

Waller Independent School District

Jones Elementary

2023-2024 Improvement Plan



Mission Statement

High academic achievement will be fostered in all areas of the curriculum to ensure students will be successful lifelong learners.

Vision

H.T. Jones Elementary will create a high quality learning environment that meets the needs of all students academically and socially in preparation for an evolving global society through technology and innovation.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Curriculum, Instruction and Assessment Needs:	5
School Context and Organization Needs:	5
Technology Needs:	5
School Culture and Climate Needs:	5
Family and Community Involvement Needs:	5
Demographics	6
Student Achievement	9
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	13
Parent and Community Engagement	14
School Context and Organization	15
Technology	17
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	20
Goals	21
Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)	22
Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)	23
Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)	26
Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)	29
Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)	31
Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)	32
Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)	33
Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)	35
Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)	37
Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)	38
State Compensatory	39
Budget for Jones Elementary	40
Personnel for Jones Elementary	40
Title I	40
1.1: Comprehensive Needs Assessment	41
2.1: Campus Improvement Plan developed with appropriate stakeholders	41

2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	42
3.1: Annually evaluate the schoolwide plan	42
4.1: Develop and distribute Parent and Family Engagement Policy	42
4.2: Offer flexible number of parent involvement meetings	42
5.1: Determine which students will be served by following local policy	42
Title I Personnel	42
Campus Funding Summary	43
Addendums	44

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement Needs:

Increase the effectiveness of core tier 1 instruction as well as the implementation of interventions for Pre-k-5th grades in math, reading, science and writing.

Curriculum, Instruction and Assessment Needs:

Ensure instruction is aligned and addresses the curriculum standards and assessment needs.

Ensure staff members are provided quality professional development to address instructional and assessment needs.

School Context and Organization Needs:

Improve communication between all stakeholders.

Technology Needs:

Provide training on technology integration within the classroom.

Acquire additional technologies to assist in academic achievement

Staff Quality, Recruitment and Retention Needs:

Retain our highly qualified staff Improve staff attendance rate

School Culture and Climate Needs:

Jones Elementary believes it is important to create a positive learning environment that is inviting to students and parents alike. This year Jones Elementary will continue using C.L.A.S.S.--Character, Learning, Attitude, Self-respect, Success as our PBIS model to foster self-discipline and respect to ensure a safe productive environment.

Family and Community Involvement Needs:

Increase PTO membership

Provide programs and activities to involve parents and community in the school.

Community Food Drive

Community Toy Drive

	22-23 Count	22-23 %
1-5 Years	5	9%
6-10 Years	10	18%
11-20 Years	16	28.8%
Over 20 Years	6	10.1%

	22-23 Count	22-23%
Asian	1	<1%
Black or African American	26	23%
Hispanic/Latino	43	38%
American Indian or Alaska Native	0	0%
Native Hawaiian or Pacific Islander	0	0%
Two or More Races	0	0%
White	42	38%
Male	9	8%
Female	103	92%

Focus Areas

- **Individualized Student Growth**

We will continue to use data and student observations to drive small group instruction to meet student needs. We will focus on celebrating the whole child's growth academically, socially, and behaviorally.

- **Positive Behavior Interventions and Supports**

This year we will hone in on tier one which provides a common language throughout the campus for students and staff. The purpose is to promote and maintain positive relationships among students and staff members while reducing the numbers of disciplinary actions through preventative measures.

- **Student Voice and Choice**

We will continue to find ways to engage our students. By the end of the 22-23/23-24 school year, Jones Elementary will create a more inclusive learning environment by strengthening students' influence and active participation in decisions that matter and affect them and their learning at school.

Special Programs to assist in High Achievement

Gifted and Talented program is geared towards focusing on high achieving student in meeting their needs. We also have added STEAM lab as part of the specials rotation to give students exposure to additional areas of interest.

1. Title I funds provide for funds to be used for interventionist; resources to purchase a variety of programs and professional development for all staff on campus.
2. Title III funds provide for our ELL interventionist and other bilingual and ESL resources.
3. Our Special education program identifies students who qualify to participate in the program. This program provides funds for salaries, professional development, tutors and instructional material to assist the identified students.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: To better serve our larger demographic subpopulations, more bilingual instructional coaches and special education support staff are needed. **Root Cause:** Our special populations are expanding rapidly due to growth within the community.

Student Achievement

Student Achievement Summary

Issuance of A–F ratings has been delayed by the Texas Education Agency due to the redesign of STAAR.

