Fort Bend Independent School District

Ea Jones Elementary

2023-2024 Campus Improvement Plan

Mission Statement

E. A. Jones:

Empowering students with meaningful, social and academic experiences to support lifelong learners in a global world.

District: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

E. A. Jones:

E.A. Jones fosters a safe, loving, equitable environment with consistent practices and a collaborative community that supports learning.

District: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Core Beliefs

1. Core Belief: All students can reach their full potential.
Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved…
A. …through effective teachers that inspire learning.
Commitment: FBISD will recruit, develop and retain effective teachers.

B. …in a supportive climate and safe environment.
Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. …by empowered and effective leaders throughout the system.
Commitment: FBISD will provide and promote leadership development at all levels.

D. …in a well-functioning, high-performing community of learners.
Commitment: FBISD will be a collaborative, efficient and effective learning community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

E. A. Jones Elementary School services 479 students in grades Kindergarten through Fifth Grade. E. A. Jones Elementary School has programs for Gifted and Talented,VISTAS,Special Education, SAILS, ABC, Biliingual ECSE, Bilingual, and ESL students.

School Population (2022 - 2023 Fall PEIMS file loaded 01/22/2023)

	Count	Percent
Student Total	**479**	**100%**
Early Education Grade	1	0.21%
Kindergarten Grade	59	12.32%
1st Grade	59	12.32%
2nd Grade	87	18.16%
3rd Grade	71	14.82%
4th Grade	102	21.29%
5th Grade	100	20.88%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/22/2023)

	Count	Percent
Gender		
Female	244	50.94%
Male	235	49.06%
Ethnicity		
Hispanic-Latino	249	51.98%
Race		
American Indian - Alaskan Native	3	0.63%
Asian	11	2.30%
Black - African American	207	43.22%
Native Hawaiian - Pacific Islander	1	0.21%
White	3	0.63%
Two-or-More	5	1.04%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/22/2023)

	Count	Percent
Dyslexia	26	5.43%
Gifted and Talented	6	1.25%
Regional Day School Program for the Deaf	0	0.00%
Section 504	3	0.63%
Special Education (SPED)	94	19.62%
Bilingual/ESL		
Emergent Bilingual (EB)	189	39.46%
Bilingual	146	30.48%
English as a Second Language (ESL)	39	8.14%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	4	0.84%
Title I Part A		
Schoolwide Program	479	100.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/22/2023)

	Count	Percent
At-Risk	354	73.90%
Foster Care	2	0.42%
IEP Continuer	0	0.00%
Immigrant	14	2.92%
Intervention Indicator	7	1.46%
Migrant	0	0.00%
Military Connected	7	1.46%
Transfer In Students	1	0.2088%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	414	86.43%
Free Meals	361	75.37%
Reduced-Price Meals	37	7.72%
Other Economic Disadvantage	16	3.34%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	1.67%
Shelter	0	0.00%
Doubled Up	8	1.67%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.63%

Is Unaccompanied Youth	5	1.04%

Staff Information (2022 - 2023 Fall PEIMS file loaded 01/22/2023)

	Count	Percent
Administrative Support	16	22.86%
Teacher	44	62.86%
Educational Aide	10	14.29%
Auxiliary	0	0.00%

Special Education Services (2022 - 2023 Fall PEIMS file loaded 01/22/2023)

	Count	Percent
Primary Disabilities		
Orthopedic impairment	1	1.06%
Other health impairment	10	10.64%
Intellectual disability	13	13.83%
Emotional disturbance	3	3.19%
Learning disability	22	23.40%
Speech impairment	18	19.15%
Autism	27	28.72%
Instructional Settings		
Speech Therapy	12	12.77%
Mainstream	9	9.57%
Resource Room	48	51.06%
Self Contained	25	26.60%

Discipline Report 22-23

SchoolType	ACTION_DESC	ETHNICITY	COUNT_OF_DISTINCT_STUDENT
Elementary School	Res Bus Priv	2 or More Races	1
Elementary School	Confiscation	Black or African American	1
Elementary School	Contact w/Par	Black or African American	11
Elementary School	Detention	Black or African American	6
Elementary School	ISS	Black or African American	4
Elementary School	Lunch Det	Black or African American	2

SchoolType	ACTION_DESC	ETHNICITY	COUNT_OF_DISTINCT_STUDENT
Elementary School	OSS	Black or African American	3
Elementary School	Parent Conf	Black or African American	5
Elementary School	Res Bus Priv	Black or African American	5
Elementary School	Restorative Cir	Black or African American	3
Elementary School	S/B Strategies	Black or African American	4
Elementary School	Student Conf	Black or African American	27
Elementary School	Contact w/Par	Hispanic	3
Elementary School	ISS	Hispanic	1
Elementary School	Parent Conf	Hispanic	2
Elementary School	Restorative Con	Hispanic	1
Elementary School	Student Conf	Hispanic	4

Demographics Strengths

- Student attendance increased from 93% to 94%
- The attendance committe including the counselor and social worker helped to contribute to additional attendance interventions for students with a high number of absences.
- Weekly attendance student celebrations, monthly campus attendance parties, and attendance field trip supported the increase in attendance
- Low teacher and staff turn over
- Diverse faculty and staff
- Based on their performance, observation and commitment to the campus mission and goals, we align student needs to staff expertise.
- 1st year teachers were part of the TAPP program, and it was successful in aligning new teachers with veteran staff.
- 2 out of the 3 new teachers will return to Jones and are excited about remaining at Jones Elementary

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student behaviors did not align with 3 Bs which caused student academic achievement and behavior to be negatively impacted. **Root Cause:** The enforcement, documentation, and intervention of the behavior expectations (3B's) and communication among stakeholders (Teachers, Staff, & Parents) was inconsistent.

Problem Statement 2 (Prioritized): Students entering third grade are below grade level in Reading and Math. **Root Cause:** Students in Kinder, First Grade, and Second Grade have the lowest attendance percentage for the year in comparison to grades three through five.

Problem Statement 3 (Prioritized): The program enrollment data indicates a disparity in the number of students qualifying for GT/Vistas students at E. A. Jones Elementary. **Root Cause:** Teachers inconsistently plan enrichment interventions for students that perform above their peers.

Problem Statement 4: Based on TELPAS data there are more intermediate students in all components of language by the time they reach 3rd grade. **Root Cause:** Due to less use of a variety of sheltered instruction strategies during instruction, the foundational language skills of students are not developed nor sustained at the proper pace through content.

