

# Longview Independent School District

## Johnston-McQueen Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date: October 8, 2018**

# Mission Statement

The mission of Johnston-McQueen Elementary School is to equip students to achieve academic excellence by promoting collaboration between students, staff, parents, and community. We strive to provide an environment of student-centered learning, diverse enrichment experiences, and mutual respect, so that each child might excel and perform at his or her maximum potential.

## Vision

Our vision is to develop independent, life-long learners.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Academic Achievement .....	7
School Processes & Programs .....	8
Perceptions .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: Improve Recruitment and Retention of Quality Personnel .....	13
Goal 2: Improve Communication and Delivery of Information to Parents and General Public .....	19
Goal 3: All Schools Will Meet State Accountability Standards .....	22
Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science .....	27
Plan Notes .....	30
Campus Funding Summary .....	32

# Comprehensive Needs Assessment

## Needs Assessment Overview

Key areas that are designated to be addressed through the Campus Needs Assessment include:

1. Discipline and behavior management plan
2. Intervention structures to close achievement gaps and time to address student needs
3. Improved staff morale and increased opportunities for staff input
4. More PD time for faculty
5. Increased communication from admin with faculty and admin with parents/stakeholders
6. Improved pride in facilities and campus image

## Demographics

### Demographics Summary

The student breakdown at JMQ is as follows:

EOY 2017 enrollment: 693 students

The largest student numbers/ratio is in Kindergarten enrollment.

The campus is the school of choice for parents electing the traditional PK and Kinder model.

There are a greater number of male students versus female students in each grade level, with the exception of Early Education.

### Ethnicity breakdown includes:

American Indian: 2 (1 male, 1 female)

Asian: 15 (6 male, 9 female)

African American: 210 (114 males, 96 females)

Caucasian: 280 (154 males, 126 females)

Hispanic: 141 (85 males, 56 females)

Multiple Races: 45 (25 males, 20 females)

Increasing student populations on the campus include Hispanic while there are notable decreases in Caucasian and African American. The campus population as a whole has fluctuated significantly each year, with 736 student in 15-16, 665 students in 16-17, and 693 students in 17-18.

The campus provides a variety of SpEd services, including PPCD, Lifeskills, Resource and also houses the Regional School for the Deaf. Students from East Texas schools, including the Mt. Vernon and Mt. Pleasant area attend the deaf education program.

The staff demographics are largely represented in the Caucasian category, with 75.4%. Hispanic staff representation is 1.6% and African American representation is 18.2%.

Student to teacher ratios are as low as 17:1 and as high as 21:1 in the 17-18 school year. For the 18-19 school year, our 5th grade ratios are 27:1.

In surveying parents at the end of the 17-18 school year, the following perceptions were articulated:

1. Most staff is friendly and supportive of students.
2. Campus behavior issues are common. Teachers and administration do not have any authority when disciplining.
3. There is a lack of communication between the school and parents.
4. There is an issue with turn-over and keeping quality staff members.
5. Campus demographics are not consistent with student demographics. More diversity is needed.

# Student Academic Achievement

## Student Academic Achievement Summary

In 2018, the campus met standard in all accountability areas, scoring a 73 out of a 100 on Student Achievement; 72 out of a 100 on School Progress; and, 74 out of a 100 for Closing the Gaps. Additionally, Johnston-McQueen earned a distinction for Academic Achievement in Science.

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Math Total</b>	78%	45%	22%
<b>Math 3rd</b>	73%	52%	23%
<b>Math 4th</b>	72%	45%	46%
<b>Math 5th</b>	78%	39%	17%
<b>Reading Total</b>	75%	45%	22%
<b>Reading 3rd</b>	72%	36%	20%
<b>Reading 4th</b>	65%	39%	20%
<b>Reading 5th</b>	71%	45%	22%
<b>Writing 4th</b>	47%	19%	3%
<b>Science 5th</b>	73%	38%	20%

Areas of identified need based upon faculty and parent surveys include a prescribed intervention process to address student needs and close achievement gaps.

## School Processes & Programs

### School Processes & Programs Summary

In reviewing staff and parent perceptions of organizational strengths and weaknesses, a survey was conducted at the end of the 17-18 school year. The following results/perceptions were articulated:

#### Strengths:

Teachers collaborate with each other as well as across grade levels to plan instruction for student success.

