

# Calhoun County Independent School District

## JR Elementary

### 2022-2023 Campus Improvement Plan

Accountability Rating: B



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jackson-Roosevelt Elementary is a bilingual campus with 852 students as of November 1, 2022. The campus enrollment has increased by 9 students since the end of the 2021-2022 school year. Our student population by grade level is as follows:

Grade Level	Count	Percent
PK	89	10%
K	120	14%
1	159	18.6%
2	125	14.6%
3	113	13.3%
4	120	14%
5	127	14.9%
Total	849	

### Bilingual Student Population:

Grade Level	Count	Percent
PK	16	13.3%
K	12	10%

1	17	14.2 %
2	20	16.6%
3	17	14.2%
4	20	16.6%
5	18	15%
Total	120	

Total Student Population : 852 students

Our student body consists of 74.94% Hispanic, 22.6% White, 1.52% Asian, 0.59% African American, and 0.35% Other.

#### Demographics Strengths

Jackson Roosevelt Elementary School has a large student population. JR is the second largest campus in the district with an enrollment of 854 students. Our extremely large student population has become more diverse. We have a large ELL population which now consists of Spanish, Chinese, Karen, Vietnamese and Taiwanese speakers. This presents a challenge for teachers and staff to meet the needs of these students as they learn the English language. The number of students with disabilities is steadily increasing and almost 11% of our students are identified as special education. As a Title I campus, our population is approximately 67% economically disadvantaged.

At Jackson-Roosevelt Elementary School, we are very blessed with a dedicated staff. Out of our 54 classroom teachers, 47 from the 2021-2022 school year have returned to instruct again this year. Schoolwide expectations have been established and continue to be in place. We have a successful PBIS system and look for applicants that embrace these beliefs.

The pandemic has created numerous challenges for our campus, but our teachers have embraced the "new normal" and adapted to google classrooms and additional safety and sanitation measures.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Providing campus level support for students in other programs (Bilingual, ESL and Special Education) within the larger population of

economically disadvantaged students creates challenges. **Root Cause:** Determining academic needs must be based on campus knowledge of these students and careful monitoring of progress.

**Problem Statement 2:** Many students and families do not have internet access at home and are not familiar with the technology skills and academic programs necessary to support their students. **Root Cause:** Although we have provided the technology, our economically disadvantaged and EB populations may be at a disadvantage.

# Student Learning

## Student Learning Summary

During the 2022-2023 school year, the campus continued adapting instructional strategies to meet the state STAAR standards and the requirement of online testing. This year, we will continue looking to close the lasting instructional gaps caused by the pandemic and school closures. We hope to show overall growth and improvement on STAAR and look forward to increasing our progress. Closing the gaps with our special education students remains a challenge.

3rd Grade					4th Grade				
	Reading	State Avg	Math	State Avg	Reading	State Avg	Math	State Avg	
Approaches	81%	77%	71%	70%	Approaches	82%	77%	82%	69%
Meets	52%	52%	38%	42%	Meets	55%	54%	52%	41%
Mastered	28%	31%	13%	21%	Mastered	22%	29%	26%	23%

5th Grade							
	Reading	State Avg	Math	State Avg	Science	State Avg	
Approaches	86%	80%	84%	76%	78%	66%	
Meets	54%	57%	52%	47%	45%	37%	
Mastered	34%	37%	29%	24%	17%	17%	

For Student Achievement, Jackson/Roosevelt needs more students to achieve **meets** and **masters** on the STAAR tests across all grade levels tested. A larger percentage of the student population is expected to make a year's worth of growth in reading and math. Bilingual and special programs populations showing growth.

## Student Learning Strengths

In our current **A-F Accountability System**, Jackson-Roosevelt Elementary School scored the following in 2022:

**Overall Score: 84**

**Student Achievement: 79**

**STAAR Performance: 79**

**School Progress: 85**

Part A - Academic Growth: 77

Part B- Relative Performance: 85

**Closing the Gaps: 81**

**Distinction Designations: 0**

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

**Problem Statement 1 (Prioritized):** Our ELs and SPED students are not meeting the approaching grade level standard across multiple content areas. **Root Cause:** Our students' lack of academic vocabulary hinders their ability to meet grade level expectations. Classroom instructional practices have not met the needs of these learners. Additional staff members help support these students by providing interventions and smaller group settings.

