

Joaquin Elementary School 2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
Joaquin Elementary School 2018-2019

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Scruggs, Sherry	Principal	Joaquin Elementary School	
Coan, Bert	Campus Level Professional	Joaquin Elementary School	
Alexander, Renee	Teacher Representative	Joaquin Elementary School	9-2020
Yates, Ronna	Teacher Representative	Joaquin Elementary School	9-2020
Gamble, Casey	Teacher Representative	Joaquin Elementary School	9-2019
Bonner, Holly	Teacher Representative	Joaquin Elementary School	9-2019
Hooper, Whitney	Non-teaching Professional	Joaquin Elementary School	9-2020
Carrington, Kathy	Non-teaching Professional	Joaquin Elementary School	9-2019
Alford, Chad	Parent Representative	Joaquin Elementary School	9-2020
Lightfoot, Jacy	Parent Representative	Joaquin Elementary School	9-2019
Smith, Terri	Community Representative	Joaquin Elementary School	9-2020
Harvey, Judy	Business Representative	Joaquin Elementary School	9-2019
Wilkerson, Tanya	Business Representative	Joaquin Elementary School	9-2020
Legget, Debbie	Community Representative	Joaquin Elementary School	9-2019

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Names of People Responsible For Implementation

Name	Title	Campus / District
Bonner, Holly	1st Grade Teacher	Joaquin Elementary School
Bagley, Rachel	1st Grade Teacher	Joaquin Elementary School
Chumley, Kristen	1st Grade Teacher	Joaquin Elementary School
Gamble, Casey	2nd Grade Teacher	Joaquin Elementary School
Derbonne, Deborah	2nd Grade Teacher	Joaquin Elementary School
Bearden, Bree	2nd Grade Teacher	Joaquin Elementary School
Adams, Lavaunda	3rd Grade Teacher	Joaquin Elementary School
Vaughn, Shelli	3rd Grade Teacher	Joaquin Elementary School
Shahan, Angela	3rd Grade Teacher	Joaquin Elementary School
Knight, Vera	4th Grade Teacher	Joaquin Elementary School
Neal, Rondalyn	4th Grade Teacher	Joaquin Elementary School
Harris, Tara	4th Grade Teachers	Joaquin Elementary School
Alexander, Renee	5th Grade Teacher	Joaquin Elementary School
Yates, Ronna	5th Grade Teacher	Joaquin Elementary School
Smith, Monica	5th Grade Teacher	Joaquin Elementary School
Martin, Chris	Early Literacy Aide	Joaquin Elementary School
May, Lori	Literacy Lab	Joaquin Elementary School
Groves, Jennifer	Dyslexia Lab	Joaquin Elementary School
Region 7 ESC,	NGS Clerk	Joaquin Elementary School
	Classroom Teachers	Joaquin Elementary School
Dickerson, Loyce	Reading Lab Aide	Joaquin Elementary School
Scruggs, Sherry	Elementary Principal	Joaquin Elementary School
	ESL Grade Level Teachers	Joaquin Elementary School
Grade Level Teacher,	ESL Teacher	Joaquin Elementary School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Hooper, Whitney	G/T Teacher	Joaquin Elementary School
Vergo, Donna	Human Resource Director	Joaquin ISD
Bass, Julie	Elementary Aide	Joaquin Elementary School
Avery, Kacie	Kindergarten Teacher	Joaquin Elementary School
Fitts, Barr, Debra	Kindergarten Teacher	Joaquin Elementary School
Cockrell, Joyce	Elementary Aide	Joaquin Elementary School
Prnka, Rodney	P. E. Teacher	Joaquin Elementary School
Brittain, Kathy	PK Teacher	Joaquin Elementary School
Lawson, Kaitlin	PK Teacher	Joaquin Elementary School
Moore, Courtney	Special Education Aide	Joaquin Elementary School
Ewing, Tami	Special Education Aide	Joaquin Elementary School
Chambliss, Wendi	Special Education Aide	Joaquin Elementary School
Bryant, Tracy	Special Education Teacher	Joaquin Elementary School
Elliott, Shonda	Special Education Teacher	Joaquin Elementary School
Hooper, Whitney	Instructional Technology Coordinator	Joaquin ISD
Leflett, Glenda	Library Aide	Joaquin Elementary School
Prnka, Shonda	School Secretary	Joaquin Elementary School
Worsham, Phil	Superintendent	Joaquin ISD
Hooper, Whitney	UIL Coordinator	Joaquin Elementary School
Hooper, Whitney	G/T Facilitator	Joaquin Elementary School
Rambin, Ashley	School Counselor	Joaquin Elementary School
Hooper, Whitney	Computer Lab Teacher	Joaquin Elementary School
Duck, Lindsey	Attendance Clerk	Joaquin Elementary School
Duck, Lindsey	PEIMS Secretary	Joaquin Elementary School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Ramblin, Ashley	Migrant Coordinator	Joaquin ISD
King, Portia	Nurse	Joaquin Elementary School
Scruggs, Sherry	504 Coordinator	Joaquin Elementary School
Coan, Bert	Safety Committee	Joaquin ISD
Coan, Bert	Health Advisory Committee	Joaquin Elementary School
Scruggs, Sherry	Health Advisory Committee	Joaquin ISD
Coan, Bert	Safety Committee Coordinator	Joaquin Elementary School
King, Portia	Health Advisory Committee Coordinator	Joaquin ISD
Coan, Bert	Attendance Officer	Joaquin Elementary School
Strong, Judy	Wellness Committee	Joaquin ISD
	All Staff Members	Joaquin Elementary School
King, Portia	Wellness Committee	Joaquin ISD
McCann, Jennifer	Administrative Assistant	Joaquin ISD
Duck, Jared	P. E. Teacher Aide	Joaquin Elementary School
Coan, Bert	District Truancy Officer	Joaquin ISD
Cravey, Billy	ISS Teacher	Joaquin Elementary School
Cravey, Billy	ABC Teacher	Joaquin Elementary School
Carrington, Kathy	Homeless Liaison	Joaquin Elementary School
Carrington, Kathy	Special Education Director	Joaquin Elementary School
Scruggs, Sherry	SBDMC	Joaquin Elementary School
Strong, Judy	Director of Food Services	Joaquin ISD
Coan, Bert	Assistant Principal	Joaquin Elementary School
Groves, Jennifer	Dyslexia Teacher	Joaquin Elementary School

