

**Midland Independent School District**  
**Jones Elementary**  
**2025-2026 Campus Improvement Plan**



# 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

Revised/Approved: June 5, 2025

## 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 2024-2025 Fall PEIMS enrollment was 483 students. Student Profiles as listed in OnData Suite:

- Gender: Female=237 (49.07%), Male=246 (50.93%)
- Ethnicity/Race: Hispanic-Latino=368 (76.19%), American Indian/Alaskan Native=1 (0.21%), Asian=15 (3.11%), Black-African American=14 (2.90%), White=77 (15.94%), and Two or More Races=8 (1.66%)
- Student Indicators: Dyslexia=19 (3.93%), Gifted and Talented=1 (0.21%), Section 504=8 (1.66%), Special Education=82 (16.98%), Emergent Bilingual=163 (33.75%), Bilingual=124 (25.67%), ESL=36 (7.45%), At-Risk=316 (65.42%), Immigrant=27 (5.59%), Military Connected=5 (1.04%), Transfer In Students=4 (0.83%), Economically Disadvantage=376 (77.85%), Homeless=17 (3.52%)

Staff: 2024-2025= 5 Associate Teachers, 6 District of Innovation teachers, 28 certified teachers, 15 Teacher Assistants, 2 Reach Associates; 4 African American-Black, 28 Hispanic-Latino, 24 White

Attendance: 93.1%

Attendance Year	Refined Total
2025	93.7%
2024	93.1%
2023	93.2%
2022	91.0%
2021 (COVID-19 Remote)	92.9%
2020	93.6%

Discipline: 67 incidents with 33 removals total; removals by Special Population= 12 Special Education, 3 ESL, 1 Section 504, 15 at-Risk; 23 Economically

Disadvantage; 18 Hispanic-Latino, 1 Black-African American, 3 Two or More Races, 6 White; 23 Male, 5 Female

Discipline Summary	Total Actions	Total Students	Total Percent
2025	67	28	5.33%
2024	77	33	6.30%
2023	69	29	5.23%
2022	34	18	4.88%
2021	20	12	3.23%
2020	65	27	6.19%

### Demographics Strengths

Our staff diversity is a cornerstone of our educational environment, reflecting and supporting our student population. By having a teaching staff that mirrors the cultural, linguistic, and socio-economic backgrounds of our students, we are better equipped to understand and meet their unique needs. This diversity fosters an inclusive atmosphere where all students feel seen, heard, and valued, which is essential for their academic and personal growth.

At Jones, we are proud that more than half of our teaching staff possess a growth mindset. This approach to teaching and learning emphasizes the belief that abilities and intelligence can be developed through dedication and hard work. Our educators are committed to fostering a love of learning and resilience in our students, encouraging them to embrace challenges, learn from feedback, and persist in the face of setbacks. This mindset not only enhances student achievement but also prepares them for lifelong learning and success.

Our school maintains a commendable record in student discipline, with only 5.79% of the student population requiring disciplinary actions. This low percentage is indicative of the positive school culture we have cultivated, where respect, responsibility, and community are at the forefront. Our proactive approach to discipline focuses on teaching students self-regulation and conflict resolution skills, which contributes to a safe and supportive learning environment for all.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 2:** Jones special education population of Resource students, Behavior Support Continuum (BSC) and At-Risk students increases the need for highly qualified 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 Associate Teachers, DOI (District of Innovation) teachers, and new 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 3 (Prioritized):** Jones's 2024-2025 At-Risk population was 65.42%.

**Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

# Student Learning

## Student Learning Summary

Historical Data:

Our goal by the end of 2025 was that the percentage of Pre-Kinder students on track to develop understanding on a standards-based phonological awareness assessment will be 87% or above.

We only met the target in one PK classroom.

Pre-Kindergarten CLI End-of-Year 2024-2025	Phonological Awareness
LEAP 3	50%
LEAP 4	92%
Pre-Kindergarten	85%
Bilingual Pre-Kindergarten	82%
Campus Total	76%

Our goal by the end of 2025, was that 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 61%. None of our grade levels met the target.

Reading NWEA MAP Growth 2024-2025	Number of Students with Growth Projections	Number of Student Who Met Their Growth Projections	Percent
Kindergarten	37	19	51%
First Grade	55	21	38%
Second Grade	57	24	42%
Campus Total	149	64	44%

Our goal by the end of 2025 was that 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%. None of our grade level met the target.

mCLASS Assessment (Bilingual student are not tested)	Number of Students On or Above Grade Level	Percent
Kindergarten	26/38	68%
First Grade	29/56	52%
Second Grade	18/37	49%
Campus Total	73/131	56%

Our 2025 goal was that 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%. 19% of our 3rd grade students met the target.

