

Midland Independent School District

Jones Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: D



Mission Statement

We will develop collaborative partnerships with students and families to unify and maximize our academic growth through team-centered experiences utilizing rigorous research-based practices.

Vision

Eliminate achievement gaps by providing a nurturing and challenging learning environment.

Value Statement

Focus Area 1: Objective-driven daily lesson plans and formative assessments aligned to the rigor of the standard.

Focus Area 2: Data-driven instruction and weekly data driven meetings.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Anson Jones Elementary is a Title I neighborhood school located on the west side of Midland, Texas. The building was completed in 1963, an addition was added in 1989, and one portable building is utilized. Renovations to the building were completed in 2000. The building has the capacity for 600 students.

The 2023-2024 Fall PEIMS enrollment was 460 students. Student Profiles as listed in OnData Suite:

- Gender: Female=213 (46.30%), Male=247 (53.70%)
- Ethnicity/Race: Hispanic-Latino=339 (73.70%), American Indian/Alaskan Native=2 (0.43%), Asian=5 (1.09%), Black-African American=22 (4.78%), White=80 (17.39%), and Two or More Races=11 (2.39%)
- Student Indicators: Dyslexia=22 (4.78%), Section 504=13 (2.83%), Special Education=66 (14.35%), Emergent Bilingual=112 (24.35%), At-Risk=237 (51.52%), Military Connected=3 (0.65%), Economically Disadvantage=354 (76.96%), Homeless=2 (0.43%)

Staff: 2023-2024= 8 Classroom Instructional Facilitators, 7 District of Innovation teachers, 21 certified teachers, 14 Teacher Assistants, 2 Reach Associates, 2 Teacher Residents; 4 African American-Black, 35 Hispanic-Latino, 24 White

Attendance: 93.1%

Attendance Year	Refined Total
2024	93.1%
2023	93.2%
2022	91.0%
2021 (COVID-19 Remote)	92.9%
2020	93.6%

Discipline: 77 incidents with 33 removals total; 10 removals by Special Population= 4 Special Education, 4 Emergent Bilingual, 1 Section 504, 10 Economically Disadvantage; 7 Hispanic-Latino, 3 Black-African American; 10 Male

Discipline Summary	Total Actions	Total Students	Total Percent
2024	77	33	6.30%
2023	69	29	5.23%
2022	34	18	4.88%

Discipline Summary	Total Actions	Total Students	Total Percent
2021	20	12	3.23%
2020	65	27	6.19%

Demographics Strengths

Demographics strengths: Staff diversity supports the student population. More than 50% of Jones teaching staff possess a growth mindset. Jones paraprofessional staff are highly trained and capable of supporting student academic and social emotional development. Discipline is a strength for the campus with only 7.17% of the student population having referrals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Jones special education population of Resource students, Behavior Support Continuum (BSC) and At-Risk students increases the need for highly trained general education teachers to implement academic accommodations and modifications, along with social emotional and executive functional skills to support special populations and diverse students' success.

Root Cause: General education teachers, including CIF (Classroom Instructional Facilitator) and DOI (District of Innovation) teachers, need additional targeted training in the implementation and documentation of accommodations for special needs students. Teachers also need training in Restorative Practices to build relationships that support students' social emotional and executive functional skills.

Problem Statement 2: Forty-two percent of the classroom teaching staff was not fully certified and prepared to deliver strong, aligned rigorous instruction using High Quality Instruction Materials in order to meet the needs of Jones' highly challenging population.

Root Cause: Non-certified teachers are in need of quality training, planning, support and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

Problem Statement 3: Jones's 2023-2024 At-Risk population was 51.52%.

Root Cause: Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity.

Student Learning

Student Learning Summary

Board Goal 1 Measures:

- The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the READING is 44% by 2024.

Performance Objective 1 The percentage of Pre-Kinder students on track to develop understanding on a standards-based phonological awareness assessment will be 82% or above by end of year 2024.

