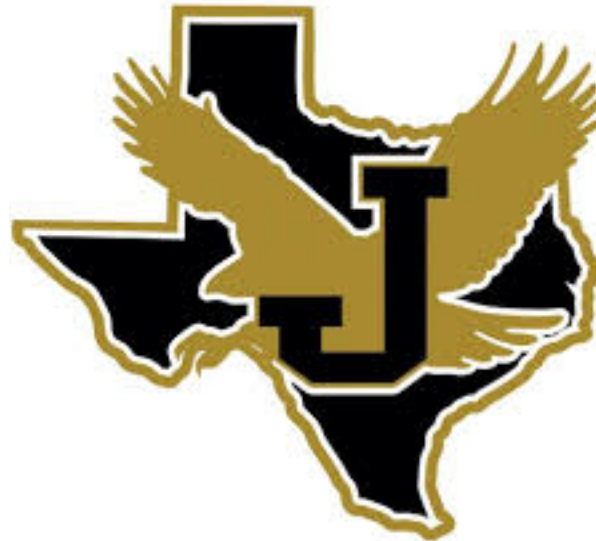


JUNCTION EL

Campus Improvement Plan

2019/2020

*Junction Elementary School
Campus Improvement Plan
2019-2020
Accountability Rating: D*



Jurahee Silvers
1700 College St
3254462055
jurahee.silvers@junctionisd.net

Date Reviewed: 10/09/2019

Date Approved:

JUNCTION EL

Mission

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

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 |
|--------------------|----------------------|
| Silvers, Jurahee | Campus Administrator |
| Adams, Meagan | Teacher |
| Carter, Cinnamon | Teacher |
| Guzman, Norma | Teacher |
| Helton, Joan | Teacher |
| Stewart, Stephanie | Teacher |
| Sanchez, Lupita | Teacher |
| Watson, Misty | Teacher |
| Bullard, Mary | Campus User |
| Guerrero, Erin | Campus User |
| Hull, Gwen | teacher |
| Jackson, Hillary | parent |
| Yung, Lauren | Parent |
| Doss, Sandee | Parent |

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, teachers and staff.
 - Objective 1.** (Targeted Improvement Plan) Objective driven daily lesson plan with formative assessments and data driven instruction.
- 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 and Instructional Coaches will support teachers as well as ESC 15 , Behavior support and Mentoring.
- 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, teachers and staff.

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

| 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) | Principal, Teacher(s) | May 2020 | (F)Title I, (F)Title IIA Principal and Teacher Improvement | Formative - 2020 STAAR scores and promotion rates |
| 2. Continue PLC meetings across the curriculum to share and encourage the use of current best instructional practices. RTI, SpEd, successes, needs, curriculum and communication (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) | Principal, Teacher(s) | May 2020 | (F)Title I | Formative - 2019/2020 Benchmarks |
| 3. Provide teachers with the previous year's STAAR test item analysis to determine areas of strength and weakness. (Title I SW Elements: 2.2) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1) | Counselor(s), Principal, Teacher(s) | May 2020 | (F)Title I | Formative - 2020 STAAR Scores and promotion rates |
| 4. Provide and monitor supplemental intervention support through common intervention times. Students will be monitored using the RTI model and targeted research-based interventions will be used with students. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4) | Counselor(s), Principal, Teacher(s) | May 2020 | | Formative - 2020 STAAR/TELPAS Scores |
| 5. Students in need of additional assistance will be referred to RTI. (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,2) | Counselor(s), Principal | May 2020 | | Formative - 2020 STAAR/TELPAS Scores |
| 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) | Counselor(s), Principal, Teacher(s) | May 2020 | (F)Title I | Formative - 2019, 2020 STAAR Scores |

JUNCTION EL

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-------------------------------------|------------------------|------------|--|
| 7. Curriculum diagnostic 2nd- 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) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 2) | Counselor(s), Principal, Teacher(s) | May 2020 | (F)Title I | Formative - 2018,2019, 2020 STAAR Scores, Special Education Referral Data |
| 8. Provide instructional support programs to meet the diverse needs of all students including; Common intervention time/GT/Co-Teaching Inclusion Model and Tutorials (Title I SW Elements: 2.2,2.5) (Title I TA: 1,3,4) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 1,2,4) | Principal, Teacher(s) | May 2020 | | Formative - Special Education Referral Data/2018,2019,2020 STAAR Scores/IStation |
| 9. Develop and implement a high quality, Professional Development Plan through TTESS (Title I TA: 2,3,5,6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (CSFs: 1,3,7) | Principal, Teacher(s) | May 2020 and July 2020 | | Formative - Special Education Referral Data/ 2018, 2019 STAAR Scores/ Istation |
| 10. Monitor student attendance to increase instruction time in the classroom (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 4) | Principal, Teacher(s) | Ongoing | (F)Title I | Formative - Attendance Rates, 2017-2018, 2018-2019, 2019-2020 Passing rate on STAAR 2018,2019, 2020 |
| 11. Offer extended year programs for SSI purposes (CSFs: 1,4) | Principal, Teacher(s) | Ongoing | (F)Title I | Formative - Attendance Rates 2017-2018, 2019-2020 Passing rate on STAAR 2018,2019, 2020 |