Herman T. Jones Elementary School earned an 87/B rating for the 2022 school year. The following target areas were previously met for the 2022 Texas Accountability Met Standards Rating System. The targets and earned scores were as follows:

- - Domain 1 - Student Achievement: Not Rated
 - Domain 2 - Student Progress: Met
 - Domain 3 - Closing performance Gaps: Met

The campus earned a B and 1 Distinction Designation.

- Comparative Academic Growth

Student Achievement Strengths

- Math planning and instruction
- Rx Interventions for Math and Reading KG-5
- Additional weekly planning with general education and special education teachers
- 4th grade math
- Comparative Academic Growth Distinction

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): All students are underperforming in Reading in the meets category according to 2022 state assessment data. **Root Cause:** The lack of guidance for teachers in implementing guided reading. While spiraling teks/strategies during small groups students will have opportunities to develop conceptual understanding through explicit instruction.

Problem Statement 2 (Prioritized): All students are underperforming in Math in the meets category according to 2022 state assessment data. **Root Cause:** The lack of higher level instruction including spiraling and opportunities to develop conceptual understanding with hands on manipulatives.

Problem Statement 3 (Prioritized): All students are underperforming in Science in the meets category according to 2022 state assessment data. **Root Cause:** The lack of effective, engaging tier one instruction including implementation of best practices in the PK-5 science classrooms.

School Culture and Climate

School Culture and Climate Summary

Jones Elementary believes it is important to create a positive learning environment that is inviting, safe, and clean to students and parents alike. This year Jones Elementary will continue using C.L.A.S.S.--Character, Learning, Attitude, Self-respect, Success as our PBIS model to foster self-discipline and respect to ensure a safe productive environment and including Class Dojo and PBIS celebrations for positive behavior.

School Culture and Climate Strengths

- According to student and staff feedback along with staff stay interviews:
 - Students and staff feel safe
 - Students are recognized for good behavior through the PBIS Class Dojo system and other grade level behavior incentives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 5th grade student behaviors increased negatively leading to a total of 122 discipline referrals from the grade level. **Root Cause:** Based on staff feedback... negative attention seeking behavior, questioning of authority, push back for independence, a need for more engaging instruction, lack of clear and concise communication of procedures/routines, lack of apathy, a need for reciprocated respect

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Most staff is highly qualified and committed to the improvement of academic achievement in all students. All staff is committed to seeing all students' succeed academically and socially.

Staff Quality, Recruitment, and Retention Strengths

- August/November/January professional development
- Math check ins with Garland
- New Hire Chats
- Supportive and positive staff environment
- TTESS BOY, MOY, EOY meetings and feedback
- Admin EOY stay interviews

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): As our student and staff population continues to grow we must continue to increase our knowledge as it pertains to inclusivity. **Root Cause:** Lack of opportunity for implementation of the Universal Design model, as presented through professional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waller ISD uses the data management program called AWARE which provides assessment management and reporting and analysis of student data. Jones teachers teach the state-aligned curriculum provided by the district. In addition, teachers on our campus meet regularly in PLCs by grade level weekly to study student data and plan for instruction.

Curriculum, Instruction, and Assessment Strengths

- The curriculum is logically sequenced in units of instruction.
- We use data from unit tests, screeners, Istation reports and anecdotal notes from small groups to inform instruction.
- Teachers are implementing explicit and systematic instruction to differentiate during small group instruction.
- We have a strong intervention team that is addressing learning gaps in our students, using evidence from data

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Intervention instruction hasn't been aligned to address and scaffold the needs of all students. **Root Cause:** Ensure staff members are provided quality professional development to address and scaffold instruction for all instructional levels.

Problem Statement 2 (Prioritized): In class support staff are in need of more professional development to know how to effectively meet the needs of our special education students and support our general education teachers. **Root Cause:** Ensure in class support staff members are provided quality professional development and guidance from classroom teacher to be able to effectively support classroom instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Jones Elementary strives to improve communication and increase participation opportunities for parents on a daily basis through a variety of methods, such as an active PTO, Volunteers in Public Schools (VIPS), Class Dojo, and other community support programs.

Parent and Community Engagement Strengths

Strengths

Strengths

- ~ Provide parent tutorial videos
- ~ Hosted a Family Curriculum Night
- ~ Offered optional Zoom meetings for parents in lieu of in person meetings
- ~ Extended invitations to campus events
- ~ Partnered with community organizations
- ~ Continue with multiple avenues for communicating with parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): At JES we struggle to sustain consistent academic engagement with our families. **Root Cause:** Possible lack of urgency in regards to students' current academic state. Possible lack of true communication with parents from teachers about academic standing

School Context and Organization

School Context and Organization Summary

The schedule at Jones Elementary has been designed in order to maximize the amount of time spent on instruction. Each grade level is led by a team leader and teams meet during their conference times to discuss student data, needs, and instruction. At weekly Wednesday meetings, teachers have the opportunity to meet with their instructional coaches to plan for their content areas. Each Thursday is designated “Data Chats” where grade level teams meet with the campus leadership team that includes administrators, school counselor, instructional coaches/interventionists, and the instructional facilitator to discuss any concerns related to student performance, necessary interventions, and any other matters related to instruction.