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Attendance

Attendance

Goal: **97%**

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
"All Students"	95.20	95.80	95.70	95.10	94.70	95.20	95.30	94.80	95.50	95.30	95.90	95.10
African American	97.60	96.30	96.30	94.50	94.50	95.70	96.50	95.90	96.70	96.70	96.20	95.00
Hispanic	97.80	98.50	96.80	96.90	95.80	96.60	96.60	95.30	96.50	97.30	98.20	96.70
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	96.40	94.60	97.10	96.00
White	95.70	95.50	95.50	95.00	94.50	94.90	95.00	94.70	95.10	94.90	95.50	94.70

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STAAR

Grade: **3rd-5th**

All Subjects

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	88.00	88.00	85.00	76.00	77.00	82.00	88.00	94.00	100.00
African American	96.00	81.00	100.00	88.00	67.00	0.00	78.00	89.00	100.00
Economically Disadvantaged	86.00	86.00	85.00	68.00	72.00	77.00	84.67	92.33	100.00
English Language Learners	60.00	69.00	87.00	42.00	60.00	0.00	73.33	86.67	100.00
Hispanic	83.00	80.00	85.00	55.00	61.00	0.00	74.00	87.00	100.00
Special Education	0.00	0.00	0.00	23.00	25.00	0.00	50.00	75.00	100.00
Two or More Races	0.00	0.00	0.00	92.00	82.00	93.00	95.33	97.67	100.00
White	89.00	90.00	83.00	77.00	80.00	83.00	88.67	94.33	100.00