**Problem Statement 2 (Prioritized):** All subjects and grade level scores in the Meets and Masters Grade Level categories are at low levels. **Root Cause:** Curriculum and Instruction in Texas has historically focused on teaching to the lowest achieving students by way of No Child Left Behind.

**Problem Statement 3:** Students in all grade levels have educational gaps from the school closure and remote learning. **Root Cause:** School closures could not be prevented due to the pandemic. Many students have significant educational gaps due to unsuccessful remote learning, home schooling or excessive absences.

## School Processes & Programs

### School Processes & Programs Summary

The Jackson-Roosevelt staff works very closely with district office personnel to make sure that the curriculum taught is current and meets the needs of the individual students. We continue to utilize **TEKS Resource System** to vertically align curriculum and to provide consistency among the four elementary campuses. We work collaboratively to create consistent instructional calendars which will ensure the curriculum is taught in the same sequence throughout the district.

JR Elementary is a large PK-5 campus with nearly nine hundred students. Our campus has self-contained classrooms for students in grades PK-2. In grades 3-5, our teachers are departmentalized by content area. We have four special education teachers currently serving grades K-5. Third, fourth and fifth grade students are primarily mainstreamed. Our administrative team checks-in weekly with each grade level to communicate regularly with staff and provide support as needed. Our SBDM committee consists of our six administrative team members, a representative from each grade level, elective teachers, and special education teachers.

As the bilingual campus in the district, we must provide bilingual instruction by a certified bilingual teacher in every grade level. Currently, we are fully staffed with a bilingual teacher in all grade levels. As per changes at the federal level, all teachers who teach an ESL student must be ESL certified. This mandates that more of our upper grade departmentalized teachers become ESL certified.

Our campus has many advanced technological educational tools, but we struggle to keep current as technology continues to advance at a rapid pace. Remote learning created new challenges such as teaching live or recording lessons to upload to Google Classrooms.

### School Processes & Programs Strengths

- New teachers receive support from a mentor teacher, from the administration, and from our district new teacher mentor coordinator.
- Principals host a new teacher/mentor luncheon during new teacher inservice
- Monthly meeting with teachers new to our campus with administrators and instructional facilitator
- Choir Enrichments
- Art Enrichments
- Personnel adjustments to support academic growth
- Trained interventionist working with students identified as Dyslexic and/or reading difficulties
- Tutorials are within the school day to ensure every child has the opportunity to receive the support
- Additional tutorials to comply with House Bill 4545 for students unsuccessful on STAAR



- TEKS Resource System provided to align curriculum
- Instructional specialists utilized to gain support for teachers in the classroom
- Two highly trained counselors provide counseling services
- Bilingual certified teachers in all grades

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** All teachers have access to the TEKS Resource System and technology resources, yet some have not fully embraced and implemented with fidelity. **Root Cause:** In the past, no set curriculum was put in place therefore, grade levels, teachers all created and worked from their own curricular plans.

**Problem Statement 2:** Our teachers have encountered many challenges developing lessons that provide instruction to students above grade level, on grade level, and significantly below grade level. **Root Cause:** Some students have significant education gaps due to school closure, unsuccessful remote learning or unsuccessful home schooling.

# Perceptions

## Perceptions Summary

As a large campus, Jackson-Roosevelt Elementary School has the challenge of creating a warm climate of close family relationships. To reduce the number of people students come in contact with, parents and visitors are limited to when they are allowed on campus. Our teachers continue to communicate closely with the families and community to create a friendly, inviting atmosphere where all children are able to achieve their potential. We utilize social media to provide parents an opportunity to see daily activities within the classrooms. We are in our ninth year of a very successful PBIS program to encourage positive behaviors and reward students for making good decisions. We have 54 teachers, 6 professional staff, and 20 aides collaborating to serve 852 students in PK - 5th grade. We work closely together as a staff to get to know the families and children personally and try to make them feel comfortable and welcome in the school setting.