School Context and Organization Strengths

Areas of strength include:

- Highly qualified staff
- Smaller class sizes
- Consistent library times and activities.
- Options for attending PTO meetings via zoom or in person.
- Google forms sent by our principal asking for input/opinions.
- Departmentalization

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Paraprofessionals are not being provided the necessary trainings needed to keep up with the changes in the curriculum. **Root Cause:** Not investing the in paraprofessionals by providing them the necessary trainings.

Technology

Technology Summary

Jones Elementary is a wireless school. Jones currently has either Chromebooks or Ipads for every student PK- 5. In addition, each teacher has a laptop and all classrooms include an Interactive TV set up. All instructional paras have access to a laptop as well

Technology Strengths

- student knowledge of apps and device
- all students have access

- technology is being used in every content area

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Jones no longer has a campus based technologist. **Root Cause:** Due to restructuring of the department, technologists have been reassigned to support the district based on the needs of the district as a whole.

Priority Problem Statements

Problem Statement 1: All students are underperforming in Reading in the meets category according to 2022 state assessment data.

Root Cause 1: The lack of guidance for teachers in implementing guided reading. While spiraling teks/strategies during small groups students will have opportunities to develop conceptual understanding through explicit instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 5th grade student behaviors increased negatively leading to a total of 122 discipline referrals from the grade level.

Root Cause 2: Based on staff feedback... negative attention seeking behavior, questioning of authority, push back for independence, a need for more engaging instruction, lack of clear and concise communication of procedures/routines, lack of apathy, a need for reciprocated respect

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: As our student and staff population continues to grow we must continue to increase our knowledge as it pertains to inclusivity.

Root Cause 3: Lack of opportunity for implementation of the Universal Design model, as presented through professional development.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Intervention instruction hasn't been aligned to address and scaffold the needs of all students.

Root Cause 4: Ensure staff members are provided quality professional development to address and scaffold instruction for all instructional levels.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: In class support staff are in need of more professional development to know how to effectively meet the needs of our special education students and support our general education teachers.

Root Cause 5: Ensure in class support staff members are provided quality professional development and guidance from classroom teacher to be able to effectively support classroom instruction.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: At JES we struggle to sustain consistent academic engagement with our families.

Root Cause 6: Possible lack of urgency in regards to students' current academic state. Possible lack of true communication with parents from teachers about academic standing

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Paraprofessionals are not being provided the necessary trainings needed to keep up with the changes in the curriculum.

Root Cause 7: Not investing the in paraprofessionals by providing them the necessary trainings.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Jones no longer has a campus based technologist.

Root Cause 8: Due to restructuring of the department, technologists have been reassigned to support the district based on the needs of the district as a whole.

Problem Statement 8 Areas: Technology

Problem Statement 9: All students are underperforming in Math in the meets category according to 2022 state assessment data.

Root Cause 9: The lack of higher level instruction including spiraling and opportunities to develop conceptual understanding with hands on manipulatives.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: All students are underperforming in Science in the meets category according to 2022 state assessment data.

Root Cause 10: The lack of effective, engaging tier one instruction including implementation of best practices in the PK-5 science classrooms.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

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
- Running Records results
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Every child in every student group at Jones Elementary will show continuous growth in at least one of the three areas: academic, behavior, or social