Grade: **3rd-5th**

STAAR Mathematics

100%

	2014	2015	2016	2017	2018	2019	2020	2021
All Students	93.00	81.00	78.00	81.00	89.00	92.67	96.33	100.00
African American	80.00	82.00	90.00	75.00	0.00	83.33	91.67	100.00
Economically Disadvantaged	91.00	78.00	70.00	77.00	85.00	90.00	95.00	100.00
English Language Learners	92.00	92.00	38.00	74.00	0.00	82.67	91.33	100.00
Hispanic	96.00	90.00	50.00	74.00	0.00	82.67	91.33	100.00
Special Education	92.00	33.00	31.00	29.00	0.00	52.67	76.33	100.00
Two or More Races	0.00	0.00	100.00	88.00	0.00	92.00	96.00	100.00
White	93.00	78.00	79.00	82.00	88.00	92.00	96.00	100.00

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STAAR

Grade: **3rd-5th**

STAAR Reading

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	90.00	88.00	88.00	75.00	78.00	81.00	87.33	93.67	100.00
African American	100.00	80.00	100.00	90.00	63.00	0.00	75.33	87.67	100.00
Economically Disadvantaged	88.00	85.00	87.00	67.00	72.00	76.00	84.00	92.00	100.00
English Language Learners	0.00	0.00	0.00	0.00	58.00	0.00	72.00	86.00	100.00
Hispanic	83.00	71.00	88.00	44.00	61.00	0.00	74.00	87.00	100.00
Two or More Races	0.00	0.00	0.00	100.00	75.00	0.00	83.33	91.67	100.00
White	90.00	91.00	86.00	76.00	82.00	82.00	88.00	94.00	100.00

Grade: **4th**

STAAR Writing

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	65.00	82.00	81.00	71.00	81.00	56.00	77.00	84.67	92.33	100.00
Economically Disadvantaged	0.00	79.00	81.00	75.00	73.00	52.00	0.00	68.00	84.00	100.00
White	73.00	82.00	82.00	67.00	78.00	62.00	82.00	88.00	94.00	100.00

Grade: **5th**

STAAR Science

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	87.00	79.00	79.00	89.00	74.00	85.00	70.00	80.00	90.00	100.00
Economically Disadvantaged	0.00	75.00	83.00	91.00	62.00	84.00	0.00	89.33	94.67	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	83.00	0.00	88.67	94.33	100.00
White	87.00	84.00	82.00	92.00	75.00	86.00	0.00	90.67	95.33	100.00

About Joaquin Elementary School

Mission Statement:

Joaquin ISD students will be provided the opportunity to develop the ability to think logically, independently and creatively, and to communicate effectively in a safe environment.

Motto:

"Where Learning Begins and Never Ends"

Philosophy:

All students in the Joaquin ISD need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage, including its multicultural richness. To the full extent of their individual abilities, Joaquin ISD students will be provided the opportunity to develop the ability to think logically, independently and creatively, and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity and accountability. Instruction must be provided at the highest levels of quality. Educational opportunities and resources must be provided at the highest levels of quality. Educational opportunities and resources must be distributed with equity for all students. The educational system must maintain accountability for demonstrated results and continuous improvement. Such a system will have vitality to prepare our children for changes and challenges of the future, a future that will belong to the educated.