Student Learning

Student Learning Summary

Student Learning Summary

Students have shown growth on the Ren 360 Reading and Math assessments from the Beginning of the Year (BOY) to the Middle of the Year (MOY).

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Reading

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School	Date Range	Demographics
E A JONES E S	08/09/22–07/31/23	All Demographics

School

E A JONES E S

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
Grade	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	61	61	100%	0	0%	-	-	-	-	-	-
Grade 1	59	14	24%	45	76%	13	29%	69	32	71%	23
Grade 2	90	30	33%	60	67%	22	37%	73	38	63%	22
Grade 3	71	6	8%	65	92%	15	23%	71	50	77%	15
Grade 4	102	7	7%	95	93%	16	17%	75	79	83%	15
Grade 5	102	4	4%	98	96%	25	26%	65	73	74%	18
Summary	**477**	**120**	**25%**	**357**	**75%**	**91**	**25%**	**70**	**266**	**75%**	**18**

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RENAISSANCE

Consolidated Assessment Proficiency Report

Star Reading

Generated May 24, 2023

School	Date Range	Demographics
E A JONES E S	01/17/23–02/03/23	All Demographics

District

Fort Bend Independent School District

		Participation	Proficiency

Grade	# of Students	Not Tested		Tested		At/Above 35 PR			Below 35 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	67	56	84%	11	16%	8	73%	58	3	27%	3
Grade 1	62	20	32%	42	68%	22	52%	69	20	48%	9
Grade 2	97	32	33%	65	67%	41	63%	63	24	37%	13
Grade 3	75	12	16%	63	84%	30	48%	56	33	52%	10
Grade 4	103	11	11%	92	89%	34	37%	61	58	63%	13
Grade 5	106	8	8%	98	92%	43	44%	59	55	56%	12
Summary	**496**	**135**	**27%**	**361**	**73%**	**171**	**47%**	**61**	**190**	**53%**	**12**

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Reading:

At or above benchmark data - 22%% increase

RENAISSANCE®

Consolidated Assessment Proficiency Report

Star Math

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School	Date Range	Demographics
E A JONES E S	**08/09/22–07/31/23**	**All Demographics**

School

E A JONES E S

Grade	# of Students	Participation				Proficiency				
		Not Tested		Tested		At/Above 50 PR			Below 50 PR	
		Total	%	Total	%	Total	%	Avg	Total	%
Grade K	61	61	100%	0	0%	-	-	-	-	-
Grade 1	59	14	24%	45	76%	21	47%	72	24	53%
Grade 2	90	6	7%	84	93%	28	33%	72	56	67%
Grade 3	71	6	8%	65	92%	23	35%	70	42	65%

Grade 4	102	5	5%	97	95%	33	34%	67	64	66%
Grade 5	102	3	3%	99	97%	38	38%	71	61	62%
Summary	**477**	**93**	**19%**	**384**	**81%**	**141**	**37%**	**70**	**243**	**63%**

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RENAISSANCE®

Consolidated Assessment Proficiency Report

Star Math

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School: **EAJONESES** | Date Range: **01/17/23–02/03/23** | Demographics: **All Demographics**

District

Fort Bend Independent School District

		Participation				Proficiency				
		Not Tested		Tested		At/Above 35 PR			Below 35 PR	
Grade ▲	# of Students	Total	%	Total	%	Total	%	Avg	Total	%
Grade K	67	67	100%	0	0%	-	-	-	-	-
Grade 1	62	19	31%	43	69%	31	72%	68	12	28%
Grade 2	97	8	8%	89	92%	55	62%	67	34	38%
Grade 3	75	11	15%	64	85%	43	67%	66	21	33%
Grade 4	103	9	9%	94	91%	54	57%	65	40	43%
Grade 5	106	9	8%	97	92%	59	61%	67	38	39%
Summary	**496**	**119**	**24%**	**377**	**76%**	**237**	**63%**	**67**	**140**	**37%**

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Math:

At or above benchmark data - 26% increase

STAAR

STAAR - Campus Reading Results 3rd - 5th			
Reading 22-23	**Reading 21-22**	**Reading 20-21**	**Reading 18-19**
10% Masters	19% Masters	12% Masters	13% Masters
23% Meets	18% Meets	22% Meets	30% Meets
33% Approaches	25% Approaches	20% Approaches	20% Approaches
66% Approaches or higher	62% Approaches or higher	54% Approaches or higher	63% Approaches or higher

STAAR - Campus Math Results 3rd - 5th			
Math 22-23	**Math 21-22**	**Math 20-21**	**Math 18-19**
4% Masters	10% Masters	8% Masters	15% Masters
25% Meets	14% Meets	14% Meets	34% Meets
28% Approaches	30% Approaches	14% Approaches	16% Approaches
57% Approaches or higher	54% Approaches or higher	36% Approaches or higher	65% Approaches or higher

5th Grade Science STAAR Results			
Science 22-23	**Science 21-22**	**Science 20-21**	**Reading 18-19**
4% Masters	5% Masters	3% Masters	4% Masters
18% Meets	13% Meets	6% Meets	18% Meets
38% Approaches	22% Approaches	29% Approaches	23% Approaches
60% Approaches or higher	40% Approaches or higher	38% Approaches or higher	45% Approaches or higher

Student Learning Strengths

STAAR

Students percentage of Approaches or higher increased in Reading, Math, and Science for the 22-23 academic school year.

