessments, district benchmarks, STAAR tests, and TELPAS to drive instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Scheduled Response-to-Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC.</p> <p>Strategy's Expected Result/Impact: Increases in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level and 50% at the masters level. This will improve our White/Hispanic populations which are our two lowest race/ethnicity groups.</p> <p>Staff Responsible for Monitoring: Administrators Interventionists Teachers Paraprofessionals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$74,993.89, - Early Education - \$236,721.33</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: PLC meetings according to district procedures to identify aligned essential learning standards, write common formative assessments, and analyze student achievement data in order to drive instruction that will meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Develop intervention and enrichment lessons that are timely, directive, and systematic to increase student engagement and learning.</p> <p>Staff Responsible for Monitoring: Administrators Campus interventionists Intervention paraprofessionals Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 5 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will ensure a viable science curriculum is taught in non-STAAR-tested grade levels. (K - 4th grades) and science lab paraprofessionals will be provided at each elementary campus to assist with labs, lessons, and small group instruction.</p> <p>Strategy's Expected Result/Impact: The percentage of 5th grade students who meet or exceed grade level in science STAAR will increase.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Science lab paraprofessional</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All instructional staff and administrators will complete online ELPS training.</p> <p>Strategy's Expected Result/Impact: Increase all EL students STAAR passing rate by 5% in all subject areas and TELPAS rating by one level. Increased awareness of EL strategies.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students not assigned to a designated teacher will receive 15 or 30 hours of accelerated instruction in small groups to students who did not meet expectations on STAAR math and reading.</p> <p>Strategy's Expected Result/Impact: A target score of 90 in each domain and students will make one year growth.</p> <p>Staff Responsible for Monitoring: Administrators Campus Interventionists Intervention paraprofessionals Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 6 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All NJE students in 1st-5th grade will participate in Star Renaissance Reading and Math to measure student growth.</p> <p>Strategy's Expected Result/Impact: Tracking student growth in reading and math will improve student outcomes and assist the district with determining teacher designations in the Teacher Incentive Allotment.</p> <p>Staff Responsible for Monitoring: Administrators Interventionists Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: All NJE students in 5th grade will participate in a district-created science test to measure student growth.</p> <p>Strategy's Expected Result/Impact: Tracking student growth in science will improve student outcomes and assist the district with determining teacher designations in the Teacher Incentive Allotment.</p> <p>Staff Responsible for Monitoring: Administrators Interventionists Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The special education students across all grade levels perform significantly lower than other student groups. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p> <p>Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school. Root Cause: Environmental stimuli and an ever-changing society provide obstacles to academic success.</p> <p>Problem Statement 3: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p> <p>Problem Statement 5: North Joshua Elementary has surpassed capacity causing scheduling constraints, larger class sizes, and larger intervention groups. Root Cause: Enrollment increases have happened due to active construction of housing developments within campus attendance boundaries. There was a successful bond election in May of 2022 to add an additional elementary school, This growth will develop within 2-5 years. Overflow attendance rates were transferred to district school with room when grade levels were at capacity.</p> <p>Problem Statement 6: Economically disadvantaged students across all grade levels perform lower than other student groups. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p>
Student Learning
<p>Problem Statement 1: The percent of students scoring at the meets and masters level is below district goals. Root Cause: Progress monitoring and response to intervention has not been specific to student need. Extensions are not timely and specific.</p> <p>Problem Statement 2: The special education students across all grade levels perform significantly lower than other student groups. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p> <p>Problem Statement 3: Hispanic and white students are the lowest two race/ethnicity groups included in Domain 3. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p>

School Processes & Programs









Problem Statement 1: The number of SPED caseloads continues to increase. **Root Cause:** Students that are diagnosed with dyslexia are now being served under the SpEd umbrella instead of 504. Additionally, increased student enrollment is contributing to a rise in caseloads at North Joshua.









Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.









Performance Objective 2: 100% of NJE classrooms will build a foundation of reading, math, and writing.

Evaluation Data Sources:

We will use Star Renaissance reading/math, benchmarks, Reading Mastery checkouts, SuccessMaker, IXL, Education Galaxy, CLI-Engage, and TX-KEA data to drive instruction and provide intervention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a reading interventionist and one reading lab paraprofessional with local funds to build strong foundational skills in reading and and writing and scaffold instruction for struggling students.</p> <p>Strategy's Expected Result/Impact: Meet district goal of 90% of students at the approaches level and 50% of all students at the masters level.</p> <p>Staff Responsible for Monitoring: Administrators Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$105,202.33</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a math interventionist with local funds to build strong foundational skills in math and scaffold instruction for struggling students.</p> <p>Strategy's Expected Result/Impact: Meet district goal of 90% of students at the approaches level and 50% of all students at the masters level.</p> <p>Staff Responsible for Monitoring: Administrators Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$78,401.93</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a full-day, high-quality PreK program.</p> <p>Strategy's Expected Result/Impact: All eligible 4-year-olds will complete Pre-K and exit from at-risk by the EOY using the CLI Engage assessment.</p> <p>Staff Responsible for Monitoring: Administrators Pre-K Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 6</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$71,481.39</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of K-3rd Grade teachers, reading interventionists and administrators will complete Reading Academies.</p> <p>Strategy's Expected Result/Impact: A deeper knowledge regarding the science of reading.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Students with dyslexia or related reading disorders will receive instruction using an evidence-based dyslexia instruction program.</p> <p>Strategy's Expected Result/Impact: All dyslexic students will develop tools to improve reading skills.</p> <p>Staff Responsible for Monitoring: Administrators Reading Interventionist Reading Paraprofessional MTA teachers Special Education Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Dyslexia - \$32,437</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: During monthly professional development days, and approximately two weeks later, PLC meetings will be scheduled. Using the PLC process, they will work in collaborative teams to vertically and horizontally align instruction. They will utilize norms, goals, and protocols and work interdependently.</p> <p>Strategy's Expected Result/Impact: Improve teacher practice and enhanced student learning</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: A direct-instruction early reading program that is phonetically based (Reading Mastery Transformations) will be taught in kindergarten through second grade. Professional development will be provided to teachers on utilizing the program with fidelity.</p> <p>Strategy's Expected Result/Impact: All students will complete 100% of kindergarten and first-grade lessons and be ready to read to comprehend in second and third grade.</p> <p>Staff Responsible for Monitoring: Administrators Reading Interventionist Intervention paraprofessionals Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Content specialists in RLA, math, and science in grades K-5</p> <p>Strategy's Expected Result/Impact: A deeper knowledge regarding science, math, and reading.</p> <p>Staff Responsible for Monitoring: Administrators Science Paraprofessional Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 255 Title II, Part A, TPTR - \$19,164</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school. Root Cause: Environmental stimuli and an ever-changing society provide obstacles to academic success.</p>
<p>Problem Statement 6: Economically disadvantaged students across all grade levels perform lower than other student groups. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p>

Student Learning

Problem Statement 1: The percent of students scoring at the meets and masters level is below district goals. **Root Cause:** Progress monitoring and response to intervention has not been specific to student need. Extensions are not timely and specific.



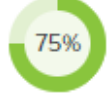




School Processes & Programs

Problem Statement 1: The number of SPED caseloads continues to increase. **Root Cause:** Students that are diagnosed with dyslexia are now being served under the SpEd umbrella instead of 504. Additionally, increased student enrollment is contributing to a rise in caseloads at North Joshua.

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 3: 100% of NJE will implement the college, career and military readiness plan.








Evaluation Data Sources: This will be done through lesson plans and middle school transition plans. This year, we are supporting the district-wide college, career and military readiness plan by including military and career paths with existing college days.

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will spotlight college, career and military readiness during monthly guidance lessons.</p> <p>Strategy's Expected Result/Impact: Increase awareness of college, career and military opportunities.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 4: 97% attendance rate will be maintained.

Evaluation Data Sources: Monthly attendance reports will be used to guide us in making consistent parent contact regarding the importance of attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: PEIMS staff and the campus assistant principal will meet weekly to discuss student attendance. Attendance letters will be mailed according to district procedures.</p> <p>Strategy's Expected Result/Impact: Increased monthly attendance rates.</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.










Performance Objective 1: 100% of NJE teachers meet state and local certification requirements.








Evaluation Data Sources: Human Resources, Curriculum Department

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 2: 95% or greater teacher and principal retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher appreciation will be exhibited monthly using results from survey results (i.e. favorite treats, words of affirmation, and etc.). They will also be recognized at monthly staff meetings and throughout the year with "Seas-the-Day" awards.</p> <p>Strategy's Expected Result/Impact: Staff will continue to feel recognized and appreciated for their efforts on campus, impacting teacher retention in a positive way.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly Leadership Coalition meetings to refine campus operations as we continue to experience a rapid shift in social/emotional maturity and academic gaps in our new students.</p> <p>Strategy's Expected Result/Impact: Grade-level leaders will be cross-trained in "Emotional Poverty" by Ruby Payne provided at Monthly Staff Meetings.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Leadership Coalition Team Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: "New-to-North" teachers will be supported through a teacher mentor program established on-campus and led by district leadership team personnel.</p> <p>Strategy's Expected Result/Impact: Retention of the newly hired teachers to our team.</p> <p>Staff Responsible for Monitoring: Administration, Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Coordinate monthly morale boosts to support mental health and positive culture.</p> <p>Strategy's Expected Result/Impact: Maintenance of 90% or higher on our annual climate survey.</p> <p>Staff Responsible for Monitoring: Administrators and the Hoots committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: A roving assistant principal will continue to provide support at North Joshua.</p> <p>Strategy's Expected Result/Impact: Reduced work load on principals as the campus continues to grow.</p> <p>Staff Responsible for Monitoring: Principal and assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Parental involvement (PTO) is encouraged throughout the year to help reduce the workload on campus as well as to provide support during the multiple campus events.</p> <p>Strategy's Expected Result/Impact: Teacher and Staff Retention</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 45%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021. Root Cause: The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.</p>
<p>Problem Statement 5: North Joshua Elementary has surpassed capacity causing scheduling constraints, larger class sizes, and larger intervention groups. Root Cause: Enrollment increases have happened due to active construction of housing developments within campus attendance boundaries. There was a successful bond election in May of 2022 to add an additional elementary school, This growth will develop within 2-5 years. Overflow attendance rates were transferred to district school with room when grade levels were at capacity.</p>
School Processes & Programs
<p>Problem Statement 2: The staff retention rate at NJE for the 2023-2024 school year was 85%, which is below the district expectation of 95%. Root Cause: North Joshua believes in growing/mentoring all instructional employees to become educators or to move into an administrative role. Additionally, our staff has served within the district for several years and reach retirement while here. Most staff members that left NJE either earned their teaching certificates and were offered jobs elsewhere, retired, or were promoted to administration.</p>