Reading STAAR 3rd Grade Academic Performance	2025	2024	2023
Did Not Meet	27=47%	16=36%	21=54%
Approaches	20=34%	20=44%	11=28%
Meets	9=16%	8=18%	6=15%

Reading STAAR 3rd Grade Academic Performance	2025	2024	2023
Masters	2=3%	1=2%	1=3%
Total Tested	58	45	39

Our goal for the end of 2025 was that the percentage of Pre-Kindergarten students on track to develop understanding on a math standards-based math assessment will be 92% or above. Three of our PK classrooms met the target.

Pre-Kindergarten CLI End-of-Year 2023-2024	Overall Math
LEAP 3	56%
LEAP 4	92%
Pre-Kindergarten	100%
Bilingual Pre-Kindergarten	95%
Campus Total	85%

Our goal by the end of 2025 was that the percentage of Kinder-2<sup>nd</sup> grade students who meet or exceed their individual growth goals in math as measured by NWEA MAP will meet 56%. Only one of our grade levels met the target.

Math NWEA MAP Growth 2023-2024	Number of Students with Growth Projections	Number of Student Who Met Their Growth Projections	Percent
Kindergarten	59	40	68%
First Grade	72	37	51%
Second Grade	57	29	51%
Campus Total	188	106	53%

Our goal by the end of 2025 was that the percentage of 3<sup>rd</sup> grade students who demonstrate grade level mastery by scoring at the Meets Grade Level or above on STAAR aligned district math assessment would be at 40%. We did not meet the target.

3 <sup>rd</sup> Grade Math STAAR Academic Performance	2025	2024	2023
Did Not Meet	28=49%	27=60%	25=64%
Approaches	18=32%	11=24%	8=21%
Meets	9=16%	6=13%	4=10%
Masters	2=4%	1=2%	2=5%
Total Tested	57	45	39

Our goal by the end of 2025 was that the percentage of 4th-6th grade students who meet or accelerate their READING STAAR Progress Measure would be 70%. We did not meet our target.

2025 MET OR EXCEEDED	STAAR READING PROGRESS MEASURES
4 <sup>th</sup> Grade	45%
5 <sup>th</sup> Grade	26%
6 <sup>th</sup> Grade	41%

2025 MET OR EXCEEDED	STAAR READING PROGRESS MEASURES
Campus	37%

Our goal was that the percentage of 4th-6th grade students who meet or exceed their MATH STAAR Progress Measure will be 70% by 2025. We did not meet our target.

2025 MET OR EXCEEDED	STAAR MATH PROGRESS MEASURES
4 <sup>th</sup> Grade	62%
5 <sup>th</sup> Grade	21%
6 <sup>th</sup> Grade	38%
Campus	40%

### TELPAS Data Points

TELPAS Composite Rating	2025	2024	2023
0	0	0	0
1 Beginning	56=40%	72=51%	44=38%
2 Intermediate	52=37%	49=35%	56=48%
3 Advanced	24=17%	17=12%	15=13%
4 Advanced High	7=5%	3=2%	1=1%
Total Tests	139	141	116

In 2023 & 2024 Anson Jones served 4<sup>th</sup> & 5<sup>th</sup> Newcomer students (students in their first or second year in public schools in the United States). In 2025 Anson Jones became a campus serving Bilingual students in Pre-Kindergarten-Fourth Grade Dual Language classrooms and ESL (English as a Second Language) students in Fifth & Sixth Grade general education classrooms utilizing ESL strategies. 163 students=34% of our student demographic is identified as Emergent Bilingual (EB): 124 students=26% are served in Dual Language classrooms, 36 students=7% are served in ESL classrooms and 3 students=7% parents have denied services. Our percent of students increasing proficiency levels is trending positively.

### **Problem Statements Identifying Student Learning Needs**

**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:** 78% of Jones's Emergent Bilingual students scored as Beginner (1) or Intermediate (2) 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.

# School Processes & Programs

## School Processes & Programs Summary

The Jones Leadership Team is comprised of the Principal, Assistant Principal, Counselor, 2 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 2 Multi-Classroom Leaders (MCL) supported with two Reach Associates. 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 utilizing the Teach Like a Champion strategies. 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: Tier 1 instruction, SPED/504 accommodations and modifications, dyslexia identification, summative and formative assessments, MTSS/PBIS, and T-TESS.