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Consolidated Assessment Proficiency Report

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School	Date Range	Demographics
E A JONES E S	**08/09/22–07/31/23**	**All Demographics**

School

E A JONES E S

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		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
Grade ▲	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	61	61	100%	0	0%	-	-	-	-	-	-
Grade 1	59	14	24%	45	76%	21	47%	72	24	53%	26
Grade 2	90	6	7%	84	93%	28	33%	72	56	67%	19
Grade 3	71	6	8%	65	92%	23	35%	70	42	65%	21
Grade 4	102	5	5%	97	95%	33	34%	67	64	66%	17
Grade 5	102	3	3%	99	97%	38	38%	71	61	62%	17
Summary	**477**	**93**	**19%**	**384**	**81%**	**141**	**37%**	**70**	**243**	**63%**	**19**

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RENAISSANCE

Consolidated Assessment Proficiency Report

Star Math

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School	Date Range	Demographics
E A JONES E S	**04/11/23–05/12/23**	**All Demographics**

District

Fort Bend Independent School District

		Participation				Proficiency					
		Not Tested		Tested		At/Above 35 PR			Below 35 PR		
Grade ▲	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	67	67	100%	0	0%	-	-	-	-	-	-
Grade 1	62	17	27%	45	73%	36	80%	65	9	20%	17

Grade 1	62	17	27%	45	73%	30	48%	65	9	20%	17
Grade 2	97	5	5%	92	95%	50	54%	71	42	46%	13
Grade 3	75	8	11%	67	89%	38	57%	70	29	43%	16
Grade 4	103	5	5%	98	95%	53	54%	69	45	46%	12
Grade 5	106	6	6%	100	94%	59	59%	70	41	41%	13
Summary	**496**	**104**	**21%**	**392**	**79%**	**229**	**58%**	**70**	**163**	**42%**	**13**

REN360 - STAR Math Proficiency Rate (District Benchmark)

At Above Benchmark:	BOY	EOY
	37%	58%

RENAISSANCE®

Consolidated Assessment Proficiency Report

Star Reading

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School	Date Range	Demographics
E A JONES E S	**08/09/22–07/31/23**	**All Demographics**

School

E A JONES E S

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
Grade ▲	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
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Summary	**477**	**120**	**25%**	**357**	**75%**	**91**	**25%**	**70**	**266**	**75%**	**18**

RENAISSANCE®

Consolidated Assessment Proficiency Report

Star Reading

Generated May 24, 2023

School	Date Range	Demographics

District

Fort Bend Independent School District

Grade	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 35 PR			Below 35 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	67	50	75%	17	25%	14	82%	56	3	18%	16
Grade 1	62	17	27%	45	73%	26	58%	73	19	42%	9
Grade 2	97	17	18%	80	82%	45	56%	65	35	44%	9
Grade 3	75	8	11%	67	89%	28	42%	61	39	58%	11
Grade 4	103	5	5%	98	95%	35	36%	55	63	64%	11
Grade 5	106	5	5%	101	95%	46	46%	59	55	54%	12
Summary	**496**	**98**	**20%**	**398**	**80%**	**189**	**47%**	**62**	**209**	**53%**	**11**

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REN360 - STAR Reading Proficiency Rate (District Benchmark)

At Above Benchmark:	BOY	EOY
	25%	47%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not making the necessary gains to close the achievement gap. **Root Cause:** Small group instruction was not effectively implemented and monitored with fidelity to close the achievement gap.

Problem Statement 2 (Prioritized): Students are not making the necessary growth in their reading levels. **Root Cause:** Teachers do not have the required training and resources to effectively deliver phonics lessons to support literacy.

Problem Statement 3 (Prioritized): A high percentage of students are not meeting the state academic passing standard for Reading, Math, and Science. **Root Cause:** The students are entering intermediate grades reading significantly below grade level.

School Processes & Programs

School Processes & Programs Summary

To ensure that EAJ has Instructional, Curricular, Personnel (recruit/support/retain), Organizational, and Administrative that are responsive to the instructional and academic needs of our campus. We employ strategies and systems that ensure that every student has quality teachers and adults on the campus that care about students, their learning, and their well-being. Our programs and process are inclusive of the following:

Goal Setting Dragon Draft after each skills check assessment to celebrate all students and teachers growth
High Functioning PLC
Smaller Teacher to Student Ratio
Highly Qualitfied Specialist, Coaches and Interventionist to support teacher capacity
Opportunities for coaching and promotions
Cllimate and Cuture Activities to support engagement and postive interactions

Curriculum & Instruction

Curriculum, Instruction and Assessment at E A Jones Elementary is a collaborative process. PLC meetings are built into our master schedule and follow the district's PLC protocol and allow for PLC teams to engage in additional instructional planning and analysis around assessments, instructional practice and student data. We follow the FBISD curriculum that is available through Schoology. Teachers follow the district pacing guides for their grade and subjects. Instructional coaches meet with grade levels weekly to lesson plan and provide additional support in the form of observation and feedback and modeling instructional delivery.

Student Support Team (SST) meetings are held to discuss the Responsive Instruction (RI) student data every six to nine weeks; this data consist of REN 360 data (Universal screener), Benchmark Assessment System data (BAS), Tx-KEA data and teacher observation and campus skills checks; students performing in Intervention or Urgent Intervention range are assigned to Tier II and Tier III interventions. Students in need of additional assistance receive tiered instruction during Intervention/ Enrichment time to address closing gaps in their learning and to address students in 4th-5th grade who did not pass the STAAR for House Bill 4545.

The use of Renaissance 360 (Kindergarten-5th grade), BAS (Kindergarten-2nd grade), TxKEA (Kindergarten only), will provide reading and math data three times a year (beginning, middle and end) and be utilized to plan for small group instruction. We additionally uitlize campus skills checks through each unit of content (math, reading and science) for K-5th grade and anyalze student data to identify misconceptions and opportunities to reteach skills.

Professional Development

Professional development is ongoing throughout the school year and job role specific to support teachers in their instructional strategies and best practices. We will also utilize campus Title I Funds to engage teachers in Region IV PDs that is content specific and aligned with their professional goal(s) or identified areas of needs. The Leadership team participates in Region IV TIL professional development. The teachers and instructional support are trained in TIL practices by the campus leadership team. Our Administrators, Instructional Coaches, Interventionist as well as teachers will provide learning opportunities throughout the school year as well as scheduled PD. Instructional Leadership Team members have embedded district learning throughout the school year and bring back their learning to share with teachers during scheduled district professional learning days, PLC, and asynchronous professional development.

Leadership & Decision-Making processes

Leadership and other campus decision making processes are collaborative and transparent, regularly including members of the Instructional Leadership Team (instructional coaches, interventionist, administrators, counselor, campus support specialist) and the campus decision making process also incorporates input from teacher leaders parents and community members.

Communication

Campus processes to facilitate timely communication with various stakeholders include monthly grade level newsletters for parents, weekly staff newsletter reminders, monthly event calendars, tweets on the campus Tweeter account, messages and information on the campus website, messages on the campus Marquee, and call outs and emails through the Blackboard system.

Scheduling and Support Services

The Master schedule is the basis for all other student support schedules such as teacher's daily instructional schedule, Special education inclass and resource support and intervention schedules.