## Perceptions Strengths

- Empathetic, highly visible administrative team dedicated to helping the children and staff be successful
- Positive, caring, highly motivated teaching staff
- Our wonderful PTO has worked hard to safely resume traditional meetings and events for families.
- Our Watch Dog Program has volunteers excited about coming back on campus.
- Parent Liaison
- Facebook, School Messenger and other social/media outlets are being utilized to increase communication with parents.
- Bilingual teachers and office staff
- Counseling staff devoted to working with our families and children helping them be successful in the classroom and in society.
- Open communication between the school and families
- SOAR tickets to reward positive behaviors

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is limited parental involvement of student groups throughout the grade levels. **Root Cause:** Language along with generational and cultural differences create barriers to parental engagement within the schools.

**Problem Statement 2:** Due to increased safety measures, parents and visitors have limited access to the campus. This further limits parental involvement and communication. **Root Cause:** We are trying to limit possible student exposure by reducing the number of visitors on campus. We also have to be able to contact trace in the event of a possible exposure.

# Priority Problem Statements

**Problem Statement 1:** Providing campus level support for students in other programs (Bilingual, ESL and Special Education) within the larger population of economically disadvantaged students creates challenges.

**Root Cause 1:** Determining academic needs must be based on campus knowledge of these students and careful monitoring of progress.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our ELs and SPED students are not meeting the approaching grade level standard across multiple content areas.

**Root Cause 2:** Our students' lack of academic vocabulary hinders their ability to meet grade level expectations. Classroom instructional practices have not met the needs of these learners. Additional staff members help support these students by providing interventions and smaller group settings.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** All teachers have access to the TEKS Resource System and technology resources, yet some have not fully embraced and implemented with fidelity.

**Root Cause 4:** In the past, no set curriculum was put in place therefore, grade levels, teachers all created and worked from their own curricular plans.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There is limited parental involvement of student groups throughout the grade levels.

**Root Cause 5:** Language along with generational and cultural differences create barriers to parental engagement within the schools.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 3:** All subjects and grade level scores in the Meets and Masters Grade Level categories are at low levels.

**Root Cause 3:** Curriculum and Instruction in Texas has historically focused on teaching to the lowest achieving students by way of No Child Left Behind.

**Problem Statement 3 Areas:** Student Learning

# 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## **Student Data: Student Groups**

- Dyslexia data

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

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 1:** Performance Objective 1: The % of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 52% to 70% by June 2025.

JR 3rd grade students scored 54% Meets on Reading STAAR 2022.

**HB3 Goal**

**Evaluation Data Sources:** JR will evaluate student achievement and growth in reading by monitoring and disaggregating curriculum-based assessments data, Measure of Academic Progress data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional supplies, STAAR materials, intervention materials, and support services such as Waterford, Brain Pop, I-Station, and Accelerated Reader will be purchased to support the ELAR academic goals of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional programs will be used to enhance ELAR instruction and to provide intervention in grades K-5.</p> <p>Ex. Saxon Phonics, iReady</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day and summer accelerated learning.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$10,766.53</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> K, 1, and 2 will send home easy readers to involve parents and further reading skills. 1st and 2nd will send home a weekly fluency passage to increase reading fluency. Kindergarten will also send a fluency passage weekly starting in January.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Workstations and guided reading will take place in PK-2 classrooms to improve ELAR skills. Supplies, materials, and staff development will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> A Bilingual Pre-K aide will be provided to assist students instructionally and socially in the Bilingual Pre-K Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> All Bilingual Pre-K students will show a year's growth on EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$20,187.20</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> We will continue to work toward school improvement (AYP) in ELAR for students with disabilities and ELL students. Technology hardware, instructional software programs, and intervention materials will be purchased to assist in achieving this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will use TEKS Resource System along with Savvas Textbook series, Eduphoria Forethought and Aware to collaborate with district specialists and teachers to plan highly effective lessons and monitor student progress and adjust accordingly to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 2:** Performance Objective 2: The % of 3rd grade students who score meets grade level or above on STAAR Math will increase from 43% to 60% by June 2025.