Jones Elementary held Family Engagement events such as Meet the Teacher, BINGO night, Open House, Book Fair, Grade Level meetings, 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 2024-2025 include an active Facebook and Twitter 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. ATMOS Energy adopted the campus and provided additional resources to incentivize students' academic growth and attendance, along with donating a book vending machine. 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 also received several donations of goods and services from HEB, NAACP, United Supermarkets, Horace Mann, iHOP, Complex Community Credit Union, Urban Air, Fort Stockton Bank, Chick-Fil-A, Sonic, Panda Express, and Rope Youth.

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 be 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

At Jones Elementary, we take immense pride in fostering a safe and supportive environment for our students. The sense of security and encouragement that is our school culture is a testament to the collective efforts of our dedicated staff and the trust placed in us by our community. We are committed to maintaining this nurturing atmosphere where every student feels valued and protected, allowing them to thrive academically and socially.

Our teachers are the heart of our school, and their genuine care for our students is evident in their daily interactions. They go above and beyond to ensure that each child receives the attention and support they need to succeed. Our staff is always ready to assist students with any challenges they may face, providing guidance and solutions that help them overcome obstacles, build resilience, and become life-long learners.

We are also proud of the strong relationship we have with our stakeholders, who feel welcomed and engaged in our school community. Our monthly activities are designed to bring families onto our campus, offering opportunities for learning and enjoyment. These events not only strengthen the bond between home and school but also create a vibrant community spirit that enhances the educational experience for everyone involved.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** According to the K-12 Survey results, staff members feel that discipline is not fairly enforced for all students.

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

**Problem Statement 2 (Prioritized):** According to the K-12 Survey results, parents/guardians would like clearly explained learning standards and expectations, more frequent updates on their students' academic progress and information/materials to help their children at home.

**Root Cause:** Jones needs to calendar events and information sharing opportunities throughout the year to promote parent/guardian engagement with students' academic learning and progress.

**Problem Statement 3:** According to the K-12 Survey, parents/guardians, students, and staff would like more extracurricular opportunities.

**Root Cause:** Jones will utilize MISD's UIL A+ Academics to engage in extracurricular opportunities.

**Problem Statement 4 (Prioritized):** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

# Perceptions

## Perceptions Summary

As a school, we are proud to have received high rankings from parents/guardian and staff in several key areas. One of the most significant indicators of our success is the perception that our school is a safe and clean environment. This reflects our commitment to maintaining a safe and secure space where students can focus on their learning without concerns for their well-being. Additionally, our dedication to providing good customer service is evident in the positive feedback we have received. We strive to ensure that all interactions with our school community are handled with professionalism and care, fostering a welcoming atmosphere for everyone involved. Furthermore, the mutual respect among students, parents, and staff is a cornerstone of our school culture, and is seen as a strength in our community.

However, we acknowledge that there are areas where we need to improve, as indicated by the lower rankings from parents/guardians, students, and staff. One such area is the need to keep families better informed of their children's academic progress. We understand the importance of regular communication and are committed to enhancing our efforts to provide timely updates and feedback. Additionally, we recognize the necessity of supplying information and materials that can assist parents in supporting their children's learning at home or preparing them for the next grade level. Lastly, we have noted the feedback regarding the lack of variety of courses, programs, and extracurricular activities offered by our school.

## Perceptions Strengths

At our school, we take immense pride in fostering an environment where students feel supported and valued. It is heartening to know that students, parents, and staff alike recognize that there is always a staff member available to provide assistance, whether it be for academic support or addressing school or personal issues. This sense of accessibility and trust is fundamental to our community, ensuring that every student knows they have a reliable source of guidance and support.

Our teachers and staff are committed to maintaining a responsive, courteous, and helpful demeanor when addressing concerns raised by students and parents or guardians. This dedication to open communication and problem-solving is a cornerstone of our school's ethos, as we strive to create a collaborative and respectful atmosphere where all voices are heard and valued.

Furthermore, our focus on customer service underscores our commitment to excellence in all interactions within our school community. We understand the importance of providing a welcoming and efficient experience for everyone who engages with our school, and we continuously work to uphold the highest standards of service. This commitment ensures that our school remains a place where students, parents, and staff feel respected and supported at all times.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Need to keep families better informed of their children's academic progress.

**Root Cause:** Jones needs to establish and monitor systems that involve parents/guardians in updates of their children's academic progress throughout the school year.

**Problem Statement 2 (Prioritized):** Lack of variety of courses, programs, and extracurricular activities offered by our school.

**Root Cause:** Jones needs to put systems in place to design advertising, encourage involvement and volunteers with the UIL A+ Academics events.