Extracurricular opportunities

Students are provided opportunities to join clubs and be involved throughout the campus and community.

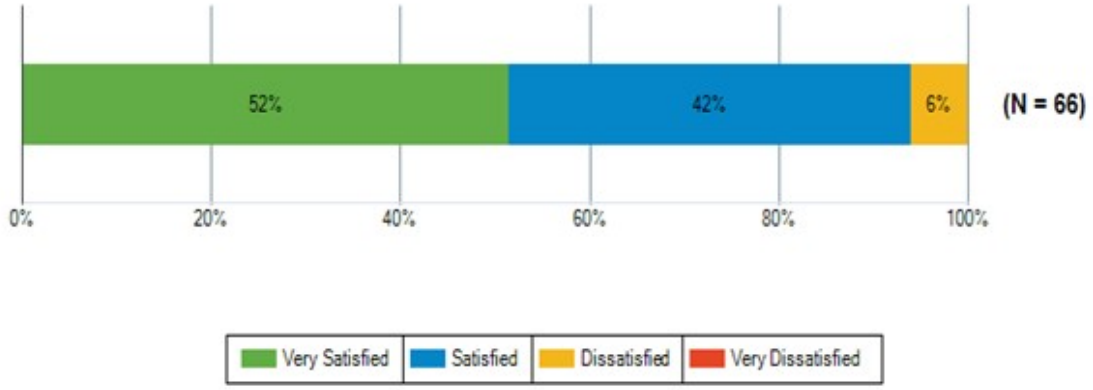
- CODA - Violin classes
- Choir Club
- Baseball
- Chess Club
- Art Club
- Girls Scouts
- Boys Scouts
- Student Council
- National Elementary Honors Society
- Safety Patrol
- Spirit Squad/Cheerleaders
- Destination Imagination
- Broadcast

Technology Integration

Teachers and students have access to laptop carts and Interactive Smart Panels that are available in each classroom, the campus also utilizes a variety of software programs to help close instructional gaps and strengthen existing academic skills, some of these programs such as Progress Learning and Reading A to Z and IXL Learning were purchased with Title 1 funds.

K-12 Insight Parent and Staff Survey 22-23

How satisfied are you with your child's access to technology at school?



School Processes & Programs Strengths

Our school process and program strenghts are inclusive of the following:

Engagement and Recruitment Strategies that employ Highly qualified staff (teachers and paras)

Coaching and Capacity Building through high functioning PLC'S and PD to ensure Highly trained staff

Low student/teacher ratios

Immediate feedback to instructional staff from administrators

Staff development opportunities that closely align to district/campus priorities

Student and teacher/staff recognitions and celebrations throughout the year

Student after school learning and extra curricular activities to extend the learning beyond the daily instructional schedule

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Minimal gains to close the achievement gap was accomplished by students identified for intervention. **Root Cause:** The forty five minute intervention and after school interventions were not monitored to ensure rigor and that corrective action plans were completed and implemented with fidelity.

Problem Statement 2 (Prioritized): There was evidence of minimum student growth in the skill checks. **Root Cause:** The Tier 1 instruction and small group was not implemented consistently with the rigor of the TEKS .

Problem Statement 3 (Prioritized): The implementation of campus instructional practices were inconsistent. **Root Cause:** Teachers were provided the training however, the follow up by ILT was inconsistent.

Problem Statement 4 (Prioritized): Student behaviors did not align with 3 Bs which caused student academic achievement and behavior to be negatively impacted. **Root Cause:** The enforcement, documentation, and intervention of the behavior expectations (3B's) and communication among stakeholders (Teachers, Staff, & Parents) was inconsistent.

Perceptions

Perceptions Summary

E. A. Jones Elementary is a neighborhood school that serves students in grades PK - 5th. Students at E. A. Jones feel supported and trust their teachers and staff. Students feel loved and cared for. They believe that there is adult(s) on campus that they are comfortable going to when they have an problem. E. A. Jones will continue to work to build relationships and promote student ownership of behavior.

Student attendance has been a challenge for our primary grade levels. Our primary grades (KG, 1st, and 2nd) had the lowest attendance rates. Although they were still in the 90s and our overall campus attendance was 93.9% it was below the district goal of 96%. Our attendance/PBIS committee will continue to develop different incentive and celebrations for those students that are in attendance each day. We will also communicate with the parents the importance of their child coming to school.

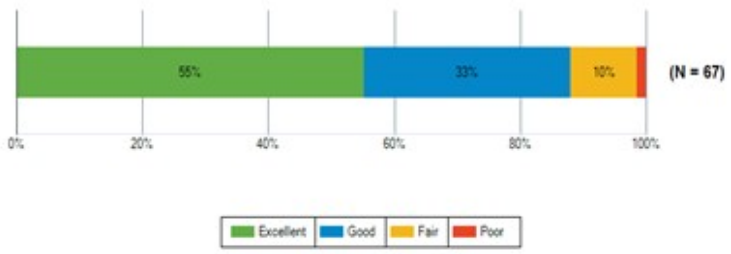
Communication

Campus processes to facilitate timely communication with various stakeholders include monthly grade level newsletters for parents, weekly staff newsletter reminders, monthly event calendars, tweets on the campus Tweeter account, messages and information on the campus website, messages on the campus Marquee, and call outs and emails through the Blackboard system.

The campus will meet three times with the Title I Parent Advisory Committee (TPAC) in January, March, and May of 2024 to review, revise, and edit the PFE policy. The Title I annual meeting (Title I Parent Night) will be offered September 7th, 2023 and February 8th, 2024 to provide parents with campus updates and share the school progress. Our community communication is always provided in English and Spanish.

