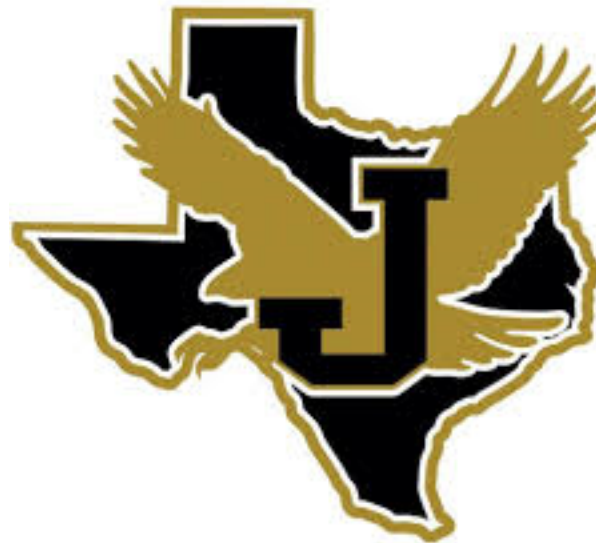


JUNCTION EL

Campus Improvement Plan

2020/2021

*Junction Elementary School
Campus Improvement Plan
2020-2021
Accountability Rating: D*



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JUNCTION EL

Mission

The students and staff at JES will nurture the growth, success and positive attitudes of everyone in the JES family.

Vision

Kids First

Nondiscrimination Notice

JUNCTION EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

JUNCTION EL Site Base

Name	Position
Murff, Janel	Campus Principal
Guzman, Norma	Counselor
Jackson, Hilary	Parent Representative
Agguero, Sarah	Business Representative
Carter, Cinnamon	Teacher
Gosney, Kim	Teacher
Hull, Gwen	Teaher
Murr, Lacey	Teacher
Stewart, Stephanie	Teacher
Sanchez, Lupita	Teacher
Watson, Misty	Teacher

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Local Districts	Other
State Compensatory	State

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Based on the findings from the comprehensive needs assessment, the committee finds that the STAAR test results show continuing areas of concern in Writing, Math and Reading. Tutorials for Reading/Writing as well as for Math, Social Studies, and Science will continue to be offered. Scheduling and staffing needs are being addressed to increase the RTI program*. Professional development for core subject area teachers will be provided as needed. Curriculum alignment needs to be continually addressed in accordance with the new testing guidelines for STAAR. Teachers have seen a need for assessment materials; consequently, the district is providing access to DMAC through the ESC XV. TEKS Resource System is an additional resource for on-going assessment*. Teachers will need professional development to ensure appropriate use of these programs. There is also a need for technology support in classrooms to allow more significant progress toward successful learning with our at-risk students. Based on our local needs assessment, Junction Elementary School is also providing activities to benefit all students to in becoming productive citizens upon graduation from High School.

School Culture and Climate

School Culture and Climate Summary

Ensure a safe, secure, respectful, and drug-free environment for students, staff and the Junction community.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Recruit, develop and retain highly qualified, effective personnel.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Ensure that students demonstrate mastery of clearly defined academic skills required to support student achievement.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Summary

Promote and strengthen parent-teacher relationships to enhance trust and foster support

The State Compensatory Education Program in Junction ISD provides supplemental services to the regular education program for students identified as at risk of dropping out of school. Each campus, along with its site-based decision making committees, will decide how the money can best be spent to provide compensatory, intensive, and accelerated instruction for the students in an at-risk situation for the purpose of increasing the academic achievement and reducing the dropout rate of those students who meet the eligibility criteria for being at-risk.

State of Texas Eligibility Criteria:

A student under 21 years of age and who:

1. is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. is pregnant or is a parent
6. has been placed in an alternative education program during the preceding or current school year
7. has been expelled in accordance during the preceding or current school year
8. is currently on parole, probation, deferred prosecution or other conditional release
9. was previously reported through the Public Education Information Management System to have dropped out of school
10. is a student of limited English proficiency
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement officials
12. is homeless
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education

This District has written policies and procedures to identify the following:

Students who are at risk of dropping out of school under state criteria

How students are entered into the SCE program

How students are exited from the SCE program

The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

STATE COMPENSATORY FUNDS: The total amount of funds for the 2018-2019 school year allocated as SCE funds for the Junction Elementary School is \$136,182.

FULL TIME EQUIVALENTS: The total number of FTE's funded through State Compensatory Education at the Junction Elementary School is 2.53.

IDENTIFICATION: Special programs coordinator monitors the current list of students identified as students in an at risk situation and adds new students as they meet the eligibility criteria established by the state.

EXITING FROM THE PROGRAM: Special programs coordinator exits students from the state compensatory education program when they no longer meet eligibility criteria established by the state.