**Problem Statement 3:** Additionally, we recognize the necessity of supplying information and materials that can assist parents in supporting their children's learning at home or preparing them for the next grade level.

**Root Cause:** Jones needs to establish and monitor systems that embed parent/guardian education revolving around how to support their children's learning at home, including preparation for the next grade level.

# Priority Problem Statements

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 1:** Non-certified teachers need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs

**Problem Statement 2:** Jones's 2024-2025 At-Risk population was 65.42%.

**Root Cause 2:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** According to the K-12 Survey results, parents/guardians would like clearly explained learning standards and expectations, more frequent updates on their students' academic progress and information/materials to help their children at home.

**Root Cause 3:** Jones needs to calendar events and information sharing opportunities throughout the year to promote parent/guardian engagement with students' academic learning and progress.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Need to keep families better informed of their children's academic progress.

**Root Cause 4:** Jones needs to establish and monitor systems that involve parents/guardians in updates of their children's academic progress throughout the school year.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Lack of variety of courses, programs, and extracurricular activities offered by our school.

**Root Cause 5:** Jones needs to put systems in place to design advertising, encourage involvement and volunteers with the UIL A+ Academics events.

**Problem Statement 5 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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 1:** The percentage of Pre-Kindergarten students performing at grade in ELAR will increase from 76% to 100% by 2026.

**HB3 Goal**

**Evaluation Data Sources:** CLI, classroom formative assessments, and 6- week data trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Kindergarten Teachers &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on lesson internalization and rehearsals; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every PK classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> PK Teachers &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

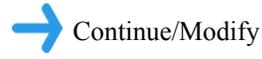
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for Pre-Kindergarten teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our identified Special Education and PK3.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Developmentally appropriate and high-quality instruction will take place in Pre-Kindergarten classroom on campus. Students who are identified as At-Risk, with a focus on Special Education and PK3, will have improved student outcomes. Impact: Through the Teacher Development Cycle, Tier 1 and 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> PK Teachers, Special Education Teachers and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Phonological Awareness for Pre-Kindergarten students, with a focus on our Special Education and PK3, improving proficiency from a baseline of 76% to 100%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every PK classroom on campus with student data being tracked for mastery, with a focus on students identified as Special Education and PK3. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> PK Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 2:** The percentage of Pre-Kindergarten students performing on-track to develop understanding in Math will increase from 85% to 100% by 2026.

**HB3 Goal**

**Evaluation Data Sources:** CLI, Classroom formative every 6-weeks, and progress trackers.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Kindergarten Teachers &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on lesson internalization and rehearsals; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Developmentally appropriate high-quality instruction will take place in every PK classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> PK Teachers &amp; Admin</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

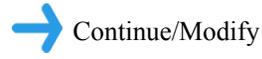
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for PK teachers on the implementation of developmentally appropriate Tier 1 instruction, including Teach Like a Champion strategies with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our identified Special Education and PK3.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every PK classroom on campus. Students who are identified as At-Risk, focused on Special Education and PK3, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1, 2 &amp; 3 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> PK Teachers, Special Education Teachers and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase mathematical understanding for Pre-Kindergarten student population, with a focus on our Special Education and PK3, improving proficiency from a baseline of 85% to 100%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Developmentally appropriate and high-quality instruction will take place in every PK classroom on campus with student populations tracked for mastery, focused on Special Education &amp; PK3 students. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> SPED Teachers, PK Teachers and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 3:** The percentage of Kindergarten students performing at grade level in ELAR will increase from 69% to 85% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mClass, formative and summative assessments, mastery trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten Teachers, MCL, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on lesson internalization and rehearsals; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every Kinder classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> Kindergarten Teachers, MCL, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for Kindergarten teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies and documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our identified Special Education and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every Kindergarten classroom on campus. Students who are identified as At-Risk, focus on Special Education and Hispanic, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> Kindergarten Teachers, Special Education Teachers, MCL and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Beginning Reading Skills and Phonics for Kindergarten students, with a focus on our Special Education and Hispanic students, improving proficiency from a baseline of 69% to 85%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every Kindergarten classroom on campus with students being tracked for daily mastery with a focus on Special Education and Hispanic students. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> Kindergarten Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 4:** The percentage of Kindergarten students performing at grade level in Math will increase from \_\_\_% to \_\_\_% by 2026 (waiting Beginning of Year Baseline data).