Pre-Kindergarten CLI End-of-Year 2023-2024	Phonological Awareness	Overall Math
LEAP 3	88%	94%
LEAP 4	76%	94%
Pre-Kindergarten	95%	100%
Campus Total	86%	96%

Performance Objective 2 The percentage of Kindergarten-2nd grade students who meet or exceed their individual growth goals in Reading as measured by NWEA MAP will increase to 60% by 2024.

Reading NWEA MAP Growth 2023-2024	Number of Students with Growth Projections	Number of Student Who Met Their Growth Projections	Percent
Kindergarten	44	24	55%
First Grade	40	26	65%
Second Grade	23	6	26%
Third Grade	38	18	47%
Fourth Grade	31	18	58%
Fifth Grade	33	18	55%
Fifth Grade Newcomers	28	11	39%
Sixth Grade	26	14	54%
Sixth Grade Newcomers	46	31	67%
Campus Total	309	166	54%

Performance Objective 3 The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level or above on a STAAR aligned District reading assessment will be at 50% by 2024.

Reading STAAR 3-6 Academic Performance	2024	2023	2022	2021	2020 (COVID)	2019
Did Not Meet	144=48%	151=49.03%	47=30.13%	64=39.26%	0	75=43.35%
Approaches	88=30%	157=50.97	109=69.87	99=60.74	0	100=57.80
Meets	53=18%	83=26.95	64=41.03	47=28.83	0	50=28.90

Reading STAAR 3-6 Academic Performance	2024	2023	2022	2021	2020 (COVID)	2019
Masters	13=4%	21=6.82	31=19.87	20=12.27	0	26=15.03
Total Tested	298	308	156	163	0	173

2023 READING Data Points (PreK - 3rd)

At 86% on track on the phonological awareness measurement, PreK students (3-4 years of age) exceeded the Board Goal of 82%. At 65% achievement, First Grade exceeded the Board Goal of 60% of their students meeting or exceeding their individual growth goal on NWEA MAP Reading in May 2024. 2024 Third Grade Reading STAAR at Meets/Masters Performance Level equals 21% and NWEA MAP Reading shows 47% of students met their individual growth goal.

- The percentage of 3rd grade students who demonstrate grade level mastery by scoring Meets or above on MATH STAAR is 40% by 2024.

Performance Objective 4 The percentage of Pre-Kindergarten students on track to develop understanding on a math standards-based math assessment will be 92% or above by the end of May 2024.

Pre-Kindergarten CLI End-of-Year 2023-2024	Phonological Awareness	Overall Math
LEAP 3	88%	94%
LEAP 4	76%	94%
Pre-Kindergarten	95%	100%
Campus Total	86%	96%

Performance Objective 5 The percentage of Kinder-2nd grade students who meet or exceed their individual growth goals in math as measured by NWEA MAP will meet 58% by the end of school year 2024.

Math NWEA MAP Growth 2023-2024	Number of Students with Growth Projections	Number of Student Who Met Their Growth Projections	Percent
Kindergarten	46	24	52%
First Grade	37	21	57%
Second Grade	24	16	67%
Third Grade	39	14	36%
Fourth Grade	29	24	83%
Fifth Grade	37	14	38%
Fifth Grade Newcomers	34	14	41%
Sixth Grade	24	16	67%
Sixth Grade Newcomers	47	26	55%
Campus Total	317	169	53%

Performance Objective 6 The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level or

above on STAAR aligned district math assessment will be at 40% by 2024.

Math STAAR Performance	3-6 Academic	2024	2023	2022	2021	2020 (COVID)	2019
Did Not Meet		166=56%	162=52.26%	56=35.90%	84=51.53%	0	64=36.99%
Approaches		80=27%	148=47.74	100=64.10	79=48.47	0	114=65.90
Meets		33=11%	56=18.06	53=33.97	34=20.86	0	60=34.68
Masters		19=6%	6=1.94	22=14.10	7=4.29	0	33=19.08
Total Tested		298	310	156	163	0	173

2023 MATH Data Points (PreK - 3rd)

At 96% on track to develop understanding on a math standards-based assessment, PreK students (3-4 years of age) exceeded the Board Goal of 92%. At 67% achievement, Jones 2nd grade students met the Board goal of 58% of students meet or exceed their NWEA MAP individual growth goal. 2024 Third Grade Math STAAR at Meets/Masters Performance Level equals 16% and NWEA MAP Math shows 36% of students met their individual growth goal.