Grade Span:

EE –5

Enrollment:

302

2018 Accountability Summary:

Met Standard

Demographics

2017-2018 Enrollment:

1 – Early Education
32 – Prekindergarten
40 – Kindergarten
44 – First Grade
52 – Second Grade
57 – Third Grade
53 – Fourth Grade
64 – Fifth Grade

2017-2018 Ethnic Distribution:

16 (4.7%) – African American
63 (18.4%) – Hispanic
253 (73.8%) – White
2 (0.6%) – American Indian
1 (0.3%) – Asian
0 (0.0%) – Pacific Islander
8 (2.3%) – Two or More Races

2017-2018 Student Groups:

234 (68.2%) – Economically Disadvantaged
44 (12.8%) – English Language Learners
0 (0.0%) – Students with Disciplinary Placements
171 (49.9%) – Students Meeting "At-Risk" Criteria

2017-2018 Students per Teacher:

20.0 – Kindergarten
14.3 – First Grade
16.9 – Second Grade
19.0 – Third Grade
17.2 – Fourth Grade
21.3 – Fifth Grade

2017-2018 Student Enrollment by Program

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42 (12.2%) - Bilingual/ESL Education
7 (2.0%) - Gifted and Talented
39 (11.4%) - Special Education

Federal Requirements - Schoolwide Program

ESSA Schoolwide

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct Outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. SWP SPFE School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy
 - b. Shared Responsibilities for High Student Academic Achievement
 - c. Building capacity for Involvement

Federal Requirements - Schoolwide Program Components

Joaquin Elementary conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
 - Goal #2: Campus Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #5: Professional Development Program Strategy
2. Prepare a comprehensive Schoolwide Plan and Activities (SWP CIP).
 - Goal #2: Early Intervention Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Strategy
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy
3. Conduct Parent Outreach (SWP SPFE).
 - Goal #1: Parent and Family Engagement Strategy
 - Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
 - Goal #1: Building Capacity for Involvement Strategy

Needs Assessment Process

Comprehensive Needs Assessment Process

Purpose

Each spring, the District invites teachers, principals, paraprofessionals, parents, students, and other appropriate District staff to participate in planning for the upcoming school year. The District conducts surveys to gain input on a variety of issues. Each committee holds meetings to review and analyze data, determine the District's strengths and needs, and recommend strategies and activities to address the needs identified. All the committees then come together in a District Task Force meeting to review the committee reports, prioritize needs, coordinate programs, and review budgets.

The CNA was reviewed on 9/11/2017.

Areas of Concern:

1. Demographics

a. Data Sources Reviewed annually by Campus Principal; Campus committee

- * Enrollment
- * Daily attendance
- * Socioeconomic status
- * Special Program Participation

2. Parent and Community Involvement

a. Data Sources Reviewed annually by Campus Parental Involvement committee:

- * Volunteering
- * Open house attendance
- * Frequency of information disseminated
- * Involvement of parents and community in school decisions

3. Curriculum, Instruction and Assessment

a. Data Sources Reviewed monthly by the Principal:

- * Report card grades
- * Student work
- * Benchmark scores
- * STAAR results
- * Promotion and retention rates
- * Monitoring, evaluating, and modifying programs to maximize student engagement and learning
- * Amount/quantity of textbooks and supplemental resources
- * Available professional and paraprofessional staff

4. Staff Quality, Professional Development, Recruitment and Retention

a. Data Sources Reviewed monthly by Principal and Instructional Coaches

- * Highly qualified status;
- * Number of staff specialists such as core subject area specialists
- * Professional development opportunities and resources
- * Recruitment and retention strategies

5. Technology

a. Data Sources Reviewed monthly by Principal; Instructional Tech; Technology Director

- * Amount, quality and availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to-date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities

6. School Context and Organization

a. Data Sources reviewed monthly by Principal, Assistant Principal:

- * Average class size
- * School climate – quality of student-teacher relationships; student attitudes toward school; teacher job satisfaction
- * Student discipline and behaviors – discipline referrals; suspensions; attendance; tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization
- * Student, teacher, parents and community perceptions of the school

Needs Assessment Summary

Joaquin Elementary received a State Accountability Rating of Met Standard from TEA in 2018. The Met Standard Rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Student Strengths and Needs:

Reading/ELA: 91% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 82% for White students to 76% for Economically Disadvantaged students.