Evaluation Data Sources: Students individual progress will be measured by evaluating data each grading period from the following sources of data: unit assessments, benchmark, intervention programs, individual behavior intervention plans/tracking, conduct cards, universal screeners, and adaptive behavior.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small group instruction and targeted support in content areas - Giving students the chance to work individually, in pairs or groups. This also allows teachers to be able to work in reduced numbers with students on their targeted needs. Hands on- the use of concrete and/or virtual manipulatives to drive the concrete/virtual concepts behind math skills. Providing students with opportunities to participate in hands on labs and experiments in science.</p> <p>Strategy's Expected Result/Impact: Maximized student learning and academic vocabulary Staff Responsible for Monitoring: Instructional Coaches Others involved: Principal, Assistant Principal, all math classroom teachers and Instructional facilitator, SpEd team</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementing 15 minute class meetings to address students' social-emotional learning needs on a daily basis.</p> <p>Strategy's Expected Result/Impact: Builds a sense of community and sets students up daily to be socially, behaviorally, and academically successful. Staff Responsible for Monitoring: Teachers, Administration</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Weekly lunch bunch small groups with the counselor targeting social lessons with students that have a high number of discipline referrals (rotating by grade period) Classroom visits and lessons provided by the school counselor to address emotion management, at the request of the teacher.</p> <p>Strategy's Expected Result/Impact: Increased emotional awareness among students in areas such as 1st- Self control: students who could benefit from learning to think before they act or speak 2nd- Self control: students who could benefit from learning to think before they act or speak 3rd- Exploring gratitude, worries (anxiety) and affirmations 4th- Coping Skills- turning negative thoughts into positive and building self-esteem 5th- Anger Management- identifying triggers, feelings that anger masks, and coping</p> <p>Staff Responsible for Monitoring: Counselor and Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School wide implementation of the Character Strong character education program that focuses on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Strategy's Expected Result/Impact: Transformation of school culture by developing the whole child.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, and Administrators</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: Provide a challenging curriculum that follows 100% of the district's Scope and Sequence and ensures all TEKS are addressed successfully.

Evaluation Data Sources: BOY, MOY and EOY Universal Screeners, District Unit Assessments, and Benchmarks





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use the district approved instructional and intervention supplemental programs, resources, and materials.</p> <p>Strategy's Expected Result/Impact: The scope and sequence along with weekly planning will reflect rigorous activities needed to ensure critical thinking is attained and will follow the district content area frameworks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Facilitator Math Interventionist Classroom teachers Math Curriculum Coach Resource teacher Mathlink Consulting District Math Coordinator</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Supplemental Supplies for targeted support: Really Great Reading Subscriptions for interventions, Leadforward Math Mark, Heinemann Math and Practice, Amazon - SCE (199.30) - 199.E.11.6399.00.104.0.30.503 - \$2,176.14</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use Stemsopes curriculum along with Kesler Science materials (5th grade). Students will attend weekly STEAM lab to focus on necessary exploration of science skills through hands on experiments.</p> <p>Strategy's Expected Result/Impact: Lesson Plans will reflect rigorous activities needed to ensure critical thinking is attained</p> <p>Student knowledge base will grow as they become more familiar with science skills and as they receive this hands on experience</p> <p>Staff Responsible for Monitoring: Leader: Administration Instructional Facilitator Classroom teachers District Science Coach STEAM Lab Para</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with instructional coordinators and coaches to provide guidance and professional development in the core areas throughout the year.</p> <p>Strategy's Expected Result/Impact: STAAR and various other assessment scores reflect the increase of student learning</p> <p>Staff Responsible for Monitoring: Subject Area Coordinators Curriculum Director Federal Programs Director SPED Director & Assistant Director Bilingual Director Testing Coordinator Principal Instructional Facilitator</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support academic language and vocabulary used across grade levels.</p> <p>Strategy's Expected Result/Impact: Campus Vertical Meetings District Horizontal Meetings</p> <p>Staff Responsible for Monitoring: District Coordinators, Administration, Teachers Bilingual ELAR Coach instructional facilitator</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.





Evaluation Data Sources: Implementation of strategies learned will be evident in lesson plans, classroom walk through, observations and improvement in student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted subgroup.</p> <p>Strategy's Expected Result/Impact: Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators, contracted consultants</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)





Performance Objective 1: Tier 1 campus wide PBIS alignment and implementation to increase the positive interactions with students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Class Dojo electronic points to be redeemed to make purchases with classroom and principal incentive menus. Strategy's Expected Result/Impact: Increased positive interactions Staff Responsible for Monitoring: PBIS Committee Admin Team</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Positive Behavior Referrals Strategy's Expected Result/Impact: Reduced Discipline referrals Staff Responsible for Monitoring: PBIS Committee Admin Team</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Red Ribbon Week online activities and materials so students can participate in activities that will educate them on drug prevention and awareness. Strategy's Expected Result/Impact: The counselors will implement various drug prevention and awareness activities during Red Ribbon Week. Classroom incentives will be provided to students to help promote Red Ribbon Week. Impact An awareness of drug prevention Decrease drug use Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote kindness for KINDNESS WEEK so students can participate in activities that will educate them on what bullying is, how to stop bullying and how to report bullying appropriately.</p> <p>Strategy's Expected Result/Impact: Strategy The counselors will implement various anti-bullying activities during KINDNESS WEEK.</p> <p>Impact An awareness of the importance of not being a bully.</p> <p>Students will have increased confidence in knowing what and how to report bullying.</p> <p>Decrease in referrals as it relates to bullying.</p> <p>Staff Responsible for Monitoring: Counselors, Principal, Assistant Principal, Grade level teachers and special area teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide professional development for 100% of campus instructional staff for character ed curriculum Character Strong.</p> <p>Strategy's Expected Result/Impact: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Staff Responsible for Monitoring: counselor</p> <p>Funding Sources: Character Strong Curriculum - Title IV (289) - 289.E.11.6398.00.104.3.30.000 - \$699, Character Strong Professional Development - Title IV (289) - 289.E.13.6299.00.104.3.30.000 - \$2,500</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 2: Safety protocols, procedures, and other programming will be implemented to increase a safe learning environment for students and staff.





Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct scheduled fire, secure, storm, and lock down drills. Strategy's Expected Result/Impact: Impact: all students and staff members will be knowledgeable of campus safety procedures. Staff Responsible for Monitoring: Administrative Team, director and assistant director of safety	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a safety management system for student arrival and dismissal. Strategy's Expected Result/Impact: SMART Tag and PikMyKid programs provide live monitoring of where and when a student loads, unloads, or has been released to parents. All staff will be trained on both systems. Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Crisis Go App as a reunification manager and platform for students to submit anonymous safety tips Strategy's Expected Result/Impact: efficient communication during a crisis Staff Responsible for Monitoring: assistant principal and principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: 100% of academic core subjects will continue to be taught by highly qualified teachers and paraprofessionals in compliance with federal and state law.

Evaluation Data Sources: Highly Qualified Annual Compliance Report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will be provided for teachers to obtain staff development hours to maintain certifications Strategy's Expected Result/Impact: 100% of staff are highly qualified Staff Responsible for Monitoring: Principals, Content Coordinators, Curriculum Coaches</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Compose interview team to conduct interviews, review on-line applications and check references and certifications. Strategy's Expected Result/Impact: Qualified teachers are hired Staff Responsible for Monitoring: Human Resource Department Campus Admin Team Lead Team</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Pre K and ECSE teachers will receive additional training from Region IV. Strategy's Expected Result/Impact: Certificates are filed Staff Responsible for Monitoring: Principal Assistant Principal IF Curriculum Coaches</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide real-time professional development (as needed) with Rx Prescriptive Walk Observations for staff. Strategy's Expected Result/Impact: Staff members have the opportunity to observe colleagues in areas based on areas of growth needed, which will directly impact student achievement. Staff Responsible for Monitoring: Principals, Curriculum Coaches, IF</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: All KG-3rd grade teachers, including special education teachers, and principals are required to complete the House Bill 3 Reading Academies. Strategy's Expected Result/Impact: to increase teachers' and principals' knowledge and implementation of evidence-based practices to positively impact student literacy achievement.	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Use district developed walk through form to provide individual feedback to instructional staff. Strategy's Expected Result/Impact: alignment across content areas , campus, and district. Staff Responsible for Monitoring: instructional coaches, instructional facilitator, and administrative team.	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: The administrative team will complete TTESS observations by the end of December. Strategy's Expected Result/Impact: Opportunity to support teachers in their specific areas of growth and refinement by the end of May. Staff Responsible for Monitoring: principal and assistant principal	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: Scheduled new hire chats through out the school year with the principal. Strategy's Expected Result/Impact: individual check in on how they are acclimating to the district and campus and see how they can be supported. Staff Responsible for Monitoring: principal	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Scheduled Mentor/Buddy Check ins between paired veteran staff and new staff which include bonding, campus expectations/ norms, and relevant topics in the field of education or campus specific. Strategy's Expected Result/Impact: Support for nee campus staff Staff Responsible for Monitoring: Administrative team, mentor/buddy staff	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: 95% of Jones teachers will perform at Distinguished or Accomplished overall on the T-TESS Evaluation Instrument.





Evaluation Data Sources: T-TESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators will conduct classroom walkthroughs and TTESS observations based on TEA guidelines and board approved T-TESS calendar.</p> <p>Strategy's Expected Result/Impact: Walk-Throughs, observations, summatives compared year-to-year</p> <p>Staff Responsible for Monitoring: Leader: Campus Administration Others: Curriculum Director, HR Director</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide real-time professional development (as needed) with Rx Prescriptive Walk Observations for staff.</p> <p>Strategy's Expected Result/Impact: Staff members have the opportunity to observe colleagues in areas based on areas of growth needed, which will directly impact student achievement.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum Coaches, IF</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will meet with instructional coaches to plan, share resources, and gain clarification on instruction, based on their individual level of need and support.</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: 100% of the students will increase their grade level academic knowledge through the use of technology.