There is a strong belief that all faculty are responsible for the success of all students.

Teachers are dedicated to student success as demonstrated through tutorials during and after school.

A variety of opportunities are available for students and parents to be successful and involved in learning, such as UIL, Hono's Choir and Academic Nights.

#### Weaknesses:

Teachers desire to have more of a voice and input in the decision-making process at JMQ.

Discipline continues to be a concern throughout the campus with the main focus on consequences for infractions in a consistent and equal manner.

Students showing a respect for authority figures and taking responsibility for their own actions is a need throughout the campus among grade levels.

Communication among administration and staff and administration and parents needs to be a focus for creating a successful learning environment.

Cleanliness of classroom and areas around the building are inconsistent, including maintenance and grounds to make the school inviting.

#### Needs:

Clear and concise consequences are needed for student infractions.

As campus-wide initiatives are introduced, consistent follow-through is needed.

Involving students in promoting JMQ in activities, such as JMQ Live



Changes are needed in after school pick-up and procedures to help with efficiency.

More support is needed for teacher with discipline problems in the classroom.

Consistency is needed in utilizing Capturing Kids Hearts and incorporating it throughout the campus.

## Perceptions

### Perceptions Summary

2017-2018 staff survey revealed:

There is a clear articulated mission of the school which the entire staff shares: 26.3% sometimes was the highest percentage.

Teachers expect to participate in planning and implementing school improvement activities: 31.6% usually was the highest percentage.

Physical facilities are kept clean, are reasonably attractive and damage is repaired immediately: 36.8% usually was the highest percentage.

There is evidence of high staff morale: 34.2% sometimes was the highest percentage.

Discipline is administered in a neutral manner, focuses on the student's behavior, and quickly follows the infraction: 28.9% rarely was the highest percentage.

The JMQ parent survey, along with the committee findings for each NCLB area of the CNA are included in the attachments.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

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





# Goals

## Goal 1: Improve Recruitment and Retention of Quality Personnel

**Performance Objective 1:** 100% of classroom teachers will engage in embedded and targeted professional development.

**Evaluation Data Source(s) 1:** Walkthrough data, PD sessions, PLC data, Summative assessments

### Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  1) Teachers will engage in PD with the School by Design model embedded weekly into the JMQ Master Schedule: district PD and campus PLC framework focused on the 4 Big Questions.	2.4, 2.5, 2.6	Principal Curriculum Support Teachers CIA Team	Improved student performance  Impact on CIP Goal 3 and Goal 4				
	Funding Sources: 199 General Fund - 90.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  2) Campus Leadership and PLUS Team will attend professional development to lead student success and teacher improvement: such as, Lead4Ward Rockin' Review, Solution Tree Summit, TEPSA	2.4, 2.5, 2.6	Principal Curriculum Support CIA Team	Increase teacher effectiveness and strategic planning  Increased capacity in leadership and instruction				
	Funding Sources: 199 General Fund - 4500.00						
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**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 2:** 100% of classroom teachers will receive coaching and feedback.

**Evaluation Data Source(s) 2:** Walkthrough data, PLC data, Summative assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Classroom teachers will receive a minimum of two walkthroughs each week with a focus on a glow and a grow. There will be a focus area each month from The Fundamental Five to build capacity in teaching and learning. Example: October: posting and articulating learning objectives/targets</p>	2.4, 2.5, 2.6	Principal Curriculum Support  DMAC Walkthrough Data	Aligned to CIP Goals 3 and 4  Increase in student achievement  Improved culture and climate  Improved teacher self-efficacy				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 3:** 100% of faculty will engage in campus planning.