JUNCTION EL

Goal 1. Increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

Objective 1. (Targeted Improvement Plan) Objective-driven daily lesson plans with formative assessments and data-driven instruction (Targeted Improvement Plan).

Goal 2. Provide a well-defined plan to promote a safe, secure, respectful, and drug-free environment for students, staff and the Junction community.

Objective 1. PBIS Rewards system is used to track positive behavior and discipline referrals.

Goal 3. Recruit, develop and retain highly qualified, effective personnel.

Objective 1. Principal, Instructional Coaches, Special Populations Director, and Region 15 will support staff in the areas of instruction, mentoring, and behavior.

Goal 4. Promote and strengthen community-focused relationships to enhance trust and foster support through communication.

Objective 1. Daily folder communication with behavior and academic resources is sent home. As well as access to Remind and PBIS Rewards App.

JUNCTION EL

Goal 1. Increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

Objective 1. (Targeted Improvement Plan) Objective-driven daily lesson plans with formative assessments and data-driven instruction (Targeted Improvement Plan).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertically Align Core Subjects and vocabulary Curriculum using the TEKS across grade levels. (Title I SW Elements: 2.2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2) (ESF: 4,5)	Instructional Coaches, Principal, Teacher(s)	May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - EOY Benchmark scores (including 2021 STAAR scores) and promotion rates
2. PLC meetings across the curriculum to share and encourage the use of best instructional practices for response to intervention, special education, gifted/talented, and ELL. (Title I SW Elements: 2.2,2.4,2.5) (Title I TA: 3,6,8) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 2,7) (ESF: 4,5)	Instructional Coaches, Principal, Teacher(s)	May 2021	(F)Title I	Summative - BOY MOY, and EOY Benchmarks during the 2020-2021 school year
3. Utilize DMAC item analysis to determine areas of strength and weakness for each unit test. (Title I SW Elements: 2.2) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1) (ESF: 4,5)	Instructional Coaches, Principal, Teacher(s)	May 2021	(F)Title I	Formative - Instructional Coches will review unit tests with teachers to determine strengths and weaknesses within 2 days of unit test, and again at monthly data meetings. MOY and EOY Benchmarks 2021 STAAR Scores and promotion rates
4. Provide and monitor supplemental intervention support through common intervention times. Students will be provided with targeted research-based interventions and monthly monitoring. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4) (ESF: 4,5,5.4)	Instructional Coaches, Principal, Teacher(s)	May 2021		Formative - Monthly progress monitoring review by the data committee MOY and EOY Benchmarks 2021 STAAR/TELPAS Scores
5. Students will receive the assistance they need through response to intervention. (Title I SW Elements: 2.2,2.5) (Title I TA: 3) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic	Counselor(s), Principal	May 2021		Formative - 2021 STAAR/TELPAS Scores EOY Benchmark scores Response to Intervention

JUNCTION EL

Goal 1. Increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

Objective 1. (Targeted Improvement Plan) Objective-driven daily lesson plans with formative assessments and data-driven instruction (Targeted Improvement Plan).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 4) (CSFs: 1,2) (ESF: 5,5.4)				documentation
6. Limited English proficient students will be primarily served through English Language Immersion program with the additional services of an ESL instructor with targeted interventions. (Title I SW Elements: 2.5) (Title I TA: 4) (Target Group: ESL) (Strategic Priorities: 2) (CSFs: 1) (ESF: 3,3.3)	Counselor(s), Principal, Teacher(s)	May 2021	(F)Title I	Formative - 2019, 2020 STAAR Scores
7. Curriculum diagnostic PK - 5th benchmarks will be given to provide data on students' strengths and weaknesses. Data will be used for diagnostic purposes to drive instruction. (Title I SW Elements: 2.2,2.5) (Title I TA: 1,4) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 2) (ESF: 5,5.3)	Counselor(s), Principal, Teacher(s)	May 2021	(F)Title I	Criteria: BOY, MOY, and EOY Benchmarks Formative - 2018,2019, 2020 STAAR Scores, Special Education Referral Data
8. Provide instructional support programs to meet the diverse needs of all students including; Intervention time/Dyslexia/ELL/GT/Co-Teaching Inclusion Model and Tutorials (Title I SW Elements: 2.2,2.5) (Title I TA: 1,3,4) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 1,2,4) (ESF: 5)	Instructional Coaches, Principal, Teacher(s)	May 2021		Formative - BOY/MOY/EOY Benchmark Data Response to Intervention Data
9. Develop and implement high quality, Professional Development Plan (Title I TA: 2,3,5,6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (CSFs: 1,3,7) (ESF: 2)	Instructional Coaches, Principal, Teacher(s)	July 2021		Formative - Walk-throughs / Teacher Observations
10. Monitor student attendance to increase instruction time in the classroom (Title I TA: 4,7) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 4) (ESF: 3)	Principal, Teacher(s)	May 2021	(F)Title I	Formative - Attendance Records

JUNCTION EL

Goal 2. Provide a well-defined plan to promote a safe, secure, respectful, and drug-free environment for students, staff and the Junction community.