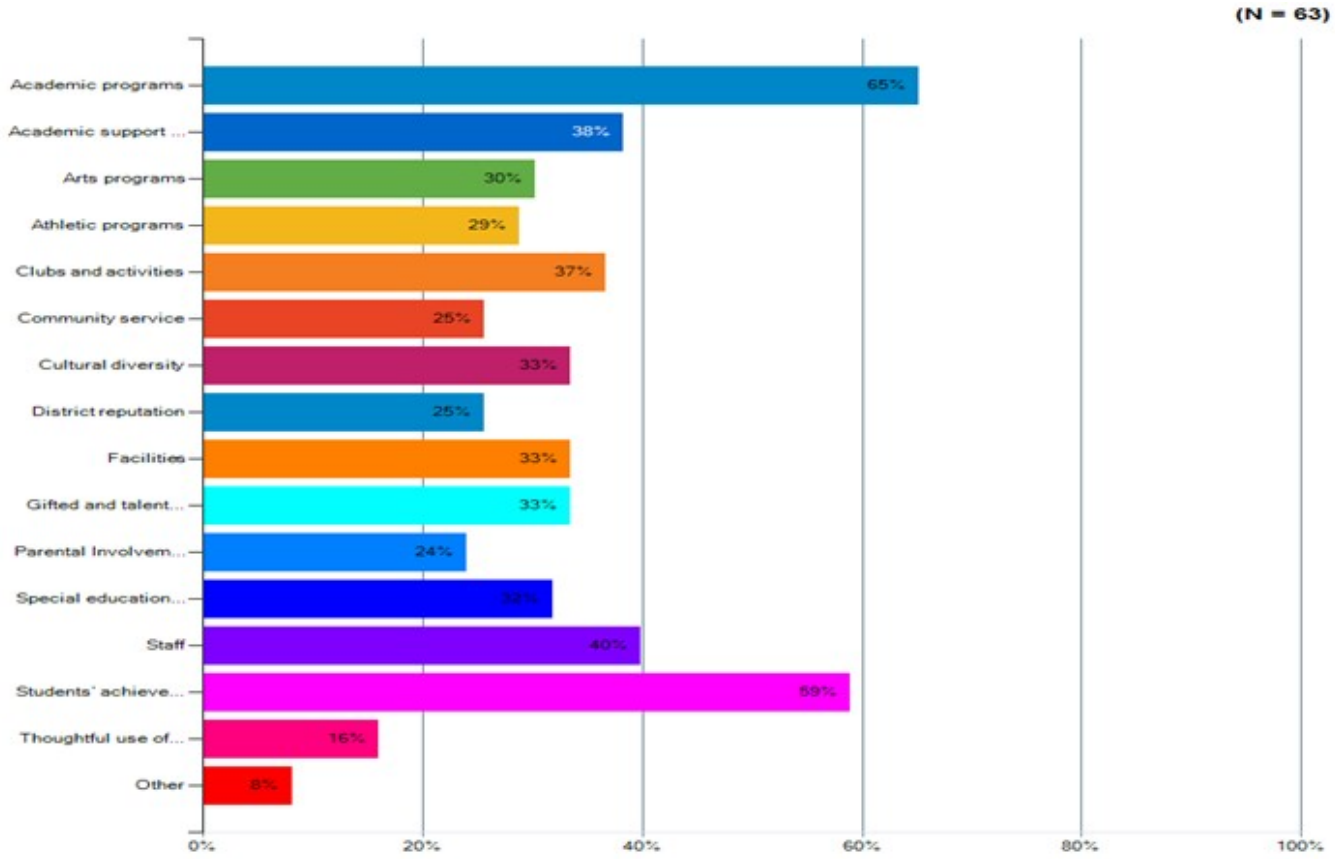
K-12 Insight Parent & Staff Survey 22-23

How would you rate the overall quality of your child's school?

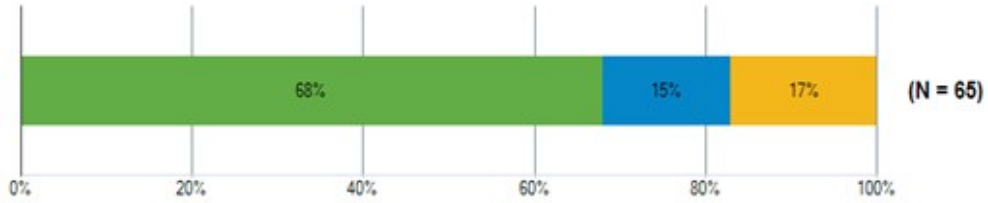


District Perception

What are you proud of when you think of Fort Bend ISD?



How likely are you to recommend your child's school to a friend or colleague?





Perceptions Strengths

Parents at E. A. Jones are very satisfied and supportive of the campus.

Discipline numbers remained lower than previous year but still on the higher end. Data showed that many of the ISS/OSS or level 1 behavior referrals were from the same repeat offenders. EAJ has implemented a positive behavior award for Rising STARS where students are chosen by their teacher to be recognized and earn a prize at lunch for their positive behavior.

Parents and Staff are satisfied with the services the school and district is providing.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students in Kinder through Fifth Grade did not meet the district attendance goal. **Root Cause:** Parents have a misconception that an excused absence is removed from the students' absence total.

Priority Problem Statements

Problem Statement 1: Students are not making the necessary growth in their reading levels.

Root Cause 1: Teachers do not have the required training and resources to effectively deliver phonics lessons to support literacy.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A high percentage of students are not meeting the state academic passing standard for Reading, Math, and Science.

Root Cause 2: The students are entering intermediate grades reading significantly below grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Minimal gains to close the achievement gap was accomplished by students identified for intervention.

Root Cause 3: The forty five minute intervention and after school interventions were not monitored to ensure rigor and that corrective action plans were completed and implemented with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There was evidence of minimum student growth in the skill checks.

Root Cause 4: The Tier 1 instruction and small group was not implemented consistently with the rigor of the TEKS .

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The implementation of campus instructional practices were inconsistent.

Root Cause 5: Teachers were provided the training however, the follow up by ILT was inconsistent.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student behaviors did not align with 3 Bs which caused student academic achievement and behavior to be negatively impacted.

Root Cause 6: The enforcement, documentation, and intervention of the behavior expectations (3B's) and communication among stakeholders (Teachers, Staff, & Parents) was inconsistent.

Problem Statement 6 Areas: Demographics - School Processes & Programs

Problem Statement 7: Students entering third grade are below grade level in Reading and Math.

Root Cause 7: Students in Kinder, First Grade, and Second Grade have the lowest attendance percentage for the year in comparison to grades three through five.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students are not making the necessary gains to close the achievement gap.

Root Cause 8: Small group instruction was not effectively implemented and monitored with fidelity to close the achievement gap.
Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students in Kinder through Fifth Grade did not meet the district attendance goal.
Root Cause 9: Parents have a misconception that an excused absence is removed from the students' absence total.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: The program enrollment data indicates a disparity in the number of students qualifying for GT/Vistas students at E. A. Jones Elementary.
Root Cause 10: Teachers inconsistently plan enrichment interventions for students that perform above their peers.
Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024 Jones elementary will improve TIER 1 instructional practices and framework through curriculum implementation to increase ALL student readiness in Literacy, Math, and Science as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Indicators:

* By September, October, December, February, increase differentiated instruction and rigor that supports higher order thinking for GT identification through lesson planning, student work, and observations.