JR 3rd grade students scored 38% Meets on Math STAAR 2022.

**HB3 Goal**

**Evaluation Data Sources:** JR will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessments data, Measures of Academic Progress data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional supplies, materials, and support services such as Waterford, I-station, and Brain Pop will be purchased to support the academic and social goals of the campus in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional programs will be used to enhance Math instruction and to provide intervention in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day and summer accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$10,766.53</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will continue to work toward school improvement (AYP) in Math for students with disabilities and ELL students. Technology hardware, Instructional Software Programs, and intervention materials will be purchased to assist in achieving this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will use TEKS Resource System along with Eduphoria Forethought and Aware to collaborate with district specialists and teachers to plan highly effective lessons and monitor student progress and adjust accordingly to ensure student success in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 3:** The % of students who score meets grade level or above on STAAR Reading 4-8 and EOC English 1 and 2 will increase by 5% each year.





JR 4th grade students scored 55% Meets on Reading STAAR 2022.

JR 5th grade students scored 54% Meets on Reading STAAR 2022.

**Evaluation Data Sources:** JR will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessments data, Measures of Academic Progress data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional supplies, STAAR materials, intervention materials, and support services such as Waterford, Brain Pop, I-Station, Book Nook, Reading A to Z, and Accelerated Reader will be purchased to support the ELAR academic goals of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional programs will be used to enhance ELAR instruction and to provide intervention in grades K-5.</p> <p>Ex. Saxon Phonics, iReady</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day and summer accelerated learning.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$10,766.53</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will continue to work toward school improvement (AYP) in ELAR for students with disabilities and ELL students. Technology hardware, instructional software programs, and intervention materials will be purchased to assist in achieving this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will use TEKS Resource System along with Pearson Textbook series, Eduphoria Forethought and Aware to collaborate with district specialists and teachers to plan highly effective lessons and monitor student progress and adjust accordingly to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student STAAR scores and TPRI data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 4:** The % of students who score meets grade level or above on STAAR Math 4-8 and EOC Algebra 1 will increase by 5% each year.





JR 4th grade students scored 51% Meets on Math STAAR 2022.

JR 5th grade students scored 51% Meets on Math STAAR 2022.

**Evaluation Data Sources:** JR will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessments data, Measures of Academic Progress data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional supplies, materials, and support services such as Waterford, I-station, and Brain Pop will be purchased to support the academic and social goals of the campus in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional programs will be used to enhance Math instruction and to provide intervention in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day and summer accelerated learning.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$10,766.53</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use TEKS Resource System along with Eduphoria Forethought and Aware to collaborate with district specialists and teachers to plan highly effective lessons and monitor student progress and adjust accordingly to ensure student success in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Math scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





**Performance Objective 5:** The % of students who score meets grade level or above on STAAR Science 5 & 8 and EOC Biology will increase by 5% each year.

JR 5th grade students scored 45% Meets on Science STAAR 2022.

**Evaluation Data Sources:** JR will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessments data, Measures of Academic Progress data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional supplies, materials, training and support services such as BrainPop, Generation Genius, StemScopes and Waterford will be purchased to support the academic and social goals of the campus in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Science scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional programs will be used to enhance Science instruction and to provide intervention in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Science scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Science scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$10,766.53</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will continue to work toward school improvement (AYP) in Science for students with disabilities and ELL students. Technology hardware, Instructional Software Programs, and intervention materials will be purchased to assist in achieving this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Science scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in a voluntary Science fair to promote parental involvement in the Science content and to reinforce the scientific method.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Science scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Science Fair Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will use TEKS Resource along with Eduphoria Forethought and Aware to collaborate with district specialists and teachers to plan highly effective lessons and monitor student progress and adjust accordingly to ensure student success in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> JR STAAR Science scores and EOY local assessment data will increase by 5% or one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

**Performance Objective 6:** The % of students who score meets grade level or above on STAAR Social Studies 8 and EOC U.S. History will increase by 5% each year.