Board Goal 2 Measures:

- The percentage of 4th-8th grade students who meet or accelerate their READING STAAR Progress Measure will be 70% by 2024.

- **2023 READING Data Points (4th-6th)**

In Grades 4th-6th, grade levels on NWEA Reading that met or exceeded their individual growth goals are: 4th (58%), 5th (55%), 5th Newcomer (39%), 6th (54%) and 6th Newcomer (67%). The percentage of 4th-6th grade students who meet or accelerate their READING STAAR Progress Measure are: 4th (68%), 5th (56%), 5th Newcomer (77%), 6th (69%) for a campus average of 68%. In some areas NWEA MAP growth progresses do not align with STAAR measures of progress.

- The percentage of 4th-8th grade students who meet or exceed their MATH STAAR Progress Measure will be 70% by 2024.

- **2023 MATH Data Points (4th-6th)**

In Grades 4th-6th, grade levels on NWEA Math that met or exceeded their individual growth goals are: 4th (58%), 5th (55%), 5th Newcomer (39%), 6th (54%) and 6th Newcomer (55%). The percentage of 4th-6th grade students who meet or accelerate their Math STAAR Progress Measure are: 4th (84%), 5th (40%), 5th Newcomer (77%), 6th (79%) for a campus average of 67%. In some areas NWEA MAP growth progresses do not align with STAAR measures of progress.

TELPAS Composite Rating	2024	2023	2022	2021	2020 (COVID)	2019
0	0	0	0	1	0	0
1	72	44	0	0	0	0
2	49	56	3	2	0	2
3	17	15	4	7	0	4
4	3	1	1	0	0	0
Total Tests	141	116	8	10	0	6

TELPAS Data Points

Anson Jones added the 5th and 6th grade Newcomer (first and second year in the United States schools) in August 2022. The Newcomer population continued to increase rapidly. The total Newcomer student population this year is 150+ which is more than 32% of our student population.

Student Learning Strengths

STAAR data shows the following strengths for Jones:

- 5th Grade Reading: Jones students' Meets performance distribution was only 2% below the District and Region 18, while being only 1% below the State.
- 5th Grade Spanish Reading: Jones students' Meets/Masters performance distribution was only 3% below Region 18.
- 4th Grade Math: Jones students' Masters performance distribution was 1% below the District and State and 5% above Region 18.
- 5th Grade Spanish Math: Jones students' Masters performance distribution was equal to the District, 2% above Region 18, and 3% above State.
- 5th Grade Spanish Science: Jones students' Meets/Masters performance distribution was 2% above the District, 6% above Region 18, and 5% above State.

NWEA MAP Growth data shows the following strengths for Jones:

- 2nd Grade Math: 67% of students meet or exceeded their projected growth goals.
- 4th Grade Math: 83% of students meet or exceeded their projected growth goals.
- 6th Grade Math: 67% of students meet or exceeded their projected growth goals.
- 1st Grade Reading: 65% of students meet or exceeded their projected growth goals.
- 6th Grade Newcomers Reading: 67% of students meet or exceeded their projected growth goals.

Pre-Kindergarten CLI data shows the following strengths for Jones:

- LEAP 3: 88% of students are on track in Phonological Awareness and 94% are on track in Math.
- LEAP 4: 94% of students are on track in Math.
- Pre-Kindergarten: 95% of students are on track in Phonological Awareness and 100% are on track in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR.

Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 2 (Prioritized): 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR.

Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 3 (Prioritized): 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS.

Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.

Problem Statement 4 (Prioritized): Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%.

Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 5 (Prioritized): Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%.

Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

School Processes & Programs

School Processes & Programs Summary

The Jones Leadership Team is comprised of the Principal, Assistant Principal, Counselor, 4 Multi-Classroom Leaders, 1 Primary teacher, 1 Specials teacher, and 1 Special Education teacher. All members of the Leadership Team are trained in Texas Behavioral Threat Assessment. Jones is an Opportunity Culture (OC) campus that has four Multi-Classroom Leaders (MCL) supported with two Reach Associates and two Teacher Residents. Our MCLs support Jones with a team effort to provide new teachers and teachers in need with professional and targeted support in lesson planning, classroom instruction and data driven instruction. Support includes opportunities to observe exemplars, consultant, district and campus coaching with feedback and action steps. Professional development is designed to assist campus staff in identified areas of need including MTSS/PBIS, SPED/504 accommodations and modifications, dyslexia identification, TTESS, STAAR and assessments.

Jones Elementary held Family Engagement events such as Meet the Teacher, BINGO night, Open House, Book Fair, Mathquerade, Hispanic Cultural Awareness Day, Fall Carnival, Family Reading night, Grade level musicals, Parent/Teacher conferences and Field Day which included curriculum aides and parent education along with fun activities. Communication efforts added in 2023-2024 include an active Facebook page, Campus and Teacher DOJO posts of classroom activities, and a Weekly Newsletter emailed to parents and staff from the principal. Community partners are an integral part of Jones Elementary. St. Paul's Methodist Church continued their food program partnership and Seven Ministries provided backpacks and clothing. St. Paul's Methodist Church also provided coats for students. Jones received several donations of goods and services for HEB and NAACP.

The PTA, with very few active members, had a positive impact on the campus. They organized several events including fund raisers, book fair, snack days and the assisted teachers whenever requested. They also ordered, sold, and distributed school t-shirts for the students, parents, and staff at the beginning of the year. Through the K-12 Survey, parents feel that teachers set high expectations and explain expectations to students, yet would like to better informed of their child's academic progress and communication of information and materials of how to help their student at home. Parents would also like to see a wider variety of coursework and extracurricular activities offered.

School Processes & Programs Strengths

Jones' involvement in the Opportunity Culture program provides a strong basis of growth for teachers. Having Multi-Classroom Leaders assist in lesson planning, data disaggregation, and coaching other teachers to their potential has improved instruction, intervention, and student outcomes. It has also encouraged uncertified staff to continue their degrees and in becoming certified teachers.

According to the K-12 Quality Survey: 86% of Parents/Guardians believe that Jones is a supportive place for students to learn and 94% feel that they can easily contact teacher/school staff members for information and questions about their children.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to K-12 Survey, parents and students do not feel the campus offers a variety of courses and extracurricular activities.

Root Cause: Jones does not offer a variety of courses or extracurricular activities as choice or secondary schools.

Problem Statement 2: According to K-12 Survey, parents do not feel that they regularly receive information and materials to help their children at home.

Root Cause: Jones needs to develop a system of sharing information and materials with parents to support student academic growth at home throughout the school year and monitor this system for success.

Perceptions

Perceptions Summary

Surveys were administered to parents, students, and staff.

90% of Secondary students felt that teachers set high expectations for all students. 88% said that school is an inviting and supportive place for students to learn and there is a teacher, counselor, or other staff member to whom they can go to for help with a school problem. 86% feel that they can easily talk to teacher and other staff with information and questions. Secondary students' low ranking areas where they strongly disagree or disagreed with the statement were: 18% school offers a variety of courses and extracurricular activities and 25% students treat each other with respect.

99% of Elementary students felt that teacher expect them to do their very best or put forth their best effort and teachers help understand how to do the work, while 97% feel that their teacher genuinely cares about them. Elementary students' lowest ranking items were: 77% felt that they have at least one friend at school and 81% feel that their schoolwork is challenging most of the time.

Campus-based staff's highest ranking statements were: 100% students in this school receive support that addresses their individual needs and the principal and/or assistant principal clearly communicates the school's goals for the upcoming school year. 97% shared that they believe that the school is a supportive place for students to learn and there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. On the survey, the staff's lowest-ranking items were: 13% this school has zero tolerance for bullying and/or bully-like behavior and staff members treat students with respect. 20% strongly disagree/disagree that discipline is enforced fairly for all students.

