

Spring Independent School District
Jenkins Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

At Jenkins Elementary, our mission is to give students the expertise of the entire organization by working with unsurpassed collaboration, cooperation, and coordination; as we accept learning as the fundamental purpose of our school reaching exemplary student achievement.

Vision

Jenkins will be known for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

- We base our decisions on what is best for our students.
- We strive for excellence in all we do.
- We build trust through integrity and lead by example.
- We communicate openly. We value diversity and treat everyone with dignity and respect.
- We win as a team.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	9
Perceptions	11
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Reach every student.	15
Goal 2: Excellence in every school	29
Goal 3: High Performance from every employee	32
Goal 4: Engaged stakeholders in every community	35
Goal 5: Opportunities and choice for every family.	38
Comprehensive Support Strategies	40
Campus Improvement Team	42
Campus Funding Summary	43

Comprehensive Needs Assessment

Revised/Approved: June 25, 2018

Demographics

Demographics Summary

Jenkins Elementary is a forty-three year old, PK-5th grade campus in Spring ISD, located in Spring, Texas. Jenkins Elementary is a neighborhood school within a diverse community that is constantly growing and changing. Families attending the school are strong believers in community and tradition. Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from information available in May and June of 2018. Student enrollment at Jenkins Elementary has been steady for the last four years, with enrollment around 700 students. May enrollment data shows 671 students enrolled, with Hispanic and African America students as the majority. The campus groups consist of the following: 33% are African American, 49.6% are Hispanic, 13.9% are White, and 1% are Asian.

The campus did not have any migrant students. The attendance rate was 95.18%, which is lower than you would expect being that almost all students live within a mile of the school. We have buses that serve students receiving special education services and added two buses when the distance for eligibility extended to the 1.5-mile radius. Jenkins Elementary student groups include: 24% English Language Learners (ELLs), 18% Bilingual, 6% English Second Language Learners, 3% Gifted and Talented, 11% Special Education, 73% At-Risk, and 78% Economically Disadvantaged.

Demographics Strengths

Jenkins Elementary's demographic strengths include:

1. Many families have strong ties to the neighborhood and generations have attended Jenkins. Families want to be a part of the school events and maintain traditions.
2. Students are often protective and sensitive to the needs of our students served by the Special Education program. With six programs on campus, students and staff members get to know all of the students, which creates a caring bond among students.
3. All teachers are highly qualified in the content area and grade level in which instruction is given.
4. Teacher retention rate was 92% this year, compared to 90% the previous year and 40% at the end of the 2015-2016 school year.
5. The School Quality Survey indicated that 88% of parents feel staff members treat them with respect.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Survey data and parent conferences reveal a need for further professional development on building relationships with students and parents. **Root Cause:** Not all teachers build strong relationships with students and parents throughout the school year.

Student Academic Achievement

Student Academic Achievement Summary

Jenkins Elementary experienced growth in some areas and declined in some areas on the 2018 STAAR. The following scores for all grades show the percentage of student at Approaches Grade Level.

- All Subjects – 58% (2017 - 58%)
- Reading – 64% (2017 - 58%)
- Math – 64% (2017 - 62%)
- Writing – 40% (2017 - 50%)
- Science – 58% (2017 - 57%)

In the 2017-2018 school year, Jenkins Elementary met the standards on the following:

- Domain 2 School Progress, Part A - 70 (state target score = 60)
- Domain 3 Closing Performance Gaps - 70 (state target score = 60)

In the 2017-2018 school year, Jenkins Elementary did meet the standards on the following:

- Domain 1 Student Achievement - 58 (state target score = 60)
- Domain 2 School Progress, Part B - 59 (state target score = 60)

Each grade level has a daily intervention schedule. STAAR data does not show that the interventions and core instruction were effective for all students.

In the 2017-2018 school year, Jenkins Elementary missed the target in the following areas of Closing the Gaps:

Academic Achievement:

- All Students, African American, Hispanic, Economically Disadvantaged, White, Continuously Enrolled, Non-Continuously Enrolled and ELL in reading
- All Students, African American, Hispanic, Economically Disadvantaged, Special Education, and ELL in math

Growth Status

- White, Economically Disadvantaged, Continuously Enrolled in reading
- White and ELL in math

Student Success Status:

- All students, African-American, Hispanic, White, Economically Disadvantaged, ELL, Special Education, Continuously Enrolled and Non-Continuously Enrolled

The campus intervention/leadership team is in place to address these areas. The team members included:

- Tiffany Weston, Principal
- Wesley Vaughan, Assistant Principal
- Velma Moss, Counselor
- Donna Riojas, Student Success Specialist
- Susanna Solano, LEP Coordinator
- Chevelle Polk, Literacy Coach
- Kenny Moses, Literacy Coach
- Heather Woolford, Math Coach
- Anna Tomlin, Reading Interventionist
- Celena Robinson, K-2 Reading Interventionist

A data analysis was conducted and revealed the following:

- African American, ELL and Economically Disadvantaged students scored lower than Hispanic and White students in math.
- African American, ELL and Economically Disadvantaged students scored lower than Hispanic and White student in reading.
- Students receiving special education services scored significantly lower than the other populations.

Student Academic Achievement Strengths

- Consistent PLCs helped. Coaches were always available and worked with teachers after school, at times. Having a 3-5 Literacy Coach and a Math Coach was beneficial because they provided support in planning, modeling lessons and finding resources.
- Working with Dr. Campanero helped with third and fifth. The third grade group came from second grade with deficits (lost two teachers when they were in second grade). Dr. Campanero coached teachers with the Literacy Coach, modeled and provided resources to support Close Reading.
- The Reading Interventionist position helped our lower readers to grow:
 - Approaches – $10/26 = 38\%$, Meets – $2/26 = 8\%$

Questions Away	-1	-2	-3	-4
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Students	2	1	1	4
	46%	50%	54%	69%

- In fourth grade math, general ed., the teacher had 70% of students at approaches. The addition of the iEducate tutor allowed more students to receive small group instruction.
- Having a 3-5 Literacy Coach working with teachers helped in third and fifth grade.
- The math teachers, one reading teacher (the other was on FLMA) and the 3-5 Literacy Coach, taught fifth grade interventions. Their monitoring of progress and re-organization of groups were successful. We must replicate this in third and fourth grades.
- The campus met the target for English Language Proficiency Status (ELP Target Met)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The campus STAAR scores increased by 2% in index 1. **Root Cause:** Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.

Problem Statement 2: Teachers need more feedback with follow up to grow in the management and rigor trajectories. **Root Cause:** Administrators did not efficiently implement coaching and feedback to grow teachers' capacity.

Problem Statement 3: Fourth grade writing STAAR scores decreased from 50% to 40% **Root Cause:** Teachers, coaches and administrators did not use Lucy Calkins resources effectively for revising and editing.

Problem Statement 4: Third grade math STAAR scores decreased from 64% to 49%. **Root Cause:** Teachers did not have the capacity to provide differentiated, rigorous and relevant instruction in addition to effective classroom management.