**Evaluation Data Sources:** JR will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessments data as well as student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional supplies, materials, and support services such as Brain Pop and Social Studies Weekly will be purchased to support the academic and social goals of the campus in Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Local assessments will demonstrate mastery of Social Studies information.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> An Instructional Facilitator will be available to provide instructional support to teachers and students during the school day in the content area of Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Local assessments will demonstrate mastery of Social Studies information.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$10,766.53</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use Eduphoria Forethought and Aware to collaborate with district specialists and teachers to plan highly effective lessons and monitor student progress and adjust accordingly to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> JR student scores will increase to an Index Score of 90 on Student Achievement Index 1 and increase to an Index Score of 50 on Student Progress Index 2.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** JR will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





**Performance Objective 7:** The % of Emergent Bilingual and Special Education student populations that score meets grade level or above on STAAR reading and math will increase by 5% each year.

JR Emergent Bilingual population scored 47% Meets on Reading STAAR 2022 and 49% Meets on Math STAAR 2022.

JR Special Education population scored 22% Meets on Reading STAAR 2022 and 14% Meets on Math STAAR 2022.

**Evaluation Data Sources:** JR will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessment data, Measures of Academic Progress data, STAAR-based assessment data, and the Results Driven Accountability Report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JR administers RLA universal screeners (iStation and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> The universal screeners identify each student's academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> JR will utilize programs such as Summit K12, Reading by Design, and ST Math to increase students' academic growth and achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> JR will utilize and monitor these instructional programs with fidelity to ensure student academic gains and mastery of critical thinking skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> JR provides faculty and staff with professional development on research-based inclusion strategies for students receiving Bilingual/ESL, Special Education, 504, Dyslexia, and Rtl services.</p> <p><b>Strategy's Expected Result/Impact:</b> JR will increase the knowledge and implementation of research-based inclusion strategies within instruction, resulting in students' academic growth and achievements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				




**Goal 2:** JR will support college, career and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.


**Performance Objective 1:** JR students will have the opportunity to participate in extracurricular activities to enrich their education as they become safely available.


**HB3 Goal**


**Evaluation Data Sources:** All 3rd, 4th, and 5th grade students will have the opportunity to participate in academic and artistic extracurricular activities to enrich their education.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Extracurricular activities such as Choir, Science Club, Student Council, Art Enrichments, etc... Students will participate in presentations and performances to encourage parental involvement as they become safely available.</p> <p><b>Strategy's Expected Result/Impact:</b> Extracurricular membership rosters will demonstrate success of the activity groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Enrichment Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** JR will support college, career and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

**Performance Objective 2:** JR will consistently monitor student attendance to ensure increasing opportunities for academic success.





**Evaluation Data Sources:** JR will monitor attendance every 9-weeks period and compare student attendance and academic achievement data to determine attendance make-up and tutoring needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JR will utilize campus staff, district truancy officers, and parent liaisons to make home visits for chronically absent students.</p> <p><b>Strategy's Expected Result/Impact:</b> Connecting with family regarding student absences will increase attendance and develop school-family relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Officers, Parent Liaisons, and Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p><b>Funding Sources:</b> - 211 TITLE I - \$22,773.20</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** JR will maintain a safe environment through enhanced safety measures and campus initiatives.

**Performance Objective 1:** JR will strive to improve all practices associated with school safety measures including training, development, and refinement of current safety practices.





**Evaluation Data Sources:** Drills and training take place monthly and are documented through logs and electronic messages assuring compliance with safety protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff, parents and students will work together to ensure a safe and positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be made aware of an online bullying report through campus newsletter.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** JR will attract and retain quality staff through the measures outlined in the District of Innovation plan, salary incentives, potential teacher housing and a supportive professional development.