Evaluation Data Sources: Classroom, District and State Assessments will be used to determine academic levels.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will provide technology to students and staff, as well as professional development in technology so that teachers will incorporate the use of technology in their daily lesson design. Teachers will be provided training in real time and on demand.</p> <p>Strategy's Expected Result/Impact: Confidence level of all students will increase with their knowledge of how to use technology in a 21st century learning environment.</p> <p>Visible projects and the ease of technology use by students as well as the teacher.</p> <p>Staff Responsible for Monitoring: Principal District Technologist IF</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)


Performance Objective 1: To ensure effective engagement of families, Jones Elementary will collaborate and establish open lines of communication and partnership with families by providing them opportunities to be involved in their child's learning.

Evaluation Data Sources: Sign in sheets, Over 90% of parents will attend Parent-Teacher conferences and 100% of communications will be in English and Spanish.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At the beginning of the school year, teachers will make positive phone calls to establish open communication between teachers and parents. Strategy's Expected Result/Impact: All parents are contacted and documentation is retained. Staff Responsible for Monitoring: All homeroom teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Publish and distribute a monthly newsletter written in English and Spanish detailing information pertaining to instruction, testing, upcoming events, and PTO news. Strategy's Expected Result/Impact: Increased family communication Staff Responsible for Monitoring: Principal and PTO President</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parents will stay informed of their children's progress through Class Dojo and Skyward Parent Portal 24 hours each day. On demand training will be made available for parents with how to use Skyward. Strategy's Expected Result/Impact: Parent initiated conferences, phone calls and notes to staff. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Jones Elementary will host a minimum of one event per month during the school year to invite families to attend and/or participate. Strategy's Expected Result/Impact: Increased family engagement Staff Responsible for Monitoring: Campus Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of classroom teachers will use Class Dojo as a communication platform for families. Strategy's Expected Result/Impact: increased parent and classroom communication.</p>	Formative		
	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Jones Elementary will supplement local funding with federal funding.

Evaluation Data Sources: 2021-2022 budget reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Local funding to support curriculum, staffing, and foundations programs Strategy's Expected Result/Impact: All classrooms are staffed and supported Staff Responsible for Monitoring: Principal, Business Office and Secretary</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Jones Elementary will utilize supplemental funding to provide additional instructional and/or coaching staff, resources, supplies (including technology and software), specialized training, and parent resources to ensure programs and activities on campus are focused on the improvement of curriculum; enhancement in parent engagement, and extended learning time for students who need extra help with a focus on raising student achievement. Strategy's Expected Result/Impact: Individual student growth in test scores Staff Responsible for Monitoring: Principal, Director of Federal Programs</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: MathLink \$7,000/D. Wells \$4,940 - Title One (211) - \$11,940, Salaries for Supplemental Staff to Support Instruction (6100) - Title One (211) - \$192,809, Site Licenses for programs such as Dreambox, SS Weekly, SeeSaw, PebbleGO, and Sirius - Title One (211) - \$26,845, Smore (\$150) and Other Campus PFE Reading Materials - Title One (211) - 211.E.61.6398.00.104.3.30.000 - \$600 , Region IV PFE Training (6239) - Title One (211) - \$250, Supplemental Instructional Supplies - Title One (211) - 211.E.11.6399.00.104.3.30.000 - \$1,617, Family Engagement/Reading Materials for Events and Parent Classes - Title One (211) - 211.E.61.6329.00.104.3.30.000 - \$1,000, Science/Steam Materials (\$1746) and other Campus Supplies - Title One (211) - 211.E.11.6399.00.104.3.30.000 - \$1,746</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Jones Elementary will utilize supplemental funds to support the English Learner population by providing supplemental staff (Professional and/or paraprofessional), Sheltered instruction training, and instructional supplies to focus on the four language domains--listening, speaking, reading, and writing, while also incorporating parent engagement strategies and initiatives.</p> <p>Strategy's Expected Result/Impact: Individual improvement is student TELPAS scoring focused on listening, speaking, reading, and writing</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs, Bilingual/ESL Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: 7 steps books (\$306), Oxford Dictionary (\$252), Velaquez (\$58), 7 steps poster (\$160), Heggerty Curriculum, and additional supplemental materials - Title III (263) - \$1,450, Supplemental Bilingual Aide - Title III (263) - \$24,320, 7 Steps training for new staff (\$400), 7 Steps refresher (\$640), Pathways to greatness (\$400) - Title III (263) - \$1,440</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)





Performance Objective 1: Jones Elementary will encourage enrichment opportunities through post secondary events and campus organizations that offer belonging and opportunities for post secondary opportunities.