Problem Statement 5: Bilingual math STAAR scores in third and fourth grades were significantly lower when compared to non-Bilingual students. **Root Cause:** The third and fourth grade Bilingual math classes had an ineffective Bilingual teacher.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment at Jenkins Elementary is guided by the Spring ISD scope and sequence for each content area. The scripted lessons are used as a guide to help with planning. At the beginning of the year, grade level teams mapped out the plan to teach all TEKS before the end of the school year. Teachers and campus leaders collaborate weekly to plan instruction that includes the following:

- TEKS for the week
- How to assess students
- How students will show mastery
- Delivery of instruction with differentiation to meet the needs of all students
- Re-teaching of previously taught skills that students have not mastered
- PLC types include planning, learning, at-bats and data driven instruction planning

Data Driven Instructional Planning is done during PLC after local checkpoints and benchmarks. Similar to planning, teachers and campus leaders plan instruction based on the data, create intervention groups with progress monitoring and revisit the plan weekly. Students receive re-teaching in class, during interventions, during tutorials or a combination of the three.

STAAR data and teacher surveys show that RtI interventions must be monitored more intently in third and fourth grades. In third grade reading, fourth grade (non-BIL), fifth grade math and fifth grade reading, we experience growth, in part due to classroom instruction and interventions to address areas of need. The grade level, 45-minute RtI intervention & enrichment groups will be restructured to allow more diligent monitoring by the administrators.

The following are the consistent data sources reviewed to determine student growth during the year:

- Checkpoints
- Benchmarks
- MobyMax

The campus and district goals were 75% in all subject areas of STAAR and MAP Growth.

Each faculty and staff member creates goals for student achievement and professional growth. These goals are visited three times a year; however, teachers must monitor with evidence more efficiently throughout the year.

School Processes & Programs Strengths

Jenkins Elementary has identified the following strengths:

- Teachers support the campus by serving on various committees
- Instructional coaches in math and reading, developmental specialist from the district
- Reading interventionist for 3rd -5th grade
- There is an open floor and open door policy
- Teachers have a voice on campus to influence decisions
- Parents are invited to participate on committees
- All teachers are required to become ESL 100% of the certified teachers participated in professional development with 50 hours or more
- Built in intervention and enrichment time in all grade levels
- Two computer labs on campus and at least two chrome carts in each level (1st – 5th)
- Increased programs for student and parental involvement (grade level music programs, Watch D.O.G.S., Career Day, Sock Hop, Field Day, Hispanic Heritage program, Black History program, Basketball, Curriculum Night, STAAR Night, Open House, Grandparents Day Lunch, Fall Festival, Breakfast with Santa)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RtI is not implemented in a successful manner that allows for students to fill gaps in learning. **Root Cause:** Teachers, coaches and administrators did not monitor the interventions and student growth in some grade levels as meticulously as other grade levels.

Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Problem Statement 3: Teachers and administrators have deficits as indicated in Texas Teacher Evaluation and Support System (T-TESS). **Root Cause:** The professional learning available that addresses T-TESS dimensions must be a part of the coaching cycle and follow up.

Problem Statement 4: We did not follow a consistent progress monitoring process. **Root Cause:** Teachers did not take accountability for data and the leadership team did not implement progress monitoring with crucial conversations.

Perceptions

Perceptions Summary

Jenkins Elementary welcomes parent and the community to become involved with the school. We have programs that allow for volunteering and student display of talents. Due to Hurricane Harvey, we did not hold all of our programs this past school year. According to our School Quality Survey, parents felt families are encouraged to attend school-sponsored activities, such as Back-to-School Night (91%). The survey indicated that the school encourages families to volunteer (90%).

According to the survey, in the area of Safety and Behavior, 17% of parental responses indicated that discipline is not enforced fairly. In Academic Support, 17% of parents felt teachers do not give timely and helpful feedback about student work. Parents indicated that Jenkins Elementary must successfully show students how lessons relate to life outside of school (63%). When asked if the school uses family input to improve instruction, 76% of parents felt this to be true, which is increase from 42% the previous year.

Parents are participants on the site-based decision making committee. The parents are chosen by the principal based on observations, communications and the parent being willing to voice their concerns, comments and suggestions to help the campus grown. These observations and conversations are held throughout the year. Parents have the site-based decision making committee, Elevate, a suggestion box and contacting school staff or administrators to express themselves. More opportunities for two-way communication are needed for stakeholders to communicate with the school.

Parents believe that Jenkins Elementary must successfully show students how lessons relate to life outside of school (63%). When asked if the school uses family input to improve instruction, 76% of parents felt this to be true, which is increase from 42% the previous year.

During the school year, many parents allowed students to arrive tardy or checked students out early, causing students to miss instructional time. The attendance rate for the year was 95.18%, which was below our 98% target. Attendance conferences are held with parents of students who had attendance of 90% or less. The truancy officer works with the campus and made frequent visits to support the campus. The Hollywood Block Party, Game Truck and Friday treats were incentives this school year. There is a strong need for a system to track early leavers, reduce the number of early leavers and have students make up instruction missed when leaving early/arriving late.

Perceptions Strengths

Jenkins Elementary had the following strengths:

- Participation and ratings in the School Quality Survey has increased over the last three years, from 38 to 31 to 111.
- 90% of parents felt that the school encourages parents to volunteer.
- 91% of parents indicated families are encouraged to attend school-sponsored activities, such as Back-to-School Night.
- 88% of parents and 99% of staff felt staff members and families treat each other with respect.

- 81% of parents and 96% of staff felt that bullying was not tolerated.
- 90% of parents and 99% staff indicated that the school was safe.
- 79% of parents indicated that our school was excellent or good, an increase from 61% the previous year.
- 88% of parents indicated that there is a teacher, counselor or other staff member to who a student can go for help with a school problem; 85% for a personal problem.
- 82% of parents felt students are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities.
- 90% of parents felt school-based administrators make decisions that are in the best interests of students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers, coaches and administrators must show students how lessons relate to life outside of school. **Root Cause:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Problem Statement 2: The attendance goal of 98% was not met with the end of the year rate of 95.18%. **Root Cause:** Attendance conferences were not held consistently to implement contracts, review progress and make adjustments using the guidelines provided by the district.

Problem Statement 3: This school does not use family input to improve instruction. **Root Cause:** Input from parents is not being received in order to use family input on campus.

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
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Reach every student.

Performance Objective 1: All student groups in grades 3-5 will score 80% or higher on 2019 STAAR reading, math, writing and science.