**Evaluation Data Source(s) 3:** JMQ 5 Meeting Agendas and Sign-in sheets, Pre-survey and Post-survey, PLC agendas and sign-ins, Student Assistance Committee meetings and sign-ins.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) All faculty and staff will meet in JMQ 5 teams each six weeks for vertical campus planning to review data and provide suggestions/input for improvement:</p> <p>1. Culture and Climate                      2. Instruction                      3. Technology                      4. PBIS/Behavior                      5. Student/Parent Outreach</p>	2.5	Principal  JMQ 5 Teams	Improved culture/climate (pre/post survey)  Increase staff input and voice (pre/post survey)				
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) All teachers will meet during PLUS Time to engage in the PLC process focused on the 4 Big Questions:</p> <p>1. What do we expect all students to learn (standards)                      2. How will we know they have learned (formative and summative assessment data)                      3. What will we do when students are not successful (responsive action plan by student)                      4. What will we do when students are successful (responsive action plan by student)</p>	2.4, 2.5, 2.6	Principal Curriculum Support	Increased student performance, as aligned with Goals 3 and 4  Data will reflect tracking of students on target and plans for closing gaps				

<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) All classroom teachers will meet weekly with the Student Assistance Committee (SAC) to review "watch list" students with behavioral or academic needs and track intervention efforts.</p>	2.4, 2.5, 2.6	Principal Curriculum Support	Increased student performance, as aligned with Goals 3 and 4.  Ensuring students are making progress, closing achievement gaps and making projected growth.				
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**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 4:** 100% of teachers with 3 years or less experience and teachers new to the campus will participate in a continuous and targeted support process.


**Evaluation Data Source(s) 4:** TxBESS meetings, New Teacher Academy agendas and sign-in, pre and post survey

**Summative Evaluation 4:**

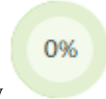
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) 100% of identified teachers will attend TxBESS PD and meet with mentors monthly.</p>	2.5	Principal Curriculum Support TXBESS Liaison	Increased performance, implementation of strategies learned in meeting, and increased teacher self-efficacy				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) 100% of teachers with three years or less experience will participate in New Teacher Academy 6 times over the school year with the principal for targeted areas of support.</p> <p>Academy participants will participate in a pre-survey to identify areas of support.</p>	2.5, 2.6	Principal	Increased classroom performance, implementation of strategy focus areas, and increased teacher self-efficacy				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 5:** Campus administration will actively recruit and create partnerships with teacher preparation programs.


**Evaluation Data Source(s) 5:** recruitment fair attendance, HQ faculty, filling vacancies

**Summative Evaluation 5:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  1) Administration will attend job fairs, including LISD Fair in the Spring and other appropriate recruitment fairs in partnership with HR.		Principal	HQ faculty and staff, no vacancies				
2) Administration will form partnerships with teacher preparation programs, such as UT Tyler Student Teacher panels, University pre-service teacher observations and student teaching.		Principal	HQ faculty and staff, no vacancies				




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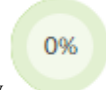

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## Goal 2: Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 1:** Increase parent and community involvement opportunities to build partnership in student success.

**Evaluation Data Source(s) 1:** Meetings, outreach events, sign-ins, parent surveys, student surveys

### Summative Evaluation 1:



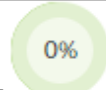

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) One parent outreach event each six weeks focused on academic information:</p> <p>Open House/Behavior Expectations and Bullying Awareness, Title 1 and WIN Time, 1st Six Weeks (Two Nights)            Book Fair and Literacy Night, 2nd Six Weeks            Super Outrageous Science Night, 3rd Six Weeks            STAAR Dunk and STAAR Gazers Night, 4th Six Weeks            STEAM Night, 5th Six Weeks            Summer Nights, 6th Six Weeks</p>	2.6, 3.2	JMQ 5 Vertical Teams  Teachers  Principal	Increased parent involvement and partnership  Pre and post survey				
Funding Sources: 211 Title I, Part A - 3000.00							
<p><b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Day of the Lobo Behavior Celebration each six weeks: partnership with PTA and parent volunteers.</p>		Principal  PTA  Parent volunteers	Improved culture and climate  Increase volunteers  Improved discipline and behavior concerns				
Funding Sources: 199 General Fund - 2000.00							
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**Goal 2:** Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 2:** Increase communication with stakeholders regarding campus activities, safety, and student expectations.