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** iReady, formative classroom assessment, progress monitoring data trackers based on mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten Teachers, MCL, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on lesson internalization and rehearsals; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every Kindergarten classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten Teachers, MCL, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

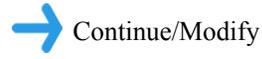
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for Kindergarten teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Special Education and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every Kindergarten classroom on campus. Students who are identified as At-Risk, focused on Special Education and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten Teachers, Special Education Teachers, MCL and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical understanding for Kindergarten students, with a focus on our Special Education and Hispanic students, improving proficiency from a baseline of % to % (awaiting Beginning of Year baseline data). This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every Kindergarten classroom on campus with students being tracked for daily mastery with a focus on Special Education and Hispanic students.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 5:** The percentage of 1st grade students performing at grade in ELAR will increase from 57% to 75% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mClass & formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1st grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 1st grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 1st grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

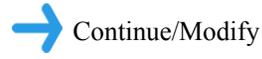
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 1st grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Special Education and Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 1st grade classroom on campus. Students who are identified as At-Risk, focused on Special Education and EB students, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> 1st grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Reading Skills and Comprehension for 1st grade students, with a focus on our Special Education and Emergent Bilingual students, improving proficiency from a baseline of 57% to 75%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 1st grade classroom on campus with students being tracked for daily mastery with a focus on Special Education and EB students. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> Dual Language Teachers, SPED Teachers, 1st grade Teachers and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5 Problem Statements:**

**Demographics**

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

**School Processes & Programs**

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 6:** The percentage of 1st grade students performing at grade level in Math will increase from \_\_\_% to \_\_\_% by 2026 (waiting Beginning of Year Baseline data).

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** iReady & formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1st grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 1st grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 1st grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

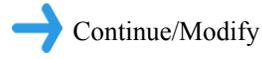
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 1st grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 1st grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 1st grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical understanding and basic computation for 1st grade students, with a focus on our Overall and Hispanic students, improving proficiency from a baseline of % to % (awaiting Beginning of Year baseline data). This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 1st classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 1st grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

**School Processes & Programs**

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 7:** The percentage of 2nd grade students performing at grade in ELAR will increase from 57% to 65% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mClass, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2nd grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 2nd grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 2nd grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

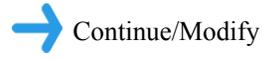
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 2nd grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 2nd grade classroom on campus. Students who are identified as At-Risk, focused on Overall and EB students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 2nd grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Reading Skills and Comprehension for 2nd grade students, with a focus on our Overall and Emergent Bilingual students, improving proficiency from a baseline of 57% to 65%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 2nd grade classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Emergent Bilingual.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Dual Language Teachers, SPED Teachers, 2nd grade Teachers and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 7 Problem Statements:**

**Demographics**

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

**School Processes & Programs**

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 8:** The percentage of 2nd grade students performing at grade level in Math will increase from \_\_\_% to \_\_\_% by 2026 (waiting Beginning of Year Baseline data).

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** iReady, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2nd grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 2nd Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 2nd grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 2nd grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 2nd grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical understanding and basic computation for 2nd grade students, with a focus on our Overall and Hispanic students, improving proficiency from a baseline of % to % (awaiting Beginning of Year baseline data). This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 1st classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 2nd grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 8 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 9:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 19% to 40% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3rd grade Teachers, MTRT &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on lesson internalization &amp; rehearsals; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 3rd grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade Teachers, MTRT &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

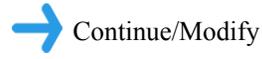
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 3rd grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 3rd grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> 3rd grade Teachers, MTRT and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Reading Comprehension for 3rd grade students, with a focus on our Overall &amp; Hispanic students, improving proficiency from a baseline of 19% to 40%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 3rd grade classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 3rd grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 9 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 10:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 20% to 42 % by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3rd grade Teachers, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 3rd grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade Teachers &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 3rd grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 3rd grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade Teachers and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical computations and problem-solving for 3rd grade students, with a focus on our Overall and Hispanic students, improving proficiency from a baseline of 20% to 42%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

## Performance Objective 10 Problem Statements:

### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 11:** The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 19% to 40% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 4th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and data desegregation; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 4th grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 4th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

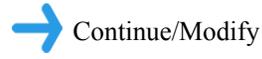
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 4th grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 4th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 4th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Reading comprehension and written responses for 4th grade students, with a focus on our Overall &amp; Hispanic students, improving proficiency from a baseline of 19% to 40%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 4th grade classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 4th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 11 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 12:** The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 20% to 40% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 4th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 4th grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 4th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

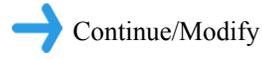
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 4th grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 4th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> 4th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical computations and problem-solving for 4th grade students, with a focus on our Overall and Hispanic students, improving proficiency from a baseline of 20% to 40%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 4th classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 4th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 12 Problem Statements:**