Evaluation Data Source(s) 1: 2019 STAAR data for all subgroups will be a minimum of 80% in reading, math, writing and science.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Interventions and enrichment will be built in as a part of the daily schedule for 45 minutes in all grade levels.</p> <p>The Student Success Specialist will monitor RtI during interventions and work with administrators to ensure that the RtI model is followed with fidelity. Teachers will be held accountable for RtI implementation and maintaining documentation in an RtI binder.</p> <p>Tutorials will be offered to students reading below grade level and/or did not meet the standard on STAAR reading or math. Students will receive a Fuel to Go meal from Child Nutrition between dismissal and tutorials.</p> <p>Instructional materials will be purchased to support students success. Transportation is available for qualifying students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Student Success Specialist, Teachers</p>	<p>All subgroups will meet system safeguards with a minimum of 80% on the 2019 STAAR in reading, math, writing, and science.</p> <p>White, Economically Disadvantaged, and Continuously Enrolled subgroups will meet the target in the Growth Status system safeguard in reading.</p> <p>White and English Language Learner subgroups will meet the target in the Growth Status system safeguard in math.</p> <p>All students, African-American, Hispanic, White, Economically Disadvantaged, English Language Learners, Special Education, Continuously Enrolled and Non-Continuously Enrolled subgroups will meet the Student Success Status system safeguard.</p> <p>All Students, African American, Hispanic, Economically Disadvantaged, White, Continuously Enrolled, Non-Continuously Enrolled and ELL subgroups will met the target in Academic Achievement Status system safeguard in reading.</p> <p>All Students, African American, Hispanic, Economically Disadvantaged, Special Education, and ELL subgroups will met the target in Academic Achievement Status system safeguard in math.</p> <p>Map Growth Interim Assessments will reflect a year's growth in reading, math, writing and science for a minimum of 80% of all students.</p> <p>Tutorials Sept. 11 - May 4</p> <p>Teacher RtI Binders SSS RtI Binder Principal RtI Binder</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 4</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00, 211 Title I, Part A - 5000.00</p>							

<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Administrators, a Literacy Coach for 3-5, a Literacy Coach for KG-2 and a Math Coach for 3-5 will meet weekly with teachers during PLC to implement effective PLCs. PLCs will include data driven action planning, planning, learning and practice.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Math Coach 3-5, Literacy Coach KG-2, Literacy Coach 3-5, Teachers</p>	<p>Weekly PLC minutes will reflect collaboration, data driven action planning, planning, learning and practice.</p> <p>A minimum of 80% will meet the standard on the December and March benchmarks in reading, math, science and writing.</p> <p>Map Growth interim assessments will reflect a year's growth in reading and math.</p> <p>On 2019 STAAR, a minimum of 80% of students will score at Meets Grade Level in reading, math, science and writing.</p> <p>White, Economically Disadvantaged, and Continuously Enrolled subgroups will meet the target in the Growth Status system safeguard in reading.</p> <p>White and English Language Learner subgroups will meet the target in the Growth Status system safeguard in math.</p> <p>All students, African-American, Hispanic, White, Economically Disadvantaged, English Language Learners, Special Education, Continuously Enrolled and Non-Continuously Enrolled subgroups will meet the Student Success Status system safeguard.</p> <p>All Students, African American, Hispanic, Economically Disadvantaged, White, Continuously Enrolled, Non-Continuously Enrolled and ELL subgroups will met the target in Academic Achievement Status system safeguard in reading.</p> <p>All Students, African American, Hispanic, Economically Disadvantaged, Special Education, and ELL subgroups will met the target in Academic Achievement Status system safeguard in math.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3, 4 - Perceptions 1, 3</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 65000.00</p>							

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will provide writing instruction using the Lucy Calkins Units of Study in grades KG-5. Professional development will be provided throughout the school and during PLCs with a focus on revising and editing. Learning from the Homegrown Writing Institute will be shared during PLC to implement instructional strategies in the classroom</p>	2.4, 2.6	Principal, Literacy Coach KG-2, Literacy Coach 3-5, Teachers	<p>Homegrown Writing Institute - July 9 to 12</p> <p>BOY On-Demand Writing Sample Aug. 17 - Sept. (K-5)</p> <p>MOY On-Demand Writing Sample Jan. 9 - Jan. 19</p> <p>EOY On-Demand Writing Sample May 21-31 (K-5)</p> <p>60% or higher on 4th grade STAAR writing</p> <p>80% or higher meeting the standard on the EOY On-Demand Writing Sample</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) A reading interventionist for K-2 (SCE), reading interventionist for 3-5 (Title I) and LEP Coordinator will provide interventions to students in 1st - 5th grade.</p>	2.4, 2.6	Student Success Specialist, Literacy Coaches, Reading Interventionist, LEP Coordinator	<p>80% or higher on STAAR reading</p> <p>80% of students will be reading at above grade level on DRA in May 2019</p> <p>80% of students will be reading at or above grade level on EOY MAP Growth in 2019</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2, 4</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 32000.00)</p>							
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Campus leaders and teachers will attend professional development provided by Work Force Development to implement the following components of the Balanced Literacy Framework of literacy applied.</p> <ul style="list-style-type: none"> - Independent Reading - Read Aloud - Writing Workshop <p>Professional learning will be evident in PLC, lesson plans, and delivery of reading instruction. Teachers in KG-5th will participate in training.</p>	2.4, 2.6	Principal, Assistant Principal, Literacy Coaches, Work Force Development	<p>Professional Development Dates:</p> <p>80% or higher at Meets Grade Level on 2019 STAAR reading</p> <p>80% of students will be reading at above grade level on the MAP Growth EOY assessment.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2, 3 - Perceptions 1</p>							

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Administrators, the Limited English Proficiency (LEP)Coordinator will provide coaching to teachers of students in the LEP program. The LEP Coordinator will provide student interventions to ESL and Bilingual students. We will progress monitor teacher implementation of accommodations, English Language Proficiency Standards, and students' academic progress. Instructional materials will be purchased for ESL students.</p>	2.4, 2.6	Principal, Assistant Principal, LEP Coordinator, Teachers	<p>LEP students will meet the standard at 80% or higher on the November, February and March benchmarks.</p> <p>LEP students will meet the system safeguards on the 2019 STAAR in reading, math, science and writing.</p> <p>Implementation of accommodations based on students' TELPAS levels will be evident in lesson plans, student work and classroom observations.</p>				
<p>Problem Statements: Student Academic Achievement 1, 3, 4, 5 - School Processes & Programs 1, 4</p> <p>Funding Sources: 211 Title I, Part A - 0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>7) Provide a prekindergarten aide to support the prekindergarten teachers.</p>	2.4, 2.6	Principal, Assistant Principal	<p>A minimum of 80% of prekindergarten students will show readiness for kindergarten as assessed through the PK Circle assessments.</p>				
<p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) The campus will be supported by the International Center for Leadership in Education (ICLE) as we provide professional development and implementation of the Rigor Relevance Framework (RRF).</p> <p>Content and knowledge from ICLE on the RRF will be a focus during weekly learning, practice and planning PLC. as well as district professional development days. Additional professional development will be provided in content areas to support implementation of the RRF provided by SISD, ESC 4 or other Regional ESCs.</p>	2.4	Principal, Assistant Principal, LEP Coordinator, Coaches, Teachers	<p>Aug.. 7 and 8 - Rigor Relevance professional development</p> <p>District PD days on campus - Sept. 21, Nov. 9, Jan. 7, Feb. 15 and April 5</p> <p>The campus will move one rating to right on the CIR rubric by the end of 2018-2019.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: 211 Title I, Part A - 3541.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>9) Improve tier one instruction, across core content areas, by effectively leading planning, learning and practice PLCs using the Rigor Readiness Framework.</p>	2.4, 2.6	Administrators, Literacy Coaches, Math Coach	<p>Result - Administrators and teachers will effectively lead planning, learning and manage instruction across all subjects.</p> <p>Impact - Teachers improve the academic performance of scholars.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3, 4, 5 - School Processes & Programs 2, 3, 4 - Perceptions 1</p> <p>Funding Sources: 211 Title I, Part A - 15000.00</p>							