**Evaluation Data Source(s) 2:** Newsletters, outreach, callouts, communication forums

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 3 CSF 5 CSF 6</p> <p>1) Open forum Parent Steering Meetings will be offered 6 times from July to May.</p>	2.5, 3.2	Principal	Improved culture and climate  Parent pre and post surveys				
Funding Sources: 461 Campus Activity Fund - 250.00							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 3 CSF 5 CSF 6</p> <p>2) Communication with stakeholders:</p> <p>1. Monthly newsletters (SMORE) detailing expectations, safety notes, and upcoming events/partnership opportunities will be sent out electronically to all parents by the fifth day of the month.</p> <p>2. SkyMessenger callouts for important information, events, and safety.</p> <p>3. Social media outreach with campus Facebook and district social media and public relations</p>		Principal	Improved culture and climate  Parent pre and post surveys				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 2:** Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 3:** Increase leadership opportunities for students for community service and community partnership.

**Evaluation Data Source(s) 3:** Student involvement, service projects, student surveys

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Student Council focused on 5th grade will be developed and serve with campus projects and two student selected community service projects.</p> <p>Campus projects: 1. Campus beautification 2. Safety patrol 3. Leadership/Buddy Support 4. Bullying prevention</p>	2.4, 2.5, 2.6	Principal Counselor 5th Grade Teachers	Improved partnership in the community  Increased in campus pride and climate				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3: All Schools Will Meet State Accountability Standards**

**Performance Objective 1:** Attendance will increase from 96.3% to 96.8%

**Evaluation Data Source(s) 1:** Attendance percentage by six weeks; Weekly attendance monitoring with Skyward

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Attendance incentives will be offered weekly for classes in each grade level to encourage attendance.	2.6	Principal Secretary: Attendance monitoring	Increased attendance percentage				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 2:** The campus will move from a scale score of 62 to a scale score of 80 to qualify in the Top 25% in Student Progress/Academic Growth.

**Evaluation Data Source(s) 2:** STAAR, benchmark data, Aimsweb data, Iowa data

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will track each student for growth measures with targeted data and develop tutorial plans for responsive efforts.</p> <p>1. Benchmark                      2. Iowa                      3. Aimsweb</p>	2.4, 2.5, 2.6	Principal Curriculum Support Teachers/PLC Teams	Designated numbers for Q1.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 3:** The campus will move from a scale score of 74 to a scale score of 85 in the Top 25% in Closing Performance Gaps.

**Evaluation Data Source(s) 3:** STAAR, benchmark data, Aimsweb data, Iowa data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Students will receive targeted intervention, tutorials, or extension based upon individual needs during WIN Time daily. Data from formative assessment, summative assessment, and Aimsweb screeners will be tracked in PLC for flexible grouping and progress monitoring.</p>	2.4, 2.5, 2.6	Principal Curriculum Support Teachers/PLC	Designated numbers for Q1.				
Funding Sources: 199 General Fund - 5400.00							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will meet with the SAC weekly to collaborate on responsive efforts for intervention and tutorials.</p>	2.4, 2.5, 2.6	Principal Curriculum Support Teachers/PLC	Designated numbers for Q1.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



**Goal 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 4:** Students identified as GT will receive extended support and services on the campus. The campus will increase GT numbers by 50%.

**Evaluation Data Source(s) 4:** Extension activities, parent informational nights, STAAR performance

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) GT students will receive extension through daily classroom instruction and small group differentiation, alternative assignments for mastery demonstration, and through daily WIN time PBL activities.</p>	2.4, 2.5, 2.6	Lesson plans Principal Curriculum Support Reading Specialist	Each GT student will show growth measure on Iowa, STAAR, and Aimsweb  Increase GT population by 50%				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) GT students will engage in a Fall literacy workshop series and a Spring STEAM workshop series for parent showcase.</p> <p>Students will work with Reading Specialist in a pull-out one time per week to work on projects each semester.</p>	2.5, 3.2	Principal Curriculum Support Reading Specialist	Increase parent involvement  Increase GT population by 50%  Cross-curricular and extension connections for academic improvement and relevance				
Funding Sources: 199-PIC 21 State Gifted & Talented (G/T) - 1000.00							


**Goal 3:** All Schools Will Meet State Accountability Standards


**Performance Objective 5:** Identified sub-populations will meet or exceed the state target for closing achievement gaps.