**Demographics**

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

**School Processes & Programs**

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 13:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 23% to 40% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 5th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and data desegregation; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 5th classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 5th grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 5th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Reading comprehension and written response for 5th grade students, with a focus on our Overall &amp; Hispanic students, improving proficiency from a baseline of 23% to 40%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 5th grade classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 13 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 14:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 31% to 50% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 5th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 5th grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

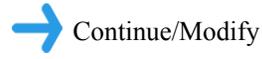
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 5th grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 5th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> 5th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical computations and problem-solving for 5th grade students, with a focus on our Overall and Hispanic students, improving proficiency from a baseline of 31% to 50%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 5th classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 5th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 14 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 15:** The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 16% to 35% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 5th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 5th grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 5th grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 5th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> 5th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of the 2026, we will increase the percentage of 5th grade students meeting or exceeding grade-level expectations on the Science STAAR assessment from 16% to 35%. This will be accomplished through the use of targeted instruction, hands-on lab investigations, data-driven small group interventions, and integration of TEKS-aligned resources. Progress will be monitored through common assessments and benchmark data to ensure students are on track for mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 5th grade classroom on campus with the overall student population be tracked for mastery. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 5th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 15 Problem Statements:**

### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 16:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 27% to 40% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 6th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and data desegregation; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 6th grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 6th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 6th grade grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 6th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes.</p> <p>Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 6th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Reading comprehension and written response for 6th grade students, with a focus on our Overall &amp; Hispanic students, improving proficiency from a baseline of 27% to 40%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 6th grade classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic.</p> <p>Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 6th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 16 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 17:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 24% to 40% by 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Benchmarks, formative assessments tracked for mastery

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 6th grade Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 6th grade classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 6th grade Teachers, MCLs, &amp; Campus Leadership</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct targeted professional development sessions for 6th grade teachers on the implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 interventions, ensuring they understand how to support At-Risk students effectively with a focus on our Overall and Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Effective, high-quality instruction will take place in every 6th grade classroom on campus. Students who are identified as At-Risk, focused on Overall and Hispanic students, will have improved student outcomes. Impact: Through the Teacher Development Cycle Tier 1 &amp; 2 instructional practices will improve which in turn will improve Tier 1 student outcomes. <b>Staff Responsible for Monitoring:</b> 6th grade Teachers, MCLs and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 2026, we will increase Mathematical computations and problem-solving for 6th grade students, with a focus on our Overall and Hispanic students, improving proficiency from a baseline of 24% to 40%. This will be achieved by implementing data-driven interventions tailored to student individual academic needs and developmentally appropriate practices. Support strategies will include the integration of Teach Like a Champion techniques and Tier 2 interventions aligned with disaggregated data and accommodations outlined in students' Individualized Education Plans (IEPs), where applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every 6th grade classroom on campus with student data being tracked for mastery, with a focus on students identified as Overall and Hispanic. Impact: Tier I instruction will improve campus wide in turn improving student outcomes. <b>Staff Responsible for Monitoring:</b> 6th grade Teachers, SPED Teachers, and Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 17 Problem Statements:

#### Demographics

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

#### School Processes & Programs

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 18:** By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. <b>Staff Responsible for Monitoring:</b> dyslexia teacher, teacher, and principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 1:** The percentage of campuses who score a B or higher in Domain 1 will increase from 54% to 70% by 2026.

**Evaluation Data Sources:** STAAR Accountability

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the frequency of academic progress updates to parents from once per semester to once per 6-week grading cycle, ensuring timely communication and greater parent engagement in student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Ensure 100% of teachers are trained on the system and expectations for consistent updates. Monitor parent feedback and engagement monthly to assess the effectiveness of the updates</p> <p>Impact: Students are more likely to receive consistent support at home, which can improve motivation, accountability, and overall academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, and Admin.</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Parent Engagement - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the average daily attendance rate from 93% to 96% by May 2026 by strengthening family engagement, recognizing good attendance, and supporting students with frequent absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Students will be more motivated to attend school regularly due to recognition programs and a positive school climate for students' increased instructional opportunities. Impact: Increased attendance means more instructional time, which directly contributes to improved performance on classroom assessments, standardized tests, and overall grades <b>Staff Responsible for Monitoring:</b> Teachers, Office Staff, Counselor, &amp; Admin.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will work with students to analyze prior STAAR and set growth targets by September 2025. On-going progress monitoring will be conducted with data-driven instruction and targeted interventions, with a focus on STAAR Accountability Domain 3: Closing the Gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: 4th-6th grade students will set individualized growth goals in Reading and Math aligned to STAAR performance levels, progressing to the next performance indicator (e.g., from Approaches to Meets, or Meets to Masters) based on STAAR results. Impact: By targeting growth to the next STAAR performance level, students will build stronger reading comprehension and math problem-solving skills, leading to improved academic outcomes. <b>Staff Responsible for Monitoring:</b> Teachers, MCLs, and Admin.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Opportunity Culture personnel - 211 Title 1, Opportunity Culture personnel - 199 Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