<p>Critical Success Factors CSF 1</p> <p>10) PVA curriculum will be used to create direct ties supporting scholar academic achievement as well as provide other activities and programs to support scholar access to and success in a variety of well-rounded education experiences.</p>	2.4, 2.5	Principal, Music Teacher, Art Teacher, PE Teacher	<p>Result - Teachers will have a rigorous and aligned curriculum.</p> <p>Impact - Teachers improve the academic performance of scholars.</p>				
Problem Statements: School Processes & Programs 2							
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>11) Edmentum software will be purchased for use during intervention, small group instruction and at home. The software will provide students practice on skills at their MAP Growth RIT level to increase academic achievement in math, reading and science.</p> <ul style="list-style-type: none"> - Study Island math & reading for grades 3-5 - Study Island science for grade 5 - Reading Eggs for grades K-2 	2.4, 2.5, 2.6	Student Success Specialist, Teachers	<p>On 2019 STAAR, a minimum of 80% of students will score at Meets Grade Level in reading, math, and science.</p> <p>White, Economically Disadvantaged, and Continuously Enrolled subgroups will meet the target in the Growth Status system safeguard in reading.</p> <p>White and English Language Learner subgroups will meet the target in the Growth Status system safeguard in math.</p> <p>All students, African-American, Hispanic, White, Economically Disadvantaged, English Language Learners, Special Education, Continuously Enrolled and Non-Continuously Enrolled subgroups will meet the Student Success Status system safeguard.</p> <p>All Students, African American, Hispanic, Economically Disadvantaged, White, Continuously Enrolled, Non-Continuously Enrolled and ELL subgroups will meet the target in Academic Achievement Status system safeguard in reading.</p> <p>All Students, African American, Hispanic, Economically Disadvantaged, Special Education, and ELL subgroups will meet the target in Academic Achievement Status system safeguard in math.</p> <p>EOY MAP Growth math and reading will show 80% or more of students on level.</p>				
Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1, 4							
Funding Sources: 211 Title I, Part A - 6510.95							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Survey data and parent conferences reveal a need for further professional development on building relationships with students and parents. **Root Cause 1:** Not all teachers build strong relationships with students and parents throughout the school year.

Student Academic Achievement

Problem Statement 1: The campus STAAR scores increased by 2% in index 1. **Root Cause 1:** Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.

Problem Statement 2: Teachers need more feedback with follow up to grow in the management and rigor trajectories. **Root Cause 2:** Administrators did not efficiently implement coaching and feedback to grow teachers' capacity.

Problem Statement 3: Fourth grade writing STAAR scores decreased from 50% to 40% **Root Cause 3:** Teachers, coaches and administrators did not use Lucy Calkins resources effectively for revising and editing.

Problem Statement 4: Third grade math STAAR scores decreased from 64% to 49%. **Root Cause 4:** Teachers did not have the capacity to provide differentiated, rigorous and relevant instruction in addition to effective classroom management.

Problem Statement 5: Bilingual math STAAR scores in third and fourth grades were significantly lower when compared to non-Bilingual students. **Root Cause 5:** The third and fourth grade Bilingual math classes had an ineffective Bilingual teacher.

School Processes & Programs

Problem Statement 1: RtI is not implemented in a successful manner that allows for students to fill gaps in learning. **Root Cause 1:** Teachers, coaches and administrators did not monitor the interventions and student growth in some grade levels as meticulously as other grade levels.

Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause 2:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Problem Statement 3: Teachers and administrators have deficits as indicated in Texas Teacher Evaluation and Support System (T-TESS). **Root Cause 3:** The professional learning available that addresses T-TESS dimensions must be a part of the coaching cycle and follow up.

Problem Statement 4: We did not follow a consistent progress monitoring process. **Root Cause 4:** Teachers did not take accountability for data and the leadership team did not implement progress monitoring with crucial conversations.

Perceptions

Problem Statement 1: Teachers, coaches and administrators must show students how lessons relate to life outside of school. **Root Cause 1:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.







Problem Statement 3: This school does not use family input to improve instruction. **Root Cause 3:** Input from parents is not being received in order to use family input on campus.

Goal 1: Reach every student.

Performance Objective 2: The attendance rate will increase from 95.29% to 98% by May of 2019.

Evaluation Data Source(s) 2: Weekly attendance rates, Attendance Committee minutes, Truancy data, Attendance contracts from parent meetings, Participation counts from attendance incentives

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) The Attendance Committee will meet every three weeks to analyze student attendance data, plan conferences for students with excess attendance/tardies, and plan incentives based on the data. Certify reports will provide weekly attendance data to the campus. The committee will provide each teacher with an attendance calendar each nine weeks to place next to the door. Students track their attendance daily and the calendar serves as a visual for the class. Classes with perfect attendance for the week will have a trophy and certificate for the following week.</p>	2.4, 2.6	Principal, Assistant Principal, Attendance Committee, SIMS Clerk, Teachers	<p>Weekly attendance rates at 98% or higher</p> <p>Attendance Committee meetings - Aug. 23, Sept. 13, Oct. 4, Oct. 25, Nov. 15, Dec. 6, Jan. 17, Feb. 7, Feb. 28, March 21, April 11, May 23</p>				
<p>Problem Statements: Perceptions 2</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Celebrate scholars and staff who are on track to meeting their attendance goal. Provide interventions and meet with the parents/scholars and staff who are not on track to meeting their six-week attendance expectation.</p> <p>The attendance committee will have one campus incentive per month. Classroom teachers will have weekly incentives for perfect attendance.</p>	2.4, 2.6	Principal, Assistant Principal, Attendance Committee, SIMS Clerk, Teachers	<p>Result -Scholar attendance will increase.</p> <p>Impact - Scholar demonstrate increased academic performance.</p>				
<p>Problem Statements: Perceptions 2</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: The attendance goal of 98% was not met with the end of the year rate of 95.18%. **Root Cause 2:** Attendance conferences were not held consistently to implement contracts, review progress and make adjustments using the guidelines provided by the district.







Goal 1: Reach every student.

Performance Objective 3: In order to meet the intent of 19 TAC 74.32, Physical Activity Programs for Elementary School Students as adopted by the State Board of Education, March 22, 2002.

Students will participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.

Evaluation Data Source(s) 3: Daily and weekly PE schedule

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>1) Students will participate in physical activity for a minimum of 135 minutes weekly.</p> <p>On Fridays, all ancillary classes will have physical activities as part of Fun Fit Friday.</p> <p>Students will participate in 20 minutes of recess each day.</p>	2.5	Principal, PE Coach, Teachers	<p>Master Schedule with allotted PE and recess minutes</p> <p>Fun Fit Friday plans</p> <p>Implementation of a minimum of 120 minutes a week for PE and 20 minutes of daily recess.</p> <p>August 15, 2018 - May 29, 2019</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach every student.