Parents/Guardians lowest ranking areas where they strongly disagree or disagreed with survey statements included: 22% discipline is enforced fairly for all students and teachers keep me informed of my child's academic progress, 25% students treat each other with respect and students in this school receive support that addresses their individual needs, and 28% school offers a variety of courses and extracurricular activities. Parents' highest ranking areas included: 97% this school is clean and well maintained, 88% teachers set high expectations for all students, this school is a supportive place for students to learn, and this school is welcoming to families, and 87% this school informs families about school-sponsored activities, such as tutoring, after-school programs, and student performances.

Perceptions Strengths

Most of the Jones Elementary community feel that Jones is a safe supportive environment with teachers who genuinely care for the students. They feel that there is a staff member who is willing to help students with problems. Stakeholders feel welcome in the school and are aware of the monthly activities for families to come to the campus for learning and fun activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and staff do not feel that discipline is enforced fairly for all students.

Root Cause: Jones needs to develop a tiered system of discipline infractions and consequences along with clearly communicate this system and expectations to students, parents, and staff.

Problem Statement 2 (Prioritized): Students, parents, and staff report that students do not treating each other with respect.

Root Cause: Jones need to establish clear expectations and systems for student behavior through a MTSS/PBIS system of restorative actions and consequences and rewards that focus on modeling and teaching of community respect.

Priority Problem Statements

Problem Statement 1: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR.

Root Cause 1: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR.

Root Cause 2: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS.

Root Cause 3: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%.

Root Cause 4: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%.

Root Cause 5: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students, parents, and staff report that students do not treating each other with respect.

Root Cause 6: Jones need to establish clear expectations and systems for student behavior through a MTSS/PBIS system of restorative actions and consequences and rewards that focus on modeling and teaching of community respect.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parent and staff do not feel that discipline is enforced fairly for all students.

Root Cause 7: Jones needs to develop a tiered system of discipline infractions and consequences along with clearly communicate this system and expectations to students, parents, and staff.

Problem Statement 7 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Board Goal: 1




The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.







Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.








Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 89% by 2025.

Evaluation Data Sources: CLI

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: According to End-of-Year CLI data, 88% of Pre-K students will be on track to develop understanding on standards-based phonological awareness assessments. Staff Responsible for Monitoring: PK Teachers & Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions. Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: According to End-of-Year CLI data, 88% of Pre-K students will be on track to develop understanding on standards-based phonological awareness assessments. Staff Responsible for Monitoring: PK Teachers & Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	
Strategy 3 Details		Reviews			
Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: According to End-of-Year CLI data, 88% of Pre-K students will be on track to develop understanding on standards-based phonological awareness assessments. Staff Responsible for Monitoring: PK Teachers & Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.




Goal 1: Board Goal: 1







The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.




Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.





Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 49% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 60% of K-2 students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 2024.</p> <p>Staff Responsible for Monitoring: Teachers, MCL, & Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: Expected result: Leadership will be able to effectively monitor student progress and intervene when necessary. Impact: 60% of K-2 students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 2024.</p> <p>Staff Responsible for Monitoring: Teachers, MCL & Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Accomplished</p>	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 60% of K-2 students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 2024.</p> <p>Staff Responsible for Monitoring: Teachers, MCL, & Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Some Progress</p>	 <p>Considerable</p>	

Strategy 4 Details		Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.











Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 56% to 70% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Staff Responsible for Monitoring: : Instructional Coach, MCLs, & Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Staff Responsible for Monitoring: MCLs & Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.

Student Learning




Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.







Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.








Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.

Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 35% to 63% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 40% of grade 3 students will score at meets grade level or above on reading STAAR in spring 2025.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, MCLs, & Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 4</p>	 Some Progress	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 40% of grade 3 students will score at meets grade level or above on reading STAAR in spring 2025</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 40% of grade 3 students will score at meets grade level or above on reading STAAR in spring 2025</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.




Goal 2: Board Goal: 2







The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.








Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 43% by 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 96% of PreK students will be on track to developing understanding on math standards-based assessment by May 2024. Staff Responsible for Monitoring: PK Teachers, Math Strategist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 96% of PreK students will be on track to developing understanding on math standards-based assessment by May 2024</p> <p>Staff Responsible for Monitoring: PK Teachers, Math Strategist, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 96% of PreK students will be on track to developing understanding on math standards-based assessment by May 2024.</p> <p>Staff Responsible for Monitoring: PK Teachers, Math Strategist, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:




Student Learning
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.