Objective 1. PBIS Rewards system is used to track positive behavior and discipline referrals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reduce the number of Code of Student Conduct offenses by using PBIS Rewards. (Title I TA: 3,4) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6) (ESF: 3)	Counselor(s), Principal, Teacher(s)	May 2021		Formative - Comparison Table
2. Have counselor in the specials rotation, continue Red Ribbon Week, and Anti Bully programs. (Title I TA: 2,3,4) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3)	Counselor(s), Principal	May 2021		Formative - PBIS Comparison Table
3. Continue Check-In//Check-Out program with students identified by teachers through the PBIS Rewards App. (Title I TA: 3) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 4,6) (ESF: 3)	Counselor(s), Principal, Teacher(s)	May 2021		Formative - PBIS Data Tables
4. CIC and DIC members will be given the opportunity on a monthly basis to provide input on decisions to ensure all facilities are safe and secure. (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3)	Principal	May 2021		Formative - Agenda and minutes from each meeting

JUNCTION EL

Goal 3. Recruit, develop and retain highly qualified, effective personnel.

Objective 1. Principal, Instructional Coaches, Special Populations Director, and Region 15 will support staff in the areas of instruction, mentoring, and behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and retain high quality personnel (Title I TA: 6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2.1)	Interview Committee, Principal	July 2021		Formative - Staff Retention Interview Committee recommendations
2. Provide support for new teachers with a mentoring program utilizing the master teachers on staff (i.e. instructional coaches, and kindergarten lead teacher). (Title I TA: 1,2,3,4,6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) (CSFs: 7) (ESF: 2)	Instructional Coaches, Principal	July 2021		Formative - New staff evaluation report
3. Promote a culture of appreciation, support and concern for all employees with the help of the Hospitality Committee which will schedule monthly luncheons and other social activities. (Title I TA: 6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2)	Counselor(s), Principal	July 2021		Formative - Staff survey
4. Provide high quality/research based staff development focusing on student needs. Staff will be supported by Instructional Coaches, Special Populations Director, and Region 15. (Title I TA: 1,2,3,4,6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) (ESF: 2)	Instructional Coaches, Principal, Special Populations Director	July 2021		Formative - STAAR scores BOY/MOY/EOY Benchmarks Unit Tests Walk throughs and Observations

JUNCTION EL

Goal 4. Promote and strengthen community-focused relationships to enhance trust and foster support through communication.

Objective 1. Daily folder communication with behavior and academic resources is sent home. As well as access to Remind and PBIS Rewards App.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Elementary will use PBIS for this initiative. (Title I TA: 7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 5) (ESF: 3.4)	Principal, Teacher(s)	July 2021		Formative - Parent activity log on PBIS application More informed citizens
2. General campus information, calendar, and current news will be available on the district website, Facebook, and Remind. (Title I TA: 1,4,7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 5) (ESF: 3.4)	Principal	July 2021		Formative - Parent Feedback / Survey
3. Gradebook is available online to all parents (Title I TA: 7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 5) (ESF: 3.4)	Teacher(s)	July 2021		Formative - Increased number of participants
4. Encourage mentoring, volunteering, and parent involvement, when Covid-19 restrictions lift. (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 5,6) (ESF: 3.4)	Counselor(s), Principal	July 2021	(F)Title I	Formative - Number of volunteers
5. Provide daily positive communication home through PBIS Rewards app. (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3.4)	Principal, Teacher(s)	July 2021	(F)Title I	Formative - Copies of feedback/phone contact logs.
6. Improve communication between JES and the non-English speaking community by providing a request at registration indicating a preference for written information to be in Spanish, and a parent meeting in Spanish on Meet the Teacher nights. (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3.4)	Counselor(s), Principal	May 2021	(F)Title I	Formative - Copies of communication
7. Parent Nights that encourage interaction	Principal, Teacher(s)	May 2021	(F)Title I	Formative - Sign-in Sheets

JUNCTION EL

Goal 4. Promote and strengthen community-focused relationships to enhance trust and foster support through communication.

Objective 1. Daily folder communication with behavior and academic resources is sent home. As well as access to Remind and PBIS Rewards App.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
between parents and their children (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5) (ESF: 3.4)				
8. Have formal “open-house’ to make parents feel welcome by the teachers. (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3.4)	Principal, Teacher(s)	August 2020	(F)Title I	Sign-in sheets
9. Parent University (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5) (ESF: 3.4)	Principal, Teacher(s)	July 2021	(F)Title I	Sign-in sheets