* Improving student growth from BOY to MOY REN360 and TX-KEA at/above benchmark performance by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, Special Education)

* Improving student Science Growth in the 3 scheduled campus assessments by 5% and maintaining above 40% of students meeting approaches or higher.

* Improving All students specifically African American and Special Education students in Reading and Math growth on the 3 scheduled campus assessments by 5%.

Summative Indicators:
By May 31st students will ...

* Increase performance on REN360 and TX-KEA from BOY to EOY by 5%

* Increase the number of GT students from 7 students to 10 students by the EOY

* Increase performance on STAAR Meets or Higher for 3rd -5th Grade students in Reading by 7% and Math by 10%

* Increase performance on STAAR Approaches or higher for all African American students in Reading by 10% and Math by 11%

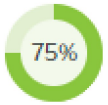
* Increase performance on STAAR Approaches or higher for all Special Education students in Reading by 4% and Math by 6%

* Increase performance on STAAR Approaches or higher for 5th Grade students in Science by 5%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: During the 2023-2024 school year, in grades K-2 teachers will receive instructional materials and training to support Reading growth for all At Risk students. **Strategy's Expected Result/Impact:** Equip teachers with knowledge skills needed to deliver explicit literacy instruction. Increase student reading fluency and comprehension. **Staff Responsible for Monitoring:** Admin, Literacy Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: During the 2023-2024 school year K-5 teachers will implement with fidelity the Balanced Literacy Framework for all At Risk students. **Strategy's Expected Result/Impact:** Students in all grades will be reached at their level thereby increasing student growth and achievement. **Staff Responsible for Monitoring:** Administrators, Literacy Coach, Bilingual Specialist, Reading Literacy Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: During the 2023-2024 school year, in grades 3-5 teachers will receive instructional material and professional development to increase growth with mathematical skills. **Strategy's Expected Result/Impact:** Teachers will be equipped with knowledge and tools necessary to support students in building the grade-level mathematical concepts outlined in the TEKS while developing as thinkers and doers of mathematics. Teacher will be equipped with to design meaningful assessments that quickly and accurately identify student misconceptions and misunderstandings around content Students will build fluency, develop of conceptual understanding, procedural skills, and problem solving. **Staff Responsible for Monitoring:** Admin, Math instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Region 4 Professional Development - 211 Title I-A - $1,067.50				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: During the 2023-2024 school year, in grades 3-5 teachers will receive instructional material and professional development to support growth with Science skills. **Strategy's Expected Result/Impact:** Teachers will be equipped with knowledge and tools necessary to support students in building the grade-level Science concepts outlined in the TEKS. Students will discover and understand the world in which they live, to solve problems, and to apply knowledge in different contexts. Students will gain deep conceptual knowledge and rigorous problem-solving experiences as they engage with new science content. Teacher will be equipped to design meaningful assessments that quickly and accurately identify student misconceptions and misunderstandings around content. Students will build vocabulary fluency. Students will engage in hands on investigations. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5: Homeroom teachers will intentionally plan enrichment activities and small group instruction to support identified GT students and increase the opportunity for other students to qualify for GT. **Strategy's Expected Result/Impact:** Increase the number of GT student referrals. **Staff Responsible for Monitoring:** Homeroom teacher, GT administrator, administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6: During the 2023-2024 school year, in grades K-5 students will receive access to IXL Learning to support the development of Reading, Math, and Science Skills. **Strategy's Expected Result/Impact:** Increase the number of students showing growth in Reading, Math, and Science. Increase the number of students getting accomplished or higher. **Staff Responsible for Monitoring:** Classroom teachers Math Instruction coach **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 **Funding Sources:** IXL Learning - 211 Title I-A - $10,150	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Students entering third grade are below grade level in Reading and Math. **Root Cause**: Students in Kinder, First Grade, and Second Grade have the lowest attendance percentage for the year in comparison to grades three through five.

Problem Statement 3: The program enrollment data indicates a disparity in the number of students qualifying for GT/Vistas students at E. A. Jones Elementary. **Root Cause**: Teachers inconsistently plan enrichment interventions for students that perform above their peers.

Student Learning

Problem Statement 1: Students are not making the necessary gains to close the achievement gap. **Root Cause**: Small group instruction was not effectively implemented and monitored with fidelity to close the achievement gap.

Problem Statement 2: Students are not making the necessary growth in their reading levels. **Root Cause**: Teachers do not have the required training and resources to effectively deliver phonics lessons to support literacy.

Problem Statement 3: A high percentage of students are not meeting the state academic passing standard for Reading, Math, and Science. **Root Cause**: The students are entering intermediate grades reading significantly below grade level.

School Processes & Programs

Problem Statement 3: The implementation of campus instructional practices were inconsistent. **Root Cause**: Teachers were provided the training however, the follow up by ILT was inconsistent.

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2024, K-5th teams will engage in the PLC cycle that is aligned to the implementation of the district curriculum and framework for Reading, Math, and Science as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Indicators:

* By October, February, and March, 100% of ILT committee members and teachers will utilize the DDI process to increase student achievement in all grade levels by tracking and monitoring student progress in REN 360, Dragon Skill Check (item analysis), TELPAS, and STAAR assessments.

* By October, February, and March, we will see an increase in student hoppers after each assessment.

* By December, February, and May, targeted students will show progression toward closing their achievement gap.

* After each PLC focus, ILT will condut classroom observations of the implementation of the professional learning.

*Throughout the year, all exemplars and modeling taken from planning PLCs will be evident through classroom observations.

Summative Indicators:
Teachers will ...