Performance Objective 4: In Grades PK - 2, Jenkins scholars will demonstrate mastery of early literacy in writing as evidenced by scholar writing samples using the following performance indicators:

At least 80% of all scholars in each classroom will write at the appropriate writing level:

PK - Preliterate Writer

- Draws two-dimensional, profile picture related to specific topic
- Writes with imitative and scribble writing
- Retells story about topic/picture
- Labels pictures and writes name

K - Early Emergent Writer

- Draws picture showing beginning proportion, some details.
- Writes related words using invented spelling.
- Begins writing grade level sight words and high frequency words (HFW) within the composition accurately.
- Writes a letter for the sounds heard and includes enough letters to make words readable (with guessing) and with spaces between words.
- Writes using lowercase and uppercase letters.
- Uses a period to end a sentence.

1st - Emergent Writer


- Uses pre-phonetic and phonetic spelling.
- Writes grade level sight words and (HFW) within the composition accurately.
- Ends sentences with punctuation, uses a capital letter for names and commas in dates and lists.
- Uses multiple sentences and generates ideas for a story ex: characters, setting and a problem.
- Includes details, not just general ideas.
- Creates text that is readable by others and includes many vowel sounds.

2nd - Emergent Writer

- Writes in complete multiple sentences on topic, sentences vary in length and structure.
- Uses descriptive words creating a vivid picture and experiments with paragraphs and dialogue.
- Organization includes a beginning, middle, and end.
- Spelling is mostly phonetic-correct on simple words.
- Writes grade level sight words and (HFW) within the composition accurately.
- Uses quotation marks to show what characters said.

Evaluation Data Source(s) 4: District and campus formative assessments

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Writing Workshop Scholars will participate daily in writing activities that include journal writing, labeling and drawing topic related pictures, writing related and grade level sight words, copying environmental print, and progressing through the stages of writing. Scholars will explore different genres, utilizing mentor texts to draft, edit, revise, publish and share their own work.</p>	2.4, 2.6	Administrators, Literacy Coach PK-2, PK-2 Teachers	<p>Result - Scholars will demonstrate mastery of early literacy in writing as evidenced by scholar writing samples.</p> <p>Impact - Scholars are proficient writers.</p>				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2							
<p>Critical Success Factors CSF 1</p> <p>2) Implement a half-day pre-kindergarten schedule that splits literacy and math time 67% to 33%, respectively per day. The Frog Street curriculum will be used by pre-kindergarten teachers.</p>	2.4, 2.6	Principal, Teachers	<p>Circle Assessments will show pre-kindergarten reading on or above level.</p> <p>Result – Scholars will receive increase in instruction in literacy.</p> <p>Impact - Scholars leave pre-kindergarten reading on or above level.</p>				
							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: Teachers need more feedback with follow up to grow in the management and rigor trajectories. Root Cause 2: Administrators did not efficiently implement coaching and feedback to grow teachers' capacity.
School Processes & Programs
Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. Root Cause 2: Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Goal 1: Reach every student.

Performance Objective 5: In Grades 1 - 5, 80% of the scholars in each classroom will perform at meets level and 50% at masters on checkpoints aligned with state standards.

In Grades K - 5, Jenkins scholars will demonstrate mastery of early literacy in reading as evidenced by the following performance on Measures of Academic Progress (MAP) indicators.

Evaluation Data Source(s) 5: Checkpoints, MAP, TELPAS, Renaissance, and IPT indicators

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement the following components of the Balanced Literacy Framework applied in Kindergarten through second grade to include: Independent Reading Word Power Read Aloud Writing Workshop Guided Reading</p>	2.4, 2.6	Administrators, Literacy Coach PK-2, PK-2 Teachers	Result - Scholars will demonstrate mastery of early literacy through the Balanced Literacy Framework.				
			Impact - Scholars develop an increase in confidence and performance of literacy skills.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Independent Reading - Scholars will participate daily in a variety of independent reading activities including reading to each other, reading to the teacher and reading to themselves. Library Media Specialists will support this initiative.</p>	2.4, 2.6	Administrators, Literacy Coach PK-2, Literacy Coach 3-5, PK-5 Teachers	Result - Scholars will demonstrate mastery of early literacy through independent reading.				
			Impact - Scholars develop an increase in confidence and performance of literacy skills.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 Funding Sources: 211 Title I, Part A - 0.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Guided Reading-Scholars will be provided differentiated small group reading instruction designed to support and develop reading proficiency.</p>	2.4, 2.6	Administrators, Literacy Coach PK-2, Literacy Coach 3-5, PK-5 Teachers	Result - Scholars will read on or above grade level.				
			Impact - Scholars are promoted on time and prepared for the next grade level.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2							

PBMAS Critical Success Factors CSF 1 4) A Spanish classroom library and Spanish class pack will be purchased for our 3rd grade Bilingual reading class. This will allow the class to have an English library and Spanish library to address the needs of students at all proficiency levels reading TELPAS. We will purchase the Steps to Literacy Classroom Library and Spanish Class Pack.	2.4, 2.6	LEP Coordinator, BIL Reading Teachers	EOY Renaissance reading will show 80% or more of students on level. STAAR reading will show 80% at approaches in 3rd grade BIL.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 997.78						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: The campus STAAR scores increased by 2% in index 1. Root Cause 1: Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.
Problem Statement 2: Teachers need more feedback with follow up to grow in the management and rigor trajectories. Root Cause 2: Administrators did not efficiently implement coaching and feedback to grow teachers' capacity.
School Processes & Programs
Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. Root Cause 2: Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.







Goal 2: Excellence in every school

Performance Objective 1: Develop processes and systems that use accurate data to inform decisions and improve student performance on STAAR reading, writing, math and science to 80% or higher.

Evaluation Data Source(s) 1: Weekly PLC minutes, 2019 STAAR data in reading, writing, math and science