Goal 2: Board Goal: 2
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.








Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 43% by 2025.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 51% to 56% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 60% of K-2 students will meet their individual growth goals in math as measured by NWEA MAP by the end of school year 2024.</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: Expected result: Leadership will be able to effectively monitor student progress and intervene when necessary. Impact: 60% of K-2 students will meet their individual growth goals in math as measured by NWEA MAP by the end of school year 2024</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Accomplished</p>	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 60% of K-2 students will meet their individual growth goals in math as measured by NWEA MAP by the end of school year 2024.</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>	

Strategy 4 Details		Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.




Goal 2: Board Goal: 2







The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.








Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 43% by 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 34% to 63% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 30% of grade 3 students will have STAAR projected proficiency at Meets and Masters, as measured by the winter NWEA MAP math assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	 Some Progress	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 30% of grade 3 students will have STAAR projected proficiency at Meets and Masters, as measured by the winter NWEA MAP math assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Accomplished	
Strategy 3 Details		Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: 30% of grade 3 students will have STAAR projected proficiency at Meets and Masters, as measured by the winter NWEA MAP math assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Goal 3: Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.




Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 46% to 59% by 2025.







Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 51% to 71% by 2025.




GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 48% to 71% by 2025.





GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 71% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus.</p> <p>Impact: 60% of 4th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP 60% of 5th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP 60% of 6th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	 Some Progress	 Some Progress	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus.</p> <p>Impact: 60% of 4th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP 60% of 5th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP 60% of 6th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus.</p> <p>Impact: 60% of 4th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP 60% of 5th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP 60% of 6th grade students will meet or exceed their Reading annual growth goals on End-of Year NWEA MAP</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Goal 4: Board Goal : 4

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2025.




Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 57% to 65% by 2025.







Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 55% to 71% by 2025.




GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 36% to 71% by 2025.





GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 58% to 71% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus.</p> <p>Impact: 85% of 4th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP 50% of 5th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP 70% of 6th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	 Some Progress	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data, specifically tracking student specific goals , in order to make data informed decisions.</p> <p>Strategy's Expected Result/Impact: Expected results: Effective, high-quality instruction will take place in every classroom on campus.</p> <p>Impact: 85% of 4th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP 50% of 5th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP 70% of 6th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly.</p> <p>Impact: 85% of 4th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP 50% of 5th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP 70% of 6th grade students will meet or exceed their Math annual growth goals on End-of Year NWEA MAP</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
Strategy 4: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue




Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.




Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.





Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers will attend District calendar planned professional development as well as campus supported professional development focusing on the implementation of High Quality Instructional Material internalization of lesson planning, formative assessments, district and state assessments.</p> <p>Strategy's Expected Result/Impact: Expected Results: Using the PLC process, teachers will use dedicated time to plan internalized lessons and apply learned professional development strategies. Impact:</p> <p>Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Develop campus UIL A+ Academics program for Grade 2-8 to encourage students to develop skills, knowledge, and confidence in various academic areas while also providing opportunities for competition and recognition. Strategy's Expected Result/Impact: Expected Results: Through the A+ Academics program students will develop skills, knowledge, and confidence in various academic areas. Impact: Increase measures in student achievement. Staff Responsible for Monitoring: A+ Campus Coordinator, A+ Coaches, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Accomplished	
Strategy 3 Details		Reviews			
Strategy 3: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, Math Strategist, MCLs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Jones will track and monitor campus attendance in order to provide attendance incentives and, if needed, intervention plans for attendance improvement for families in need. Strategy's Expected Result/Impact: Expected Results: Jones students attendance will improve in turn increasing students' learning. Impact: Jones' attendance rate will increase; along with student achievement. Staff Responsible for Monitoring: Attendance Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Accomplished	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:




Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.




Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.





Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Expected result: Teachers will work collaboratively to develop quality lesson plans, assessments, and interventions/enrichment. Impact: Increase measures for student achievement throughout the academic school year; along with PLC Rubric scorecard improvements.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, and tiered small group instruction). Strategy's Expected Result/Impact: Expected results: Increased student experience and achievement. Impact: Students identified through data protocols will be served through campus wide system of intervention to support their identified needs. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details		Reviews			
Strategy 1: Jones Elementary will have a safe and positive school environment by the posting, implementation and practicing of school-wide expectations in all areas of the building as designed in accordance with the Positive Behavioral System and Social- Emotional Learning. Strategy's Expected Result/Impact: Expected Result: Through classroom presentations and practice, students will demonstrate positive behavior resulting in a safe and orderly learning environment. Impact: Jones culture will embed positive expectations and increase opportunities for effective, well-rounded instruction. Staff Responsible for Monitoring: MTSS/PBIS Committee Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1, 2		Formative			Summative
		Nov	Feb	Apr	June
		<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Parent and staff do not feel that discipline is enforced fairly for all students. Root Cause: Jones needs to develop a tiered system of discipline infractions and consequences along with clearly communicate this system and expectations to students, parents, and staff.




Perceptions




Problem Statement 2: Students, parents, and staff report that students do not treating each other with respect. Root Cause: Jones need to establish clear expectations and systems for student behavior through a MTSS/PBIS system of restorative actions and consequences and rewards that focus on modeling and teaching of community respect.
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Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority
Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Jones Elementary will fulfill all requirements and documentation for safety audits and safety drills to be prepared for multiple safety scenarios.</p> <p>Strategy's Expected Result/Impact: Expected Result: Jones students and staff will practice proper procedures and protocols for emergency situations. Impact: Jones students and staff will be prepared for emergency situations.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1, 2</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Jones Elementary will create a behavioral threat assessment team to identify and monitor individuals who may pose a threat and provide interventions before a violent incident occurs. Strategy's Expected Result/Impact: Expected Results: Leadership team will assess and monitor individuals for possible threats. Impact: Individuals provided interventions as needed. Staff Responsible for Monitoring: Leadership Team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Parent and staff do not feel that discipline is enforced fairly for all students. Root Cause: Jones needs to develop a tiered system of discipline infractions and consequences along with clearly communicate this system and expectations to students, parents, and staff.
Problem Statement 2: Students, parents, and staff report that students do not treating each other with respect. Root Cause: Jones need to establish clear expectations and systems for student behavior through a MTSS/PBIS system of restorative actions and consequences and rewards that focus on modeling and teaching of community respect.

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders implement targeted and personalized strategies to retain high-performing staff, including inviting staff members to participate in the interview process.</p> <p>Strategy's Expected Result/Impact: Expected Results: teachers help with the hiring process of their colleagues Impact: teachers have a vested interest in their colleagues success therefore increasing student achievement and campus culture.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.6</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: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: New hires have strong, supported teacher mentors trained in research based student instructional strategies, adult learning facilitation and team dynamics.</p> <p>Strategy's Expected Result/Impact: Expected Results: New hires have a specific person on campus to support their on-boarding and learning of new systems and curriculum resources.</p> <p>Staff Responsible for Monitoring: Campus Mentors, Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. **Root Cause:** Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.








Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Administration increases opportunities for the development and improvement of campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teachers improve their understanding of the art of teaching and efficacy of lesson planning, implementation, and analysis cycle. Impact: Increased measures of teacher positive responses on K12 surveys and staff retention.</p> <p>Staff Responsible for Monitoring: Opportunity Culture campus personnel, Math Strategist, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	 Some Progress	 Considerable	 Accomplished	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.</p> <p>Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.</p>

Student Learning

Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. **Root Cause:** Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.




Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.




Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. **Root Cause:** Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.





Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
Strategy 1: Grade Levels present parent meetings in order to explain expectations for learning, collaborative opportunities,instructional practices and school policies which are consistently implemented with fidelity. Strategy's Expected Result/Impact: Expected Results: Increased parental awareness of expectations for learning, collaborative opportunities,instructional practices and school policies Impact: Increased communication practices and promotion of culture of collaboration and openness on K12 surveys. Staff Responsible for Monitoring: Teacher, Administration Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: The campus principal will publish a weekly newsletter sharing campus information, upcoming events, celebrations, etc. and host a monthly event in which parent and community involvement is welcomed. Strategy's Expected Result/Impact: Expected Results: Increased parental awareness of expectations for learning, collaborative opportunities, instructional practices and school policies Impact: Increased communication practices and promotion of culture of collaboration and openness on K12 surveys. Staff Responsible for Monitoring: Administration Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Perceptions
Problem Statement 1: Parent and staff do not feel that discipline is enforced fairly for all students. Root Cause: Jones needs to develop a tiered system of discipline infractions and consequences along with clearly communicate this system and expectations to students, parents, and staff.




Perceptions







Problem Statement 2: Students, parents, and staff report that students do not treating each other with respect. Root Cause: Jones need to establish clear expectations and systems for student behavior through a MTSS/PBIS system of restorative actions and consequences and rewards that focus on modeling and teaching of community respect.
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Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.





Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: K12 climate surveys are administered and include student, staff, and families' responses around key climate indicators.</p> <p>Strategy's Expected Result/Impact: Expected Results: Input from key stakeholders to recognize and identify positive and negative aspects of Jones. Impact: Specific areas will be identified to recognize and grow upon from the K12 Surveys.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
<p>Strategy 2: The Parent Liaison will plan family involvement activities, including conferences, Title 1 parent engagement night, Parent Compact, parent trainings, and support for EB families.</p> <p>Strategy's Expected Result/Impact: Expected Results: Parents will attend planned activities learning information on support for student behavior and academics. Impact: Increased input and performance measures on K12 Survey.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p> <p>Funding Sources: - 211 Title 1 - \$1,183</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly family activities planned include grade level expectations, student goals, conferences, Title 1 parent engagement and compact, training and support.</p> <p>Strategy's Expected Result/Impact: Expected Results: Parents will be engaged in the learning process and expectations for their students and feel part of their educational experience. Impact: Increased positive perceptions of all stakeholders on K12 Surveys.</p> <p>Staff Responsible for Monitoring: Teachers, Parent Liaison, Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 4 Details		Reviews			
Strategy 4: Academic focused monthly family activities will include Fall Festival, Math Night, Reading Night, National Hispanic Culture Celebration, grade level music performances and Science Night, with strategies provided for parents to use at home. Strategy's Expected Result/Impact: Expected Results: Family activities will inform the parents about their students' learning environment and strategies to help their students be more successful and enjoy school. Impact: Increased positive perceptions of all stakeholders on K12 Surveys. Staff Responsible for Monitoring: Teachers, Parent Liaison, Administration Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 48% of 3rd-6th Grade students scored Did Not Meet on the Reading STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 2: 56% of 3rd-6th Grade students scored Did Not Meet on the Math STAAR. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 3: 72 Emergent Bilingual students scored as Beginner (1) on the Composite Rating on TELPAS. Root Cause: Jones needs a systematic plan of focus for English Language Development for our identified Emergent Bilingual students.
Problem Statement 4: Jones grades Kindergarten-Sixth Grade NWEA Reading percentage of students that met their growth goals is below 54%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Problem Statement 5: Jones grades Kindergarten-Sixth Grade NWEA Math percentage of students that met their growth goals is below 53%. Root Cause: Jones needs a systematic plan of focus on High Quality Instructional Materials for Tier 1 instruction and data analysis processes while developing systematic interventions based on student data throughout the school year.
Perceptions
Problem Statement 1: Parent and staff do not feel that discipline is enforced fairly for all students. Root Cause: Jones needs to develop a tiered system of discipline infractions and consequences along with clearly communicate this system and expectations to students, parents, and staff.

Perceptions
Problem Statement 2: Students, parents, and staff report that students do not treating each other with respect. Root Cause: Jones need to establish clear expectations and systems for student behavior through a MTSS/PBIS system of restorative actions and consequences and rewards that focus on modeling and teaching of community respect.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	2			\$1,183.00
Sub-Total					\$1,183.00
Budgeted Fund Source Amount					\$80,210.00
+/- Difference					\$79,027.00
Grand Total Budgeted					\$80,210.00
Grand Total Spent					\$1,183.00
+/- Difference					\$79,027.00