* increase student achievement by the EOY in REN360, TELPAS, and STAAR by 5%

* increase the number of hoppers by the EOY on STAAR Assessments

*increase the number of targeted students to close their achievement gap by the EOY

*receive 5 feedback opportunities by the EOY on implementation of professional learning from PLC focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: During 2023-2024, we will utilize the DDI Process to increase student achievement in all grade levels by tracking and monitoring student progress in REN 360, formative assessments, Running Records, TELPAS, and STAAR assessments. **Strategy's Expected Result/Impact:** Increase in student achievement Corrective action plans will be implemented to intentionally design lessons for spiraling TEKS and prerequisites to close the achievement gaps. **Staff Responsible for Monitoring:** Admin, Math and Literacy Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1	30%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: During the 2023-2024 school year, in grades PreK-5th, teams will engage in planning PLC's to design and model instruction that is aligned to the implementation of the district curriculum and framework for ELA, Math, and Science. **Strategy's Expected Result/Impact:** By the end of each nine week period students will increase proficiency in the skills checks. **Staff Responsible for Monitoring:** Admin, Literacy and Math Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 2	70%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: During the 2023-2024 school year, in grades PreK-5th, teams will engage in district and campus professional learning PLC's to examine student learning, self reflection on their instructional practices, and action steps. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 3	75%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Minimal gains to close the achievement gap was accomplished by students identified for intervention. **Root Cause**: The forty five minute intervention and after school interventions were not monitored to ensure rigor and that corrective action plans were completed and implemented with fidelity.

Problem Statement 2: There was evidence of minimum student growth in the skill checks. **Root Cause**: The Tier 1 instruction and small group was not implemented consistently with the rigor of the TEKS .

Problem Statement 3: The implementation of campus instructional practices were inconsistent. **Root Cause**: Teachers were provided the training however, the follow up by ILT was inconsistent.

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 3: By June 2024, Jones Elementary will improve the effectiveness of Intervention for all At Risk students through targeted Intervention and enrichment to increase student success in Literacy, Math, and Science as evidenced through the indicators of success.

Indicators of Success: Formative Indicators:

* After each SST meeting we will identify students and plan interventions for those students not making satisfactory progress.

*Dragon Academy intervention period will be monitored weekly for implementation by the teacher.

* Dragon Academy intervention student data logs will be collected and analyzed monthly.

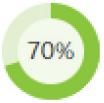
* Teachers will engage in 2 PLC's per nine week period that will be focused on planning small group interventions and enrichment.

Summative Indicators:
Teachers will ...

* increase student achievement by the EOY in REN360, TELPAS, and STAAR by 5%

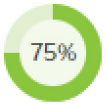
* increase the number of hoppers by the EOY on STAAR Assessments

*increase the number of targeted students to close their achievement gap by the EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: During the 2023-2024 school year, PreK-5 teachers will prioritize the small group component of the Literacy and Math framework. **Strategy's Expected Result/Impact:** Decrease in Tier II & III students Increase in REN 360 state benchmark screener **Staff Responsible for Monitoring:** Administration, Literacy and Math Coaches, Interventionists, Bilingual Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: During 2023-2024, tutorials will be scheduled to provide all At Risk students in grades 3-5 an opportunity to receive additional targeted interventions. **Strategy's Expected Result/Impact:** Student achievement and growth will increase in REN 360, Benchmarks, and State Assessments. Teacher knowledge of student's needs. **Staff Responsible for Monitoring:** Administration, Interventionists, Literacy and Math Coach, Bilingual Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** - 211 Title I-A - $14,000, - 199 General Fund SCE - $1,000	25%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: During 2023- 2024 school year, each grade level will participate in a field trip that will provide students the opportunity to make the learning connection between the academic and real-world application. **Strategy's Expected Result/Impact:** Extend student learning experience beyond the classroom to support and align real world application in Reading, Math, and Science. **Staff Responsible for Monitoring:** Campus Administrators, Classroom teachers, School compliance representative **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Resources for Field Trip vendors and bus transportation - 211 Title I-A - $7,000, Resources for bus transportation for field trips - 199 General Fund SCE - $1,000	80%	90%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: During the 2023-2024 school year, PreK-5 teachers will utilize the scheduled Intervention time to enrich and intervene with students using the identified resource(s). **Strategy's Expected Result/Impact:** Students will receive intervention or enrichment in a timely manner. **Staff Responsible for Monitoring:** Administration, Literacy and Math Coaches, Interventionists, and Bilingual Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students are not making the necessary growth in their reading levels. **Root Cause**: Teachers do not have the required training and resources to effectively deliver phonics lessons to support literacy.
Problem Statement 3: A high percentage of students are not meeting the state academic passing standard for Reading, Math, and Science. **Root Cause**: The students are entering intermediate grades reading significantly below grade level.
School Processes & Programs
Problem Statement 1: Minimal gains to close the achievement gap was accomplished by students identified for intervention. **Root Cause**: The forty five minute intervention and after school interventions were not monitored to ensure rigor and that corrective action plans were completed and implemented with fidelity.
Problem Statement 3: The implementation of campus instructional practices were inconsistent. **Root Cause**: Teachers were provided the training however, the follow up by ILT was inconsistent.

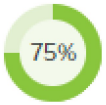
Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2024, the campus will provide supportive learning environments that will validate the presence of individuals and encourage participation and involvement among colleagues through data systems to track implementation and impact of PBIS as evidenced through the indicators of success.

Indicators of Success: Formative Indicators:

* After each four week period the Instructional Leadership Team will analyze student behavior reports.
* Student club participation will be analyzed every nine weeks to determine if students are working towards earning a spot in the club.
*By September 2023, all students and teachers will implement the PBIS Guidelines for Success.
*By the end of every nine weeks there will be a decrease in the number of discipline infractions reported through the Skyward system.
*By MOY, all students had an opportunity to join or participated in a club of interest.