Math: 89% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 88% for White students to 85% for Economically Disadvantaged students.

Writing: Fourth grade students participated in the STAAR Writing test in 2018. 77% of All Students met the passing standard in Writing. Passing rates for white students was 82%. Due to small numbers, the results for other subgroups are masked to protect student confidentiality.

Science: Fifth grade students participated in the STAAR Science test in 2018. 70% of All Students met the passing standard in Science. Due to small numbers, the results for other subgroups are masked to protect student confidentiality.

Interventions: Joaquin Elementary has several programs in place to address identified needs. Students having difficulty in Reading/ELA are provided with an Early Literacy Lab in the lower grades to boost early reading skills. A Reading Pullout Program is available to students in all grades to provide supplemental assistance to those experiencing difficulty. Individualized Instruction is also provided on an as needed basis by a Reading Aide.

Students experiencing difficulty in any subject are provided with tutorials in an after school program. A Math Pullout Program is available during the school day for students needing extra support in mastering math concepts.

Additional resources and an ESL Teacher are provided for students who are at risk because of language difficulties.

A Prekindergarten aide is provided to assist in the PK program.

Faculty and Staff: Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Teachers are given the opportunity to participate in professional development through the Region VII, Math & Science Consortium. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours and performance pay.

Attendance: Attendance rates at Joaquin Elementary have decreased slightly from 95.9% in 2015-2016 to 95.1% in 2016-2017. The staff has several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications and counseling services.

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Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin Elementary students. (SWP SPFE) [TEC §4.001 (b) (1)]						
Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Joaquin Elementary School will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and Family Engagement Policy will be available in the Student Handbook and online. It is distributed in English.</p> <p>Stakeholders are notified through the publication of a monthly calendar - hardcopy and a post on the JISD website, e-mails, Progress Reports, SBDMC meetings, the online "Shelby County Today.com", the Light Champion Newspaper, and the Desktop Phone System.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The district will actively recruit the participation of a diverse population of parents. The meetings will be scheduled on Mondays in the evenings at the Board Room. Parents will be invited to come and a Public Notice will be posted.</p>	8/2018 - 6/2019	Elementary Principal - Sherry Scruggs	Local Funds - SBDMC Time Contributions	Documentation :Parent Contact Logs - Monthly: Increase in parents attending Joaquin Elementary activities as communication increases between teachers and parents.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Contact Logs - 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p>	<p>8/2018 - 5/2019</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>		<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documentation :Parent Contact Logs- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Events and Programs - Joaquin Elementary conducts a variety of events and programs geared towards including parents and other stakeholders in the educational system. The events and programs include: * PTO Meetings with Parent Volunteers * Award Assemblies * Grandparents' Day * Thanksgiving Program (Kindergarten and 1st grade) * STAAR Carnival * Kindergarten Graduation * Prekindergarten End-of-Year Ceremony * Field Day * Awards Day * Volunteer Opportunities * Walk for Diabetes * Pennies for Patients * Hoops for Hearts * Trunk or Treat	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs	Local Funds - Time Contributions of Parents and Staff	Documentation :Parent Contact Logs - - 12/18: 10% increase in participation and continued positive feedback.	Parents as full partners in the education of Joaquin EL students.	Documentation :Parent Contact Logs - - 05/19: An additional 10% increase in participation and continued positive feedback.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback. The district and the Elementary campus will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school. Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options.	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Policy - 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> <p>Parents will also participate in the development, review and evaluation of the Campus Improvement Plan (CIP), engaging them in the academic system of Joaquin Elementary.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of Committee Members		The SBDMC, using the comprehensive needs assessment data, designed and refined an educational system that served the needs of all students of Joaquin Elementary School.	Documentation :School Records- 08/19: Joaquin Elementary will receive a rating of Met Standard on State Accountability.