Evaluation Data Sources: post secondary opportunities

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will compete in a campus Spelling Bee Strategy's Expected Result/Impact: Winners of campus Bee will advance to different levels of spelling bee Staff Responsible for Monitoring: Spelling Bee Coordinator	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in Name that Book Competition - Campus wide competition - District wide Competition Strategy's Expected Result/Impact: District- Wide Competition Staff Responsible for Monitoring: NTB Coordinator District Reading Coordinator	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Each grade level attend a field trip that aligns with state standards to build background and knowledge for students. Strategy's Expected Result/Impact: provide students with exposure beyond their classrooms and experiences that connect with what they are learning in their classroom. Staff Responsible for Monitoring: team leaders and administrative team	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will have the opportunity to join in school clubs based on student interests. Strategy's Expected Result/Impact: provide students with a sense of belonging. Staff Responsible for Monitoring: campus administrators staff sponsors	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: Organize events that promote a diverse, inclusive, and college readiness environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Celebrate College and Career Week Strategy's Expected Result/Impact: increase in research skills and goal setting Staff Responsible for Monitoring: Counselor Staff	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Celebrate cultural awareness months i.e. Hispanic Heritage, Black History, St. Patrick's Day, Asian Islander Pacific month, etc. Strategy's Expected Result/Impact: increase in knowledge of diverse cultures Staff Responsible for Monitoring: committee members, campus staff, administration	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide digital signage for parent communication of school and community events/activities Strategy's Expected Result/Impact: Keeping families connected. Offering parent opportunity for voice through birthday shout outs, which has been a positive attention grabber.	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Jones Elementary will host a curriculum night for families. Strategy's Expected Result/Impact: provide families with strategies and make and takes to connect home and school. Staff Responsible for Monitoring: instructional facilitator, teachers, administrative team	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Create a computer and resource based Parent Center for parents to register, check grades, research job and educational opportunities and communicate with school staff. Strategy's Expected Result/Impact: Increased parent access to skyward More digital parent/ teacher communication Staff Responsible for Monitoring: receptionist, registrar, and secretary	Formative		
	Nov	Jan	Mar
<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>			

State Compensatory

Budget for Jones Elementary

Total SCE Funds: \$398,294.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The funds are used to support supplemental positions and/or courses that are considered intervention/enrichment, as well as the supplies needed for those courses. Some of the funds are also reserved for tutorials to occur outside of the normal campus hours.

Personnel for Jones Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
See Attached	Addendum	0

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our students in relation to the challenging state academic standards. The CNA includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented, but it also includes a focus on offering well-rounded educational opportunities for all students. The CNA process includes reviewing the data for strengths of the campus and problem areas to ensure planning and budgeting is targeted to the most important needs of the campus; a list of the data sources used to conduct the CNA process can be found within the plan. The CNA is developed during the Spring semester and is approved in the Fall Semester of each school year. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented within the campus plan. The committee, as well as specialized subcommittees, meet throughout the school year as new data becomes available and/or when the needs of students require campus-level action. The campus goal is to conduct at least 3 meetings during the school year to formatively assess the plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and district and campus personnel including teachers, paraprofessionals, district and campus leaders and leadership team members, and district administration as aligned to Waller ISD board policy BQB (Local). The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other district and campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP can be found within the campus plan.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I district and campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners: ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152(d)]. Meeting agendas, meeting minutes, and sign-in sheets with the date, time, and location of each meeting can be found stored locally at the LEA.

2.3: Available to parents and community in an understandable format and language

Families will be notified at the beginning of the year that a copy of the CIP is located on the campus website. English and Spanish copies are available upon request. The district will, to the extent possible, provide translations in other languages. (ESSA, Sec. 1114(b)(4)) The Waller ISD Translation Policy can be found on the Waller ISD website, under "Parents" - "Parent and Family Engagement".

2.4: Opportunities for all children to meet State standards

The district and campuses determine schoolwide reform strategies based upon formative and summative student achievement data. Each campus and district plan includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] will meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and

accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, performance objectives, and strategies, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The campus addresses the needs of all students it serves with a focus on the needs of students identified as “At Risk” of not meeting the challenging state academic standards. Within the needs assessment and improvement plan, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting state standards.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is evaluated through three formative reviews in order to arrive at the annual summative evaluation.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed jointly with families and provided in English and Spanish. Other languages are provided upon request. A list of individuals who assisted with the development of the Parent and Family Engagement Policy can be found at the campus. The Campus Principal maintains documentation related to the parent and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

The campus provides a flexible number of meetings for parents. The Parent and Family Engagement meetings are held throughout the year. The Campus Principal maintains all documentation of events, agendas, past meeting information, and training opportunities for parents.