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. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6) | Counselor(s), Principal, Teacher(s) | May 2020 | | Formative - Comparison Table |
| 2. Have Counselor in the classroom, and continue Red Ribbon Week, Anti Bully programs. (Target Group: K,1st,2nd,3rd,4th,5th) (CSFs: 6) | Counselor(s), Principal | May 202 | | Formative - 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: K,1st,2nd,3rd,4th,5th) (CSFs: 6) | Principal, Teacher(s) | May 2020 | | Formative - PBIS Data Tables |
| 4. Provide a list to parents of safe after-school opportunities for students to participate in throughout the community and school district. (Target Group: K,1st,2nd,3rd,4th,5th) (CSFs: 5,6) | Principal, Teacher(s) | May 2020 | | Formative - Participation Rates |
| 5. 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. (CSFs: 6) | Principal | May 2020 | | Formative - Summary of reports for all campuses |

JUNCTION EL

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

Objective 1. Principal and Instructional Coaches will support teachers as well as ESC 15 , Behavior support and Mentoring.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|---|
| 1. Maintain and retain high quality personnel (CSFs: 7) | Principal | May 2020 | | Formative - Staff Retention |
| 2. Provide support for new teachers with a mentoring program utilizing the master teachers on staff. (CSFs: 7) | Principal | May 2020 | | 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. (CSFs: 7) | Principal | Ongoing | | Formative - Staff survey |
| 4. Provide high quality/research based staff development focusing on student needs. (Strategic Priorities: 1) | Principal | Ongoing | | Formative - Istation/ESTAR/STAAR scores |

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 blackboard rather than webpages for this initiative. (Title I TA: 7) (CSFs: 5) | Principal, Teacher(s) | Ongoing | | Formative - Greater hits More informed citizens |
| 2. General campus information, calendar, and current news will be available on the district website, Facebook, RemindApp, and Newsletter (CSFs: 5) | Principal | Ongoing | | Formative - Parent Feedback |
| 3. Gradebook is available online to all parents who request access (CSFs: 5) | Teacher(s) | Ongoing | | Formative - Increased number of participants |
| 4. Encourages mentoring, volunteering and parent involvement with a letter at the beginning of the year to parents, churches, and community groups requesting volunteers. (Title I SW Elements: 3.1) (CSFs: 5,6) | Principal | Ongoing | (F)Title I | Formative - Number of volunteers |
| 5. Provide daily positive communication home through PBIS Rewards app. (Title I SW Elements: 3.1) (CSFs: 5,6) | Principal, Teacher(s) | Ongoing | (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 and Fall Festival. (Title I SW Elements: 3.1) (CSFs: 5,6) | Principal | May 2020 | (F)Title I | Formative - Copies of communication |
| 7. Parent Nights that encourage interaction between parents and their children (Title I SW Elements: 3.1) (CSFs: 5) | Parent Volunteers, Principal, Teacher(s) | May 2020 | (F)Title I | Formative - Sign-in Sheets |
| 8. Include volunteer packets in the registration process (Title I SW Elements: 3.1) (CSFs: 5,6) | Principal | September 2019 | (F)Title I | Formative - Sign-in Sheets Copies of Registration |

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 |
|--|-------------------------------------|-------------|------------|-----------------------------------|
| 9. Have formal "open-house" to make parents feel welcome by the teachers. (Title I SW Elements: 3.1) (CSFs: 5,6) | Principal, Teacher(s) | May 2020 | (F)Title I | Sign-in sheets |
| 10. Parent University (Title I SW Elements: 3.1) (CSFs: 5) | Principal, Teacher(s) | May 2020 | (F)Title I | Sign-in sheets |
| 11. Welcome Walk to JES (Title I SW Elements: 3.1) (CSFs: 5) | Counselor(s), Principal, Teacher(s) | August 2019 | (F)Title I | Documentation of students visited |