Campus Improvement Plan
Joaquin Elementary School 2018-2019

Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin Elementary students. (SWP SPFE) [TEC §4.001 (b) (1)]						
Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The SBDMC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMC are cognizant of the regulations governing Schoolwide programs, understand the federally required elements and include these in the Joaquin Elementary CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A, and Title IV, Part A programs and other federal, state and local programs.</p> <p>Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services \$2,857.00</p> <p>Federal - Title II, Part A Supporting Effective Instruction - SECCA, Inc Consulting Services \$600.00</p> <p>Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services \$200.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services \$6,296.00</p>	Documentation :Attendance Records - - 12/18: SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Joaquin Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documentation :School Records - - 05/19: Joaquin Elementary will receive the State Accountability Rating of Met Standard.

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Joaquin Elementary School 2018-2019

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Campus Performance Objectives (SWP CNA) - Through the assistance provided by the chair of the DPDMC and the dissemination of the District Improvement Plan, the LEA provides the campus SBDMC with guidance in setting their performance objectives. They base district-wide performance objectives on data available through the comprehensive needs assessment process. In turn, Joaquin Elementary has set campus performance objectives reflective of their students' unique needs	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/18: 80% of the Joaquin Elementary students will work in line with their potential and move closer to achieving the required performance.	Increased student performance of target population and reduction in dropout rates once students reach junior and senior high grade levels The Joaquin Elementary performance objectives will support the needs of the district and the immediate needs of the campus.	Informal Assessment :Classroom Assessments - 05/19: PK: 90% will master the state's Prekindergarten goals. K - 2: The percent of students Still Developing on the EOY TPRI Screening status will decrease from 10% to 9%. The percent of students identified as High Risk on Math assessments will decrease from 10% to 9%. Criterion-Referenced Test :STAAR Tests - 05/19: 85% of students in third through fifth grade will pass all grade level and subject area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Student performance data disaggregated by student groups (SWP CNA) - Faculty trained in disaggregating STAAR results by student groups will identify student strengths and weaknesses and will design a calendar to prescribe the sequential order in which to teach TEKS. Various programs and assessments are used throughout the year to identify student needs, monitor progress and to target the instruction to those needs. Some of those include * DMAC * the RTI process * AIMS * Sharon Wells Math (grades 2 – 5) * Beginning, Middle and End of Year testing * IXL.com (Math assessment and practice) * Moby Max * Istation	4/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Coordinated - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/18: 100% of students in grades PK-5 will pass all TEKS-based tests.	A comparison of STAAR results to students' instructional paths will find an 80% correlation between results of disaggregating students' original STAAR scores, the instructional "path" that was prescribed for each and increased scores on benchmark tests.	Informal Assessment :Classroom Assessments - - 05/19: PK: 90% will master the state's Prekindergarten goals K - 2: 90% of students will achieve passing report card grades in all core subject areas. Criterion-Referenced Test :STAAR Tests - - 05/19: 85% of students in third through fifth grade will pass all grade level and subject area STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Joaquin Elementary School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Reading (grades 3-5), Math (grades 3-5), Writing (grade 4) and Science (grade 5).</p> <p>The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> <p>Teachers refer students to the Student Support Team (SST), which includes the school Counselor, principal and appropriate Special Programs staff, if they demonstrate chronic difficulties unresponsive to intervention strategies. The Team provides a collaborative effort, by colleagues, to teachers who request assistance with students who have recurring academic or behavioral issues.</p>	<p>1/2019 - 6/2019</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan School Counselor - Ashley Rambin Dyslexia Lab - Jennifer Groves</p>	<p>Local Funds - Testing Materials \$600.00</p>	<p>Informal Assessment :Classroom Assessment - 12/18: 80% of students will pass campus benchmark tests.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/19: 85% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.</p>

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Joaquin Elementary School 2018-2019