5.1: Determine which students will be served by following local policy

Waller ISD is a school-wide LEA and does not have any targeted assistance schools.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Fontenot	Interventionist	Title I	100%
Wilson, Monica	Instructional Coach	Title I	100%

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	Site Licenses for programs such as Dreambox, SS Weekly, SeeSaw, PebbleGO, and Sirius		\$26,845.00
8	1	2	MathLink \$7,000/D. Wells \$4,940		\$11,940.00
8	1	2	Supplemental Instructional Supplies	211.E.11.6399.00.104.3.30.000	\$1,617.00
8	1	2	Smore (\$150) and Other Campus PFE Reading Materials	211.E.61.6398.00.104.3.30.000	\$600.00
8	1	2	Family Engagement/Reading Materials for Events and Parent Classes	211.E.61.6329.00.104.3.30.000	\$1,000.00
8	1	2	Science/Steam Materials (\$1746) and other Campus Supplies	211.E.11.6399.00.104.3.30.000	\$1,746.00
8	1	2	Salaries for Supplemental Staff to Support Instruction (6100)		\$192,809.00
8	1	2	Region IV PFE Training (6239)		\$250.00
Sub-Total					\$236,807.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Supplemental Bilingual Aide		\$24,320.00
8	1	3	7 steps books (\$306), Oxford Dictionary (\$252), Velaquez (\$58), 7 steps poster (\$160), Heggerty Curriculum, and additional supplemental materials		\$1,450.00
8	1	3	7 Steps training for new staff (\$400), 7 Steps refresher (\$640), Pathways to greatness (\$400)		\$1,440.00
Sub-Total					\$27,210.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Character Strong Professional Development	289.E.13.6299.00.104.3.30.000	\$2,500.00
3	1	5	Character Strong Curriculum	289.E.11.6398.00.104.3.30.000	\$699.00
Sub-Total					\$3,199.00
SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental Supplies for targeted support: Really Great Reading Subscriptions for interventions, Leadforward Math Mark, Heinemann Math and Practice, Amazon	199.E.11.6399.00.104.0.30.503	\$2,176.14
Sub-Total					\$2,176.14

Addendums

Jones Elementary State Compensatory Education Funded Staff and Time Distribution

Last Name	First Name	Employee Type	Building	Distribution								
		Description	Code Desc	Fund	Fct	Obj	SO	ORG	FY	PIC	Prj	Percent
APONTE	MARIA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
BALDERAS	IRMA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
BARNES	ELIZABETH	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
BOLAR	DOUGLAS	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
CAIN	ANGELA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
CARLYLE	CASSANDRA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
COLLINS	LAUREL	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	80.00
COOPER	BRANDON	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
FERNANDEZ	LOURDES	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
FINNERTY	MAUREEN	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
GALLEGOS	DOLORES	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
GODFREY	CHRISTINA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
GONZALEZ	RICARDO	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
HINES	SHAKEVIA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
HUMPHREY	MEAGAN	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
IPINA	KATARINA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	20.00
JAKOLA	BRANDI	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
JOSEPH	BRITTANY	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
KURTZ	SHERRI	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
LEBLANC	BRITTANY	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
LESTER	KONSTANCE	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
LESTER	CYNDY	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
LEWIS	LATRIKA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
MARRERO	OTONIEL	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
MAYES	DENISE	TEACHER 10 MO	JONES ELE	199	13	6118	0	104	0	30	0	100.00
MAYES	DENISE	TEACHER 10 MO	JONES ELE	199	13	6119	0	104	0	30	0	50.00
MERCIER	KEESHA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
MOORE	CHASITY	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
QUIOTO	ROSA	PARA 10 MONTHS	JONES ELE	199	11	6129	0	104	0	30	0	90.00
RANEY	HANNAH	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
RICHARDSON	LAUREN	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
SALAZAR	BELINDA	ADMIN 11 MONTH	JONES ELE	199	13	6119	0	104	0	30	0	60.00
SALGADO	VANESSA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
SAUNDERS	JENNA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
SHAW	CHRISTINA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
SHOFNER	KRISTIAN	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
SOTELO	MAYRA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
TATE-LEWIS	CHARLOTTE	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
TAYLOR	DAVONNA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
THIBODEAUX	ASHLEY	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
TORRES	AMPARO	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
WELLS	BALANDA	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
WOOD	KALEIGH	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00
WOOLLEY	GRETCHEN	TEACHER 10 MO	JONES ELE	199	11	6119	0	104	0	30	0	10.00