### School Processes & Programs

**Problem Statement 2:** According to the K-12 Survey results, parents/guardians would like clearly explained learning standards and expectations, more frequent updates on their students' academic progress and information/materials to help their children at home. **Root Cause:** Jones needs to calendar events and information sharing opportunities throughout the year to promote parent/guardian engagement with students' academic learning and progress.

### Perceptions

**Problem Statement 1:** Need to keep families better informed of their children's academic progress. **Root Cause:** Jones needs to establish and monitor systems that involve parents/guardians in updates of their children's academic progress throughout the school year.

**Goal 3:** Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

**Performance Objective 1:** By the end of 2026, 100% of students will participate in campus-wide College, Career, & Military Spirit Week activities, including themed dress up days and informational sessions, designed to increase awareness and engagement with college-, career-, and military readiness pathways.

**Evaluation Data Sources:** School events calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school counselor will organize and lead a Career, College, &amp; Military Spirit Week, engaging students in daily activities designed to highlight college-, career-, and military readiness including inviting speakers to come to school and share their stories and/or careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Students and families will engage in activities that highlight college-, career-, and military readiness. Impact: A school community culture that motivates students to pursue postsecondary success. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, and Admin.</p> <p><b>Title I:</b> 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students and teachers will wear college, career (business), or military spirit shirts weekly to foster a culture that recognizes and celebrates postsecondary opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> To build a school culture that encourages all students to set and pursue goals for college-, career-, or military readiness leading to increased successful postsecondary outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Admin.</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Enhance College, Career, and Military Readiness by integrating STEM instruction and experiences based on age-appropriate coding, robotics, and engineering design challenges into the elementary curriculum to foster critical thinking, problem-solving, and collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve students' collaboration, communication, problem-solving skills, and critical thinking skills leading to increased college, career, and military readiness.</p> <p><b>Staff Responsible for Monitoring:</b> STEM Teacher &amp; Admin</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Lack of variety of courses, programs, and extracurricular activities offered by our school. <b>Root Cause:</b> Jones needs to put systems in place to design advertising, encourage involvement and volunteers with the UIL A+ Academics events.</p>

**Goal 4:** Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 1:** The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 71% to 100% by the end of 2026.

**Evaluation Data Sources:** Texas Certification, Opportunity Culture, and MISD Mentor program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, MCLs, &amp; Campus Leadership will utilize effective PLC Models to plan, collaborate, rehearse lessons and desegregate data to improve instruction, focusing on rehearsals and desegregating data; SchoolMint tracking will be used and will be reviewed biweekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected results: Effective, high-quality instruction will take place in every classroom on campus. Impact: Tier I instruction will improve campus wide in turn improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, &amp; Admin.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 <b>Funding Sources:</b> - 211 Title 1, - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

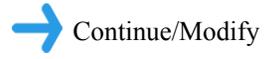
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop, deliver, and monitor targeted professional development that equips teaching staff with effective instructional practices drawn from Teach Like a Champion, including lesson internalization and teacher development cycle, to enhance classroom instruction and student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Teachers will implement core TLAC strategies with greater fidelity across classrooms, leading to more consistent and effective instructional practices Impact: TLAC strategies promote active participation, increased student voice, and stronger academic habits, which support deeper learning therefore students across performance levels, especially those who are struggling, will benefit from targeted instruction and responsive teaching strategies grounded in best practices.</p> <p><b>Staff Responsible for Monitoring:</b> MTRT, MCLs and Admin.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> - 211 Title 1, - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure teachers understand how to support At-Risk students effectively with a focus on our identified sub-populations and high focus group with rigorous Tier 1 instruction, along with Tier 2 interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Results: Create a targeted intervention and enrichment system that targets students, especially those identified as Hispanic &amp; High Focus (Accountability Domain 3), based on formative and summative assessments including academic monitoring of daily mastery, unit/scope assessments, benchmark data, and standardized results. Impact: Academic monitoring to provide immediate individualized intervention and/or enrichment to increase Tier 1 and Tier 2 instruction improving student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, and Admin.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> - 211 Title 1, - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

**Problem Statement 3:** Jones's 2024-2025 At-Risk population was 65.42%. **Root Cause:** Systems for implementing and monitoring the progress of At-Risk students were not implemented with fidelity. General education teachers, including Associate Teachers, DOI (District of Innovation) teachers, and new teachers need additional targeted training in the implementation and documentation of Tier 2 and Tier 3 interventions.