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) All teachers, including LAMP and PK, coaches and campus leaders will have PLC three times every two weeks on data driven action planning, planning, practice and learning. Professional development on the four components of effective PLCs will be provided all year.</p> <p>Materials needed to instruction and included in the curriculum documents will be provided to teachers (chart paper, index cards, post it notes, etc.).</p>	2.6	Principal, Assistant Principal, Math Coach, Literacy Coaches	<p>80% at Meets Grade Level on 2018 STAAR reading, writing, math and science</p> <p>Weekly PLC minutes with evidence of data driven action planning, planning, practice and learning</p> <p>Administrator and teacher data conference logs</p> <p>80% on district benchmarks in November, February and April.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 4</p> <p>Funding Sources: 199 General Fund - 1500.00</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be held accountable for deep learning of the content, "At-Bat" practice of the lessons, team planning, data driven action planning and progress monitoring of student success. The Rigor Relevance Framework will be integrated in PLC for implementation in the classroom.</p> <p>In addition to weekly PLC, one Monday a month will be for after school learning and practice PLC with coaches, administrators and teachers.</p>	2.4, 2.6	Principal, Assistant Principal, Math Coach, Literacy Coaches, Math Coach, Student Success Specialist, Teachers	<p>Teacher PLC Binder</p> <p>Teacher Data Binder</p> <p>Principal Data Binder</p> <p>PLC minutes, agendas and sign in sheets</p> <p>Lesson Plans</p> <p>Monday PLC - Aug. 20, Sept. 10, Oct. 1, Oct. 22, Nov. 12, Dec. 17, Jan. 14, Feb. 25, March 25, April 15</p> <p>75% at Meets Grade Level on 2018 STAAR reading, writing, math and science</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 1</p>							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Students in grades 1 - 5 will track their assessment data in their data folders. Data will include: Map Growth interim assessments, classroom assessments, benchmark data, previous year's STAAR data, and reading minutes. Students in grades 3- 5 will set achievement goals for STAAR and upcoming benchmark and Map Growth assessments.</p> <p>Students' attendance and classroom behavior will be recorded in the agenda. The agenda will go home daily for parents to review with students.</p>	2.4	Teachers	<p>Increased awareness of student progress by parents and students</p> <p>Students making academic goals and working to achieve the goals</p>				
	<p>Problem Statements: Demographics 1 - Perceptions 1, 2</p> <p>Funding Sources: 199 General Fund - 1987.44</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) Teachers will maintain current scholar products that demonstrate evidence of implementation of accommodations specified for special populations.</p>	2.4, 2.6	Principal, Assistant Principal, SPED Team Leader, Teacher	<p>Result - Evidence of implementation of accommodations will be maintained in the STEP binder.</p> <p>Impact - Administrators and teachers comply with IEPs and scholars receiving SPED services demonstrate increased academic performance.</p>				
	<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Survey data and parent conferences reveal a need for further professional development on building relationships with students and parents. Root Cause 1: Not all teachers build strong relationships with students and parents throughout the school year.
Student Academic Achievement
Problem Statement 1: The campus STAAR scores increased by 2% in index 1. Root Cause 1: Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.
Problem Statement 2: Teachers need more feedback with follow up to grow in the management and rigor trajectories. Root Cause 2: Administrators did not efficiently implement coaching and feedback to grow teachers' capacity.
Problem Statement 3: Fourth grade writing STAAR scores decreased from 50% to 40% Root Cause 3: Teachers, coaches and administrators did not use Lucy Calkins resources effectively for revising and editing.
Problem Statement 4: Third grade math STAAR scores decreased from 64% to 49%. Root Cause 4: Teachers did not have the capacity to provide differentiated, rigorous and relevant instruction in addition to effective classroom management.
Problem Statement 5: Bilingual math STAAR scores in third and fourth grades were significantly lower when compared to non-Bilingual students. Root Cause 5: The third and fourth grade Bilingual math classes had an ineffective Bilingual teacher.

School Processes & Programs

Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause 2:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Problem Statement 4: We did not follow a consistent progress monitoring process. **Root Cause 4:** Teachers did not take accountability for data and the leadership team did not implement progress monitoring with crucial conversations.

Perceptions

Problem Statement 1: Teachers, coaches and administrators must show students how lessons relate to life outside of school. **Root Cause 1:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Problem Statement 2: The attendance goal of 98% was not met with the end of the year rate of 95.18%. **Root Cause 2:** Attendance conferences were not held consistently to implement contracts, review progress and make adjustments using the guidelines provided by the district.







Goal 3: High Performance from every employee

Performance Objective 1: On the school quality survey, 95% of parents and staff will believe that Jenkins has high learning standards for all students, an increase of 17% from last year.

Evaluation Data Source(s) 1: Data from the 2018-2019 School Quality Survey, Teacher Professional Development Portfolio and Reflections

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) The T-TESS Cube will be used to provide campus wide T-TESS support. Every teacher will complete the pre-selected course as a prerequisite to the monthly PLC meeting. Using the Leader's Guide for the course, the administrators will build the bridge for the teachers between the course content and classroom application through meaningful discussion and activities. The Leadership Guide provides everything administrators need to lead follow-up conversations. The administrators and all teachers have access to the courses in the suite, including the short online training module, the Digging Deeper resources and the Leadership Guide.</p> <p>The first semester will focus on Higher Order Thinking and Questioning to align with our work with the Rigor and Relevance Framework.</p> <p>The professional development aligns to classroom lessons and student performance. Administrators will progress monitor growth in T-TESS and student assessment scores.</p>	2.4, 2.6	Principal, Assistant Principal, Teachers	<p>Aug. - Closing the Achievement Gap for Students Raised in Poverty - Building Complex Language</p> <p>Sept. 10 - Questioning for Higher Order Thinking - Person Focus Questions</p> <p>Oct. 22 - Questioning for Higher Order Thinking - Analysis, Descriptive & Creativity Questions</p> <p>Nov. 12 - Questioning for Higher Order Thinking - Inquiry, Curiosity Questions</p> <p>Dec. 17 - 60 Tech Tolls in 60 Minutes April 1 - Reflecting Back, Looking Forward-The End-of-Year Conference</p> <p>T-TESS walk-throughs, observations and summatives with 75% of teachers at Proficient with evidence.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2, 3 Funding Sources: 199 General Fund - 1000.00</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>2) All reading teachers will participate in the professional learning series, Building Teacher Capacity to Develop Strategic Metacognitive Readers and Writers, presented by Dr. Mario Camapnaro The intensive training will continue in the following areas: intentional read-aloud, Close reading, writing, classroom environment and small group learning. Guided Reading will be the focus of this year.</p> <p>Administrators and coaches will receive coaching.</p>	2.4, 2.6	Principal, Literacy Coaches, Teachers	<p>All subgroups will meet system safeguards with a minimum of 80% on the 2019 STAAR in reading, math, writing and science.</p> <p>All student groups will in grades 3-5 will score 80% or higher on the 2019 STAAR in reading, math, writing and science.</p> <p>***UPDATE with DATES***</p> <p>Teachers will complete a survey following each session.</p> <p>Teachers' lesson plans, observations and walk-throughs will reflect application of learning.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2, 3 Funding Sources: 211 Title I, Part A - 10000.00</p>							
<p>Critical Success Factors CSF 3</p> <p>3) The assistant principal will attend the TEP SA AP Conference Oct. 14-16. The following topics will be a focus:</p> <p>1. Remembering the "Why" and relationship building, which aligns with the Rigor and Relevance Framework. 2. Discipline and behavior with strategies and alternatives when working with discipline and behavior. 3. Legal matters, including documentation.</p>	2.4	Assistant Principal, Principal Parent Engagement Liaison	<p>Decrease in the number of behavioral referrals by 25%.</p> <p>Decrease undesirable behaviors in class when the AP works with the teachers leading to more effective instruction and increasing student achievement.</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: 211 Title I, Part A - 5000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Survey data and parent conferences reveal a need for further professional development on building relationships with students and parents. Root Cause 1: Not all teachers build strong relationships with students and parents throughout the school year.</p>
Student Academic Achievement
<p>Problem Statement 1: The campus STAAR scores increased by 2% in index 1. Root Cause 1: Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.</p>
<p>Problem Statement 2: Teachers need more feedback with follow up to grow in the management and rigor trajectories. Root Cause 2: Administrators did not efficiently implement coaching and feedback to grow teachers' capacity.</p>

Problem Statement 3: Fourth grade writing STAAR scores decreased from 50% to 40% **Root Cause 3:** Teachers, coaches and administrators did not use Lucy Calkins resources effectively for revising and editing.