**Evaluation Data Source(s) 5:** STAAR, benchmark data, Aimsweb data, Iowa data


**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Students will receive targeted intervention, tutorials, or extension based upon individual needs during WIN Time daily. Data from formative assessment, summative assessment, and Aimsweb screeners will be tracked in PLC for flexible grouping and progress monitoring.</p>	2.4, 2.5, 2.6	Principal Curriculum Support Teachers/PLC	Identified numbers for Q1.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science**


**Performance Objective 1:** Increase students performing at the Masters level in Math to Q1 data projections: target 35% in each grade level.


**Evaluation Data Source(s) 1:** Benchmark, Iowa, Aimsweb, STAAR


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will track students and plan responsive efforts in the PLC framework for mastery through formative assessment, common assessment and benchmark assessment.</p>	2.4, 2.5, 2.6	Principal Curriculum support Teachers/PLC	Meet Q1 projections.				
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will engage in ongoing and targeted professional development through PLUS Time for the math lesson cycle: number talks, problem solving model, engaging lessons, and small group.</p> <p>Walkthroughs RPM Framework and Work Samples</p>		Principal Curriculum Support CIA Team	Meet Q1 projections				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science


**Performance Objective 2:** Increase students performing at the Masters level in Reading to Q1 data projections: target 35% in each grade level.


**Evaluation Data Source(s) 2:** Benchmark, Iowa, Aimsweb, STAAR


**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will track students and plan responsive efforts in the PLC framework for mastery through formative assessment, common assessment and benchmark assessment.</p>	2.4, 2.5, 2.6	Principal Curriculum support Teachers/PLC	Meet Q1 projections.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will engage in ongoing and embedded PD for reading practices, including the use of Daily 5, and writing practices, including the Writing Academy through PLUS Time training.</p> <p>RPM Framework and Work Samples</p> <p>Walkthroughs</p>	2.4, 2.5, 2.6	Principal Curriculum Support CIA Team	Meet Q1 projections				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

**Goal 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

**Performance Objective 3:** Maintain and increase students performing at the Masters level in Science to 30% in 5th grade.

**Evaluation Data Source(s) 3:** Benchmark, Iowa, Aimsweb, STAAR

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers will track students and plan responsive efforts in the PLC framework for mastery through formative assessment, common assessment and benchmark assessment.	2.4, 2.5, 2.6	Principal Science PLUS Specialist Curriculum Support	Meet Q1 projections				
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Students will engage in weekly/regular science labs and experiments to connect science curriculum in Grades K-5.	2.4, 2.5, 2.6	Principal Curriculum Support	Meet Q1 projections.				
Funding Sources: 199 General Fund - 2000.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

# Plan Notes

## **JMQ Site-Based Decision Making Committee Representatives:**

Dr. Jennifer Bailey, Principal

Christy Scott, Curriculum Support

Bertile Johnson, Counselor

Tiffany Angus, Parent Representative

Jade Breedlove, Parent Representative

Shelba Shelton, Parent Representative

Justin Reeves, Business/Community Representative

Kevin Sumrow, Business/Community Representative

Deborah Kraus, Faculty elect

Beverly Campbell, Faculty elect

Rhonda Small, Faculty elect

Ruthie Romero, Faculty elect

Rachel Graham, Faculty elect

Whitney Reardon, Faculty elect

Melanie Martin, Faculty elect

Malissa Halbrook, Faculty elect

David Ham, Faculty elect

Stephanie Scott, Faculty elect

Bobbie Wilson, Faculty elect

Alma Orrosquieta, Staff representative

# Campus Funding Summary

<b>199 General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Global PD Subscription Solution Tree		\$90.00
1	1	2	Registration for leadership training/conferences		\$2,000.00
1	1	2	Travel for leadership training/conferences		\$2,500.00
2	1	2	Day of the Lobo Celebration Materials		\$2,000.00
3	3	1	Aimsweb subscription		\$5,400.00
4	3	2	Science lab materials		\$2,000.00
<b>Sub-Total</b>					<b>\$13,990.00</b>
<b>199-PIC 21 State Gifted &amp; Talented (G/T)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	Young Audiences Workshop Series		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Activity Night Supplies (no food)		\$3,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
<b>461 Campus Activity Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Refreshments	Principal's Fund	\$250.00
<b>Sub-Total</b>					<b>\$250.00</b>
<b>Grand Total</b>					<b>\$18,240.00</b>