**Performance Objective 1:** JR will participate in targeted professional development focused on administrator, teacher, and paraprofessional effectiveness in all instructional settings.





**Evaluation Data Sources:** Professional development data is evaluated on a continuum of enrollment, attendance, closing surveys, and implementation evidence of the concepts/strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Paraprofessionals and teachers were given additional days to participate in professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> One hundred percent of staff participate in professional development learning that will therefore increase instructional effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** JR will attract and retain quality staff through the measures outlined in the District of Innovation plan, salary incentives, potential teacher housing and a supportive professional development.

**Performance Objective 2:** JR will actively recruit teachers and mentor new hires to ensure the retention of effective educators.





**Evaluation Data Sources:** Surveys regarding the New Teacher Mentor program, T-Tess Walkthroughs, Observations, and Evaluations are regularly used to gauge the effectiveness of recruitment and retention decisions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New teachers will be provided a campus mentor for support, as well as the New Teacher Academy offered from District Office.</p> <p><b>Strategy's Expected Result/Impact:</b> One hundred percent of teachers new to our campus will receive the support of a mentor to help develop a positive working environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** JR will practice fiscal responsibility while meeting student and staff needs.

**Performance Objective 1:** JR will monitor budget requests and utilize federal, state, and district funds to support the instructional plan.





**Evaluation Data Sources:** Fiscally responsible purchases are made based on appropriate campus requests for instructional needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchases of materials, instructional programs, services, etc...will be made to meet the educational and social needs of the various JR student populations. These include but are not limited to bilingual, ESL, special education, 504, economically disadvantaged, and our various race populations. Funds will be used to provide staff the opportunity to attend needed professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Based on the yearly audit of finances and program budgets, JR will utilize federal, state, and local budgets in accordance with all mandated regulations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** JR will practice fiscal responsibility while meeting student and staff needs.

**Performance Objective 2:** JR will coordinate federal, state, and district funds to enhance the safety program.

**Evaluation Data Sources:** Fiscally responsible purchases are made from vendor quotes and based on campus safety needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JR uses approved vendors and requires a minimum of three quotes if necessary to ensure quality materials at fiscally responsible pricing.</p> <p><b>Strategy's Expected Result/Impact:</b> JR maintains appropriate budget guidelines while procuring quality materials.</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for JR Elementary

**Total SCE Funds:** \$471,082.05

**Total FTEs Funded by SCE:** 17.48

### Brief Description of SCE Services and/or Programs

SCE monies are used to support regular education at Jackson Roosevelt Elementary with student achievement, dyslexia intervention, and mainstream support for Special Education. We also purchase research-based curriculum to supplement instruction and provide intervention for at-risk students.

## Personnel for JR Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Enriquez	Special Ed Aide	1
Alma Delgado	1st Grade	0.14
Alyssa Gonzalez	PK Aide	1
Amanda Guillen	Instructional Aide	1
Amber Whittle	2nd Grade	0.12
Ashley Schuenemann	PK Aide	1
Beatriz Pena	5th Grade	0.46
Cynthia Coleman	Kindergarten	0.14
Edna Green	PK Aide	0.48
Joelle Mang	3rd Grade	0.14
John Garcia	P.E. Aide	0.82
Karah Walker	PK Aide	1
Kelly Blanco	Counselor	1
Kendall Selby	1st Grade	1
Kimberly Davis	1st Grade	0.47
Kristen Kestler	4th grade	0.14
Kristy Blackstock	Aide	1
Lizette Carrizales	P.E. Aide	1
Maria Escalera	Prekindergarten	0.92



<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Lalonde	1st Grade Teacher Fellow	1
Megan Rodriguez	5th Grade	0.08
Ofelia Cordova	Intervention	1
Oralia Munoz	4th grade	0.39
Sarah Williams	Instuotional Aide	1
Stacey Krause	Special Ed	0.12
Teresa Cantu	Reading Intervention	0.92
Tina Marxmiller	5th Grade	0.14