Summative Indicators:
*By June 2024, EAJ will increase the percentage of parents that strongly agree or agree that their child takes a strong interest in extracurricular activities and programs.
*By June 2024, EAJ will increase the percentage of parents that strongly agree or agree that staff members are responsive to bullying is not tolerated at the school and staff responsive when students report bullying from 76% to 85% as reported on the Title I Parent Survey.
*By June 2024, EAJ will increase the percentage of parents that strongly agree or agree that Bullying is investigated and addressed from 72% to 85% as reported on the Title I Parent Survey.
*By June 2024, EAJ will increase the percentage of parents who rate the school excellent or good from 88% to 95% as reported on the Title I survey.
o By June 2024, EAJ will decrease the number of discipline infractions as measured by Skyward and level one referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: During 2023-2024 school year, E A Jones staff will create "collective efficacy" around the mission and vision of the school to support student achievement. **Strategy's Expected Result/Impact:** Staff will be proactive in supporting the campus when academic and behavior needs arise. **Staff Responsible for Monitoring:** Administration, & Guidance Counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: During the 2023-2024 school year, staff will document infractions by scanning a QR code to track student noncompliance behavior(s). **Strategy's Expected Result/Impact:** Minimize the number of students that commit repeated infractions Staff will be more effective with intervening to support students with noncompliance behavior. **Staff Responsible for Monitoring:** Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	75%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: During the 2023-2024, students, teachers, and staff will use the 3B's (Be Kind, Be Responsible, Be Safe) language and PBIS expectations with fidelity and communicate with parents about their child's daily compliance with 3B's. **Strategy's Expected Result/Impact:** Minimize the number of students that commit repeated infractions Staff will be more effective with intervening to support students with noncompliance behavior. Parents will be informed of their child's compliance of 3B's. All At-Risk students will work toward earning an opportunity to participate in a variety of PBIS clubs (STEM/ Maker's Space, Technology/Prodigy, Book Clubs, Dance, Health, Culinary, and Social Club/SEL). **Staff Responsible for Monitoring:** Staff and Parents **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 4 **Funding Sources:** PBIS club material - 199 General Fund - $1,000	70%	80%		

No Progress



Accomplished


Continue/Modify


Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student behaviors did not align with 3 Bs which caused student academic achievement and behavior to be negatively impacted. **Root Cause**: The enforcement, documentation, and intervention of the behavior expectations (3B's) and communication among stakeholders (Teachers, Staff, & Parents) was inconsistent.
School Processes & Programs
Problem Statement 4: Student behaviors did not align with 3 Bs which caused student academic achievement and behavior to be negatively impacted. **Root Cause**: The enforcement, documentation, and intervention of the behavior expectations (3B's) and communication among stakeholders (Teachers, Staff, & Parents) was inconsistent.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2024, campus communication to stakeholders will improve through various forms of communication to increase student attendance as evidenced through the indicators of success.

Indicators of Success: Formative
*Increase the number of classes with perfect attendance will increase by 5% each week.
*Increase the number of parent attendance meetings for students that have multiple absences in a 5 day period.
*Increase communication by sending out weekly email, phone call outs, and flyer information to parents regarding student attendance

Summative
*Increase end-of-year campus attendance rate by 3% from 93% to 96% for the 23-24 school year.
*By June 2024, EAJ will increase the percentage of parents who are aware of the state student attendance rate of 90% and the district attendance goal of 96%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: During the 2023-2024 school year, E A Jones will set a weekly attendance goal of 96% for students and will make contact with parents/guardians of students who do not meet that weekly goal. **Strategy's Expected Result/Impact:** Student attendance will increase Meet district's goal Home-school connection will improve **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	60%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: During the 2023-2024 school year, E A Jones will engage parents and the community through events such as Open House, Title 1 night, Muffins with Mom, Doughnuts with Dad, Poetry Night, Math/Science/ STEM night, Holiday Programs, Spelling Bee, Trunk or Treat, and other community outreach events. **Strategy's Expected Result/Impact:** Increase parent participation Decrease discipline Meet district's goal Home-school connection will improve **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Resources for community outreach programs - 199 General Fund - $500	40%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students entering third grade are below grade level in Reading and Math. **Root Cause**: Students in Kinder, First Grade, and Second Grade have the lowest attendance percentage for the year in comparison to grades three through five.
Perceptions
Problem Statement 1: Students in Kinder through Fifth Grade did not meet the district attendance goal. **Root Cause**: Parents have a misconception that an excused absence is removed from the students' absence total.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Ea Jones Elementary

Total SCE Funds: $7,726.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. The funds are allotted for additional staffing (Literacy and Math Intervention Teachers) to provide intensive accelerated instruction and intervention in math and/or literacy to identified students identified as needing intervention in Literacy and Math. The funds also contribute to funding tutorial supplemental pay for student after school tutorials in grades K-5 which is part of our accelerated instruction that supports at-risk students.

Personnel for Ea Jones Elementary

Name	Position	FTE
Aviance Wilson	Parent Educator	1
Kimberely Turner Goffney	Interventionist Math - ELEM T1	1
Perryl White-Riley	Teacher LIT Intervention ELEM T1	1
Vernecia Anthony	Instructional Coach LIT T1 ES	1
Yvette Walter-McCray	Instructional Coach Math T1 ES	1

Campus Funding Summary

199 General Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	PBIS club material		$1,000.00
4	1	2	Resources for community outreach programs		$500.00
				Sub-Total	$1,500.00

199 General Fund SCE					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$1,000.00
1	3	3	Resources for bus transportation for field trips		$1,000.00
				Sub-Total	$2,000.00

211 Title I-A					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Region 4 Professional Development		$1,067.50
1	1	6	IXL Learning		$10,150.00
1	3	2			$14,000.00
1	3	3	Resources for Field Trip vendors and bus transportation		$7,000.00
				Sub-Total	$32,217.50

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
E. A. JONES E	101 E. A. JONES ELEM	00001388	INTERVENTIONIST MATH - ELEM T1	0.5	0	TURNERGOFFNEY	KIMBERELY	015312	1	199.11.1000.00.101.2024.30.	30	A	187SEP
E. A. JONES E	101 E. A. JONES ELEM	00001388	INTERVENTIONIST MATH - ELEM T1	0.5	0	TURNERGOFFNEY	KIMBERELY	015312	1	211.11.1000.SP.101.2023.30.	30	A	187SEP
E. A. JONES E	101 E. A. JONES ELEM	00004089	PARENT EDUCATOR T1 (FT)	1	0	WILSON	AVIANCE	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
E. A. JONES E	101 E. A. JONES ELEM	00010486	TEACHER LIT INTRVN ELEM T1	1	0	WHITERILEY	PERRYL	010173	1	211.11.1000.SP.101.2023.30.	30	A	187SEP
E. A. JONES E	101 E. A. JONES ELEM	00010672	INSTRUCTIONAL COACH LIT T1 ES	1	0	ANTHONY	VERNECIA	015332	1	211.13.1000.IC.101.2023.30.	30	A	210AUG
E. A. JONES E	101 E. A. JONES ELEM	00010673	INSTRUCTIONAL COACH MATH T1 ES	1	0	WALTERMCCRAY	YVETTE	015329	1	211.13.1000.IC.101.2023.30.	30	A	210AUG

_ADMIN_PLCY_NB	
P7	####
P7	####
505	####
P7	####
P7	####
P7	####