**School Processes & Programs**

**Problem Statement 4:** Thirty-two percent of the classroom teaching staff were 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 need quality training, planning, coaching and practice to prepare to deliver strong Tier I instruction using effective instructional and data analysis processes.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennyfer Delgado	Reach Associate	Opportunity Culture	

# Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Opportunity Culture personnel		\$0.00
1	3	2	Opportunity Culture personnel		\$0.00
1	4	1	Opportunity Culture personnel		\$0.00
1	4	2	Opportunity Culture personnel		\$0.00
1	5	1	Opportunity Culture personnel		\$0.00
1	5	2	Opportunity Culture personnel		\$0.00
1	6	1	Opportunity Culture personnel		\$0.00
1	6	2	Opportunity Culture personnel		\$0.00
1	7	1	Opportunity Culture personnel		\$0.00
1	7	2	Opportunity Culture personnel		\$0.00
1	8	1	Opportunity Culture personnel		\$0.00
1	8	2	Opportunity Culture personnel		\$0.00
1	9	1	Opportunity Culture personnel		\$0.00
1	9	2	Opportunity Culture personnel		\$0.00
1	10	1	Opportunity Culture personnel		\$0.00
1	10	2	Opportunity Culture personnel		\$0.00
1	11	1	Opportunity Culture personnel		\$0.00
1	11	2	Opportunity Culture personnel		\$0.00
1	12	1	Opportunity Culture personnel		\$0.00
1	12	2	Opportunity Culture personnel		\$0.00
1	13	1	Opportunity Culture personnel		\$0.00
1	13	2	Opportunity Culture personnel		\$0.00
1	14	1	Opportunity Culture personnel		\$0.00
1	14	2	Opportunity Culture personnel		\$0.00
1	15	1	Opportunity Culture personnel		\$0.00
1	15	2	Opportunity Culture personnel		\$0.00

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	16	1	Opportunity Culture personnel		\$0.00
1	16	2	Opportunity Culture personnel		\$0.00
1	17	1	Opportunity Culture personnel		\$0.00
1	17	2	Opportunity Culture personnel		\$0.00
2	1	1	Parent Engagement		\$0.00
2	1	3	Opportunity Culture personnel		\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Opportunity Culture personnel		\$0.00
1	3	2	Opportunity Culture personnel		\$0.00
1	4	1	Opportunity Culture personnel		\$0.00
1	4	2	Opportunity Culture personnel		\$0.00
1	5	1	Opportunity Culture personnel		\$0.00
1	5	2	Opportunity Culture personnel		\$0.00
1	6	1	Opportunity Culture personnel		\$0.00
1	6	2	Opportunity Culture personnel		\$0.00
1	7	1	Opportunity Culture personnel		\$0.00
1	7	2	Opportunity Culture personnel		\$0.00
1	8	1	Opportunity Culture personnel		\$0.00
1	8	2	Opportunity Culture personnel		\$0.00
1	9	1	Opportunity Culture personnel		\$0.00
1	9	2	Opportunity Culture personnel		\$0.00
1	10	1	Opportunity Culture personnel		\$0.00

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2	Opportunity Culture personnel		\$0.00
1	11	1	Opportunity Culture personnel		\$0.00
1	11	2	Opportunity Culture personnel		\$0.00
1	12	1	Opportunity Culture personnel		\$0.00
1	12	2	Opportunity Culture personnel		\$0.00
1	13	1	Opportunity Culture personnel		\$0.00
1	13	2	Opportunity Culture personnel		\$0.00
1	14	1	Opportunity Culture personnel		\$0.00
1	14	2	Opportunity Culture personnel		\$0.00
1	15	1	Opportunity Culture personnel		\$0.00
1	15	2	Opportunity Culture personnel		\$0.00
1	16	1	Opportunity Culture personnel		\$0.00
1	16	2	Opportunity Culture personnel		\$0.00
1	17	1	Opportunity Culture personnel		\$0.00
1	17	2	Opportunity Culture personnel		\$0.00
2	1	3	Opportunity Culture personnel		\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$0.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$0.00

# Policies, Procedures, and Requirements

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

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025