Problem Statement 4: Third grade math STAAR scores decreased from 64% to 49%. **Root Cause 4:** Teachers did not have the capacity to provide differentiated, rigorous and relevant instruction in addition to effective classroom management.

School Processes & Programs

Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause 2:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Problem Statement 3: Teachers and administrators have deficits as indicated in Texas Teacher Evaluation and Support System (T-TESS). **Root Cause 3:** The professional learning available that addresses T-TESS dimensions must be a part of the coaching cycle and follow up.

Perceptions

Problem Statement 1: Teachers, coaches and administrators must show students how lessons relate to life outside of school. **Root Cause 1:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Jenkins will increase (from FACE 2017-2018 baseline) the engagement of parents and community members in district and campus activities by 20%

Evaluation Data Source(s) 1: -Parent groups (parent advisory councils, family leadership groups)

-Sign-in sheets, agendas, minutes and advertisement







-Attendance at events

-Parent survey results following workshops

-Academic, behavior and attendance data for scholars of participating families

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Jenkins will have a Parent Engagement Liaison (PEL) to increase parental involvement on campus. The PEL will: Conduct at least two major family events during the year. Develop and maintain partnerships with community-based organizations and businesses Coordinate volunteer opportunities for parents Develop - jointly with parents - a written parent and family engagement policy and school-parent compact</p>	3.2	Principal, Parent Engagement Liaison	<p>Parent involvement with the campus and teachers will foster better relationships.</p> <p>Impact - Active and purposeful parent participation increases and they become part of the Spring culture.</p>				
<p>Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 4725.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) The Parent School Compact will be developed with a face to face meeting and the opportunity to provide feedback via an online survey on the school web site.</p> <p>The Title I Parent meeting will be held on campus in the evening and morning for parents.</p>	3.1, 3.2	Principal, Parent Engagement Liaison	<p>August 30 - Parent Compact Meeting at 6:00 p.m.</p> <p>August 31 - Parent Compact Meeting at 8:00 a.m.</p> <p>Online feedback/suggestions from Aug. 27 - Sept. 7</p> <p>Title I Parent Meeting - Sept. 25 at 8:00 a.m. and 5:30 p.m.</p>				
<p>Problem Statements: Perceptions 3</p>							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) The Parent Liaison will attend Region 16 ESC and the Statewide Parent and Family Engagement Initiative Conference December 6 - 8 to learn strategies that empower stakeholders to work cohesively “One Team One Dream” to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.</p>	2.5, 2.6	Principal, Parent Liaison	Jenkins will increase (from FACE 2017-2018 baseline) the engagement of parents and community members in district and campus activities by 20%				
	<p>Problem Statements: Demographics 1 - Perceptions 2, 3</p> <p>Funding Sources: 211 Title I, Part A - 750.00</p>						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Two Principal Coffee Chats will be held to share information on how parents can improve students' academic performance by partnering with the campus and focusing on reading or math. Snacks will be provided.</p>	2.4	Principal, Coaches, Parent Engagement Liaison	Oct. 5 and Jan. 18 Increase parental engagement and student achievement as reflected on the School Quality Survey				
	<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 3</p> <p>Funding Sources: 211 Title I, Part A - 109.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Survey data and parent conferences reveal a need for further professional development on building relationships with students and parents. Root Cause 1: Not all teachers build strong relationships with students and parents throughout the school year.
Student Academic Achievement
Problem Statement 1: The campus STAAR scores increased by 2% in index 1. Root Cause 1: Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.
Perceptions
Problem Statement 2: The attendance goal of 98% was not met with the end of the year rate of 95.18%. Root Cause 2: Attendance conferences were not held consistently to implement contracts, review progress and make adjustments using the guidelines provided by the district.
Problem Statement 3: This school does not use family input to improve instruction. Root Cause 3: Input from parents is not being received in order to use family input on campus.

Goal 4: Engaged stakeholders in every community

Performance Objective 2: Jenkins' School Quality Survey will show an increase of 25% on the question: "The school uses family input to improve instruction."

Evaluation Data Source(s) 2: Elevate feedback, 2017-2018 School Quality Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Using the Elevate program, parents will be encouraged to provide suggestions for campus improvement and comments. The link is on the Jenkins website and will be included on the nine weeks, parent calendar. Campus leaders will publicize parents' ideas that were implemented using the newsletter, calendar, and Elevate replies. Each grade level will publish a bi-monthly newsletter to be send home with the bi-monthly parent calendar. There will be a "Parent Corner" to remind parents to submit ideas and for the grade level to print ideas implemented by parents.</p>	3.2	Principal, Assistant Principal, Counselor	<p>This school respects and values input provided by families will increase from 78% to 88%.</p> <p>This school uses family input to improve instruction will increase from 76% to 86%.</p> <p>Elevate will show at least 20 dialogues per nine weeks.</p> <p>Calendar and newsletter dates - Aug. 15 (Aug.), Aug. 31 (Sept./Oct.), Oct. 26 (Nov./Dec.), Dec. 18 (Jan./Feb.), Feb. 22 (March/April), April 26 (May)</p>				
<p>Problem Statements: Demographics 1 - Perceptions 3</p> <p>Funding Sources: 199 General Fund - 1000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Survey data and parent conferences reveal a need for further professional development on building relationships with students and parents. Root Cause 1: Not all teachers build strong relationships with students and parents throughout the school year.
Perceptions
Problem Statement 3: This school does not use family input to improve instruction. Root Cause 3: Input from parents is not being received in order to use family input on campus.

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Jenkins will provide specialized programs to support diverse learning experiences for its scholars.

Evaluation Data Source(s) 1: Student enrollment, STAAR performance at Meets and Masters

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 6 1) 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum two Renzulli independent study projects (one per semester).	2.4, 2.5, 2.6	Administrators, Teachers, Gifted and Talented Coordinator	Result -Jenkins will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.				
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)			
Critical Success Factors CSF 1 CSF 6 2) Jenkins will participate in the GT Expo to present the Texas Performance Standards Project (TPSP) research.	2.4, 2.5, 2.6	Administrators, Teachers, Gifted and Talented Coordinator	Result- Jenkins will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.				
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1			
Critical Success Factors CSF 1 3) Jenkins will register at least one team to participate in the Odyssey of the Mind competition.	2.4, 2.5	Teachers, Gifted and Talented Coordinator	Result- Jenkins will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.				
				Problem Statements: Student Academic Achievement 1 - Perceptions 1			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The campus STAAR scores increased by 2% in index 1. Root Cause 1: Administrators did not efficiently implement "just in time" support to address varying student and teacher needs with feedback and follow up visits to monitor the plans in place.