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 3: 90% or greater overall score on the Campus Financial Scorecard.







Evaluation Data Sources: Scorecard, Business Office




Strategy 1 Details	Reviews			
<p>Strategy 1: Principal and secretary will meet to discuss upcoming events in an effort to request purchase orders in a timely manner.</p> <p>Strategy's Expected Result/Impact: Purchase orders will be completed and approved according to district procedure causing a score of 90% or higher on the district scorecard.</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 4: 90% of NJE staff and parents will respond with satisfaction on the annual surveys.

Evaluation Data Sources: Surveys, Virtual Plus Delta

Strategy 1 Details	Reviews			
<p>Strategy 1: North Joshua Elementary will offer opportunities for parents to be involved on campus. A weekly newsletter will be provided highlighting parental involvement events.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and awareness of North Joshua's mission and vision.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Staff</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase communication with parents through the use of Class Dojo, Blackboard communication, Skyward Family Access and NJE Facebook page. Weekly communication regarding school events, student engagement and opportunities for parents to be involved.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and awareness of North Joshua's mission and vision.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: A PTO father has created an All-Pro Dads chapter at NJE. Grandfathers, uncles, fathers, and etc. are encouraged to build relationships with students.</p> <p>Strategy's Expected Result/Impact: We can create a partnership/relationship between All-Pro Dads and those students that do not have a positive male influence at home. Ultimately, we'd like to see behaviors decrease and good character traits increase.</p> <p>Staff Responsible for Monitoring: PTO parent Administrators Counselor</p> <p>Problem Statements: Demographics 2, 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: Some students lack the social, emotional and academic behaviors needed to succeed in school. Root Cause: Environmental stimuli and an ever-changing society provide obstacles to academic success.</p>
<p>Problem Statement 4: The campus is growing rapidly and many of our new students are coming to school with severe emotional/behavioral deficits. We continue to see an increase in these types of issues since the return from the pandemic shutdown in 2020-2021. Root Cause: The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.</p>
School Processes & Programs
<p>Problem Statement 3: Due to the lingering effects of the covid pandemic, several new students did not attend public school in the 2023-2024 school year and have continued to exhibit academic and social/emotional deficits. Root Cause: Students are coming to school with wide academic, social, and emotional deficits.</p>

State Compensatory

Budget for North Joshua Elementary

Total SCE Funds: \$330,079.54

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

1. Provide a math interventionist to build strong foundational skills in math and scaffold instruction for struggling students. 2. Provide a reading interventionist and reading lab paraprofessional with local funds to build strong foundational skills in math and scaffold instruction for struggling students. 3. Provide a full-day high quality PreK. 4. Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC.

Personnel for North Joshua Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Shough	PreK Teacher	1
Jaime Dooley	Reading Interventionist	1
Micah Gutierrez	Math Interventionist	1
Natalie Blaylock	PreK Teacher	1
Pam Longley	Reading Lab Paraprofessional	1

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$74,993.89
2	2	1			\$105,202.33
2	2	2			\$78,401.93
2	2	3			\$71,481.39
Sub-Total					\$330,079.54
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	8			\$19,164.00
Sub-Total					\$19,164.00
Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$236,721.33
Sub-Total					\$236,721.33
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$32,437.00
Sub-Total					\$32,437.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024
Child Abuse and Neglect	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/4/2024
Coordinated Health Program			Jo Lynn Augsburger	9/12/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/12/2024
Dyslexia Treatment Program	Director of Dyslexia		Jo Lynn Augsburger	9/12/2024
Pregnancy Related Services	Executive Director of Secondary	8/1/2024	Jo Lynn Augsburger	9/12/2024
Post-Secondary Preparedness			Jo Lynn Augsburger	9/12/2024
Recruiting Teachers and Paraprofessionals			Jo Lynn Augsburger	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Chief Academic Officer		Jo Lynn Augsburger	9/12/2024
Texas Behavior Support Initiative (TBSI)	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/4/2024
Technology Integration	Executive Director of Instructional Technology	7/24/2024	Jo Lynn Augsburger	9/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024