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fernandez, Lili	PK Aide	34	1.0
Judd, Samantha	Counselor	30	1.0
Kelly Hataway	Instructional Facilitator	30	1.0
Salinas, Cristal	Parent Liaison	30	1.0

# Campus Funding Summary

211 TITLE I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$10,766.53
1	1	6			\$20,187.20
1	2	3			\$10,766.53
1	3	3			\$10,766.53
1	4	3			\$10,766.53
1	5	3			\$10,766.53
1	6	2			\$10,766.53
2	2	1			\$22,773.20
<b>Sub-Total</b>					<b>\$107,559.58</b>

# Addendums

# Jackson-Roosevelt Elementary

2022-2023



852 Students      700 Regular      152 EB

Hispanic	White	Other	Eco Dis	ELL
75%	23%	2%	67%	18%



	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Total	89	120	159	125	113	120	127	852
SpEd	3	5	22	15	14	18	13	76
EB	17	15	19	27	21	25	28	152



## 2022 STAAR Results

Grade 3				
	Reading	State Avg	Math	State Avg
Approaches	81%	77%	71%	70%
Meets	52%	52%	38%	42%
Masters	28%	31%	13%	21%

Grade 4				
	Reading	State Avg	Math	State Avg
Approaches	82%	77%	82%	69%
Meets	55%	54%	52%	41%
Masters	22%	29%	26%	23%



Grade 5						
	Reading	State Avg	Math	State Avg	Science	State Avg
Approaches	86%	80%	84%	76%	78%	66%
Meets	54%	57%	52%	47%	45%	37%
Masters	34%	37%	29%	24%	17%	17%



### Celebrations

- JR Elementary was voted the 2022 Best of the Best School in Galhoun County for the 3<sup>rd</sup> year in a row
- Choir and Student Council have started meeting after school and Science Club is in the works
- We are 100% fully staffed with certified bilingual teachers
- 1:1 Chromebooks for all students
- Peer Tutoring Program started
- In-School Tutorials to help struggling learners

### Challenges

- Educational gaps due to COVID-19
- Erratic attendance for struggling learners
- Challenging behaviors due to transitioning back to classroom from less structured home environments
- Internet safety
- Increasing number of Special Education and 504 students
- Increasing need for ESL teachers

# 2022-2023 Campus Site-Based Committee

Meeting Date: October 24, 2022

3:45 P.M.

JR Campus

Committee Role	Name	Position	Signature
Administrator	Julie Duckett-Casey	Principal	
Administrator	Amber Caylor	Assistant Principal	
Classroom Teacher	Yvonne Flores	1st Grade Teacher	
Classroom Teacher	Cassie Boyd	3rd Grade Teacher	
Classroom Teacher	Kenneth Goode	Special Ed Teacher	
Non-classroom Professional	Samantha Judd	Counselor	
Non-classroom Professional	Kelly Blanco	Counselor	
Administrative Assistant	Linda Reyes	Administrative Assistant	
Parent	Amber Brown - Willis	PTO President	
Community Representative	Dina Sanchez	Community Member	
Business Representative	Rolando Reyes	Business Member	
District-level Professional	Sherry Morish	District-level Professional	
Classroom Teacher	Maria Escalera	PK Teacher	
Classroom Teacher	Leticia Mendoza	Kindergarten Teacher	
Classroom Teacher	Jill Nicholson	2nd Grade Teacher	
Classroom Teacher	Marissa Britton	4th Grade Teacher	
Classroom Teacher	Megan Rodriguez	5th Grade Teacher	
Classroom Teacher	Amy Watts	GT/Art Teacher	
Classroom Teacher	Travis Acord	P.E Teacher	
Non-classroom Professional	Kelly Hataway	Instructional Specialist	
Administrator	Margaret Canales	Assistant Principal	
Paraprofessional	Cristal Salinas	Parent Liaison	