School Processes & Programs

Problem Statement 2: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause 2:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Perceptions

Problem Statement 1: Teachers, coaches and administrators must show students how lessons relate to life outside of school. **Root Cause 1:** Guidance and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Interventions and enrichment will be built in as a part of the daily schedule for 45 minutes in all grade levels. The Student Success Specialist will monitor RtI during interventions and work with administrators to ensure that the RtI model is followed with fidelity. Teachers will be held accountable for RtI implementation and maintaining documentation in an RtI binder. Tutorials will be offered to students reading below grade level and/or did not meet the standard on STAAR reading or math. Students will receive a Fuel to Go meal from Child Nutrition between dismissal and tutorials. Instructional materials will be purchased to support students success. Transportation is available for qualifying students.
1	1	2	Administrators, a Literacy Coach for 3-5, a Literacy Coach for KG-2 and a Math Coach for 3-5 will meet weekly with teachers during PLC to implement effective PLCs. PLCs will include data driven action planning, planning, learning and practice.
1	1	3	Teachers will provide writing instruction using the Lucy Calkins Units of Study in grades KG-5. Professional development will be provided throughout the school and during PLCs with a focus on revising and editing. Learning from the Homegrown Writing Institute will be shared during PLC to implement instructional strategies in the classroom
1	1	4	A reading interventionist for K-2 (SCE), reading interventionist for 3-5 (Title I) and LEP Coordinator will provide interventions to students in 1st - 5th grade.
1	1	5	Campus leaders and teachers will attend professional development provided by Work Force Development to implement the following components of the Balanced Literacy Framework of literacy applied. - Independent Reading - Read Aloud - Writing Workshop Professional learning will be evident in PLC, lesson plans, and delivery of reading instruction. Teachers in KG-5th will participate in training.
1	1	6	Administrators, the Limited English Proficiency (LEP)Coordinator will provide coaching to teachers of students in the LEP program. The LEP Coordinator will provide student interventions to ESL and Bilingual students. We will progress monitor teacher implementation of accommodations, English Language Proficiency Standards, and students' academic progress. Instructional materials will be purchased for ESL students.
1	1	8	The campus will be supported by the International Center for Leadership in Education (ICLE) as we provide professional development and implementation of the Rigor Relevance Framework (RRF). Content and knowledge from ICLE on the RRF will be a focus during weekly learning, practice and planning PLC. as well as district professional development days. Additional professional development will be provided in content areas to support implementation of the RRF provided by SISD, ESC 4 or other Regional ESCs.
1	5	2	Independent Reading - Scholars will participate daily in a variety of independent reading activities including reading to each other, reading to the teacher and reading to themselves. Library Media Specialists will support this initiative.
1	5	3	Guided Reading-Scholars will be provided differentiated small group reading instruction designed to support and develop reading proficiency.

Goal	Objective	Strategy	Description
2	1	2	Teachers will be held accountable for deep learning of the content, "At-Bat" practice of the lessons, team planning, data driven action planning and progress monitoring of student success. The Rigor Relevance Framework will be integrated in PLC for implementation in the classroom. In addition to weekly PLC, one Monday a month will be for after school learning and practice PLC with coaches, administrators and teachers.
3	1	2	All reading teachers will participate in the professional learning series, Building Teacher Capacity to Develop Strategic Metacognitive Readers and Writers, presented by Dr. Mario Camapnaro The intensive training will continue in the following areas: intentional read-aloud, Close reading, writing, classroom environment and small group learning. Guided Reading will be the focus of this year. Administrators and coaches will receive coaching.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Tiffany Weston	Principal
Administrator	Wesley Vaughan	Asst. Principal
Classroom Teacher	Donna Ly	4th Grade ELA
Non-classroom Professional	Chevelle Polk	Literacy Coach
Classroom Teacher	Charlotte Thomas	4th Sci./SS
Classroom Teacher	Alicia Harrison	PK Teacher
Community Representative	Rebecca Scott	
Classroom Teacher	Lisa Repsher	4th ELA
Classroom Teacher	Angela Cooper	5th Math
Business Representative	Travanna Lewis	
Classroom Teacher	Delyla Ovalle	SILC Teacher
District-level Professional	Liebe Garrison	SPED Tech Lead
Classroom Teacher	Tara Gorelick	KG Teacher
Parent	Deric Lopez	

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	General supplies to deliver lessons		\$1,500.00
2	1	3	Agendas for students in grades 1-5		\$1,987.44
3	1	1	T-TESS Cube		\$1,000.00
4	2	1	Paper and Printing of Newsletters		\$1,000.00
Sub-Total					\$5,487.44
Budgeted Fund Source Amount					\$32,800.00
+/- Difference					\$27,312.56
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Pay for tutorials	6118.Tu	\$5,500.00
1	1	1	Instructional Materials	6321.00	\$3,000.00
1	1	1	Transportation for students from tutorials	6494.UB	\$1,000.00
1	1	1	Student Support Specialist (District Funded)	6119	\$0.00
1	1	1	General Supplies for Tutorials	6399.00	\$2,000.00
1	1	2	Math Coach 3-5 (District Funded)	6119	\$0.00
1	1	4	K-2 Reading Interventionist RtI (District Funded)		\$0.00
1	1	7	Aide-prekindergarten (District Funded)	6129	\$0.00
1	2	1	Attendance Calendars per Nine Weeks		\$0.00
5	1	1	Gifted and Talented Coordinators (District Funded)		\$0.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$126,500.00
+/- Difference					\$115,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	Supplemental Salaries	6118	\$5,000.00
1	1	2	Literacy Coach KG-2 (District Funded)		\$0.00
1	1	2	Instructional Specialist 3-5 (Literacy Coach)		\$65,000.00
1	1	4	3-5 Reading Interventionist		\$32,000.00
1	1	6	LEP Coordinator -District Funded ESL Funds		\$0.00
1	1	8	ESC 4 or other Regional ESC Professional Dev.	6239	\$2,000.00
1	1	8	Books (Staff)	6325	\$1,541.00
1	1	9	Instructional Materials	6321	\$15,000.00
1	1	11	Edmentum Study Island and Reading Eggs	2119-11-107-3051-6321.SS	\$6,510.95
1	5	2	Library Media Specialist (District Funded)	6119	\$0.00
1	5	4	Steps to Literacy Classroom Library and Spanish Class Pack	2119-11-107-3051-6321	\$997.78
3	1	2	Contracted Services from Dr. Campanaro - Misc. Contracted Services	21191310730516299	\$10,000.00
3	1	3	Staff Travel	6411	\$5,000.00
4	1	1	Parent Engagement Liaison		\$2,000.00
4	1	1	Parent Engagement Printing	6295	\$500.00
4	1	1	Parental Involvement Parent Supplies	6321	\$1,225.00
4	1	1	Parental Involvement Misc. Operation Costs	6499	\$1,000.00
4	1	3	Conference Travel Expenses	21191310730516411.00	\$590.00
4	1	3	Conference Registration	21191310730516299.00	\$160.00
4	1	4	Snacks for Parents	21196110730516499.PI	\$109.00
Sub-Total					\$148,633.73
Budgeted Fund Source Amount					\$144,041.00
+/- Difference					\$-4,592.73
Grand Total					\$165,621.17