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Foundation Program (SWP CNA) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of Faculty and Staff <p style="text-align: right;">\$1,010,544.00</p> Local Funds - Instructional Resources <p style="text-align: right;">\$3,100.00</p> Local Funds - Art and Science Supplies and Resources <p style="text-align: right;">\$1,300.00</p> Local Funds - Student Instructional Travel <p style="text-align: right;">\$500.00</p>	Informal Assessment :Classroom Assessments - 01/19: Grades K - 2: Grades K - 2: 80% of students will score within istrict expectations on the TPRI. Informal Assessment :Classroom Assessments - 01/19: Grades K-5: 80% of student will score at, or above, grade level on the STAR Reading and Math Diagnostic Assessments.	All students and all student groups academically succeed as the educational system meets the needs of all students.	Informal Assessment :Classroom Assessments - 05/19: Grades K - 2: The percent of students Still Developing on the EOY TPRI Screening status will decrease from 10% to 9%. Informal Assessment :Classroom Assessments - 05/19: Grades 1-5: The percent of students identified as High Risk on Math assessments will decrease from 10% to 9%. Criterion-Referenced Test :STAAR Tests - 05/19: 85% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Kindergarten Assessment - Kindergarten teachers administer a teacher-made developmental checklist to all Kindergarten students at the beginning of the school year to determine students' developmental levels and to identify at-risk students.</p> <p>Reading: Teachers administer Texas Primary Reading Inventory (TPRI) Tests to Kindergarten students in September, January and April to determine student progress in the acquisition of reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool mandated by the state.</p> <p>Reading: At least twice a year, students take the STAR Reading Diagnostic Assessment to determine reading grade equivalents and individual student progress in skills development.</p> <p>Reading: Phonics Dance is a phonics program that incorporates five early literacy components: phonological awareness, alphabetic principle, vocabulary, comprehension and fluency with connected text to determine student progress. The Motor Sensory Lab using the Ready Body Learning Minds program also stimulates and develops the skills necessary for learning readiness.</p> <p>Math: Joaquin Elementary uses the Texas Early Mathematics Inventories (TEMI) Tests at the beginning, middle and end of school year to monitor math progress. AIMS Web and Motivational Math are used to determine students' math skills and math readiness.</p>	8/2018 - 5/2019	Computer Lab Teacher - Whitney Hooper Kindergarten Teacher - Kacie Avery Kindergarten Teacher - Barr, Debra Fitts	Local Funds - Testing Materials	Reading Inventory :TPRI - - 01/19: 50% of Kindergarten students will score a rating of "Developed" on the TPRI.	Kindergarten students will have the prerequisite developmental skills to enter first grade and succeed.	Reading Inventory :TPRI - - 05/19: The percent of students Still Developing on the EOY TPRI Screening status will decrease from 10% to 9%. Informal Assessment :AIMSWeb - - 05/19: The percent of students identified as High Risk on Math assessments will decrease from 10% to 9%.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Grades 1 - 2 Assessment - Reading: Teachers administer TPRI to students in September, January and May to measure reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool that teachers use to individualize instruction and determine which students meet the state-adopted "at-risk" criteria.</p> <p>Reading: At least twice a year, students take the STAR Reading Diagnostic Assessment to determine reading grade equivalents and individual student progress in skills development.</p> <p>Math: Teachers administer a teacher-developed math pretest at the beginning of the year to determine math strengths and deficiencies.</p> <p>Math: Joaquin Elementary participates in a pilot math assessment (TEMI), which is similar to the Reading TPRI, through the University of Texas at Austin.</p> <p>AIMS Web, Motivational Math and Sharon Wells Math are used to determine students' math skills and math readiness.</p>	8/2018 - 5/2019	Computer Lab Teacher - Whitney Hooper Literacy Lab - Lori May Classroom Teachers -	Local Funds - Testing Materials	Reading Inventory :TPRI - - 01/19: 80% of 1st and 2nd graders will score at least the rating of "Developed" on the TPRI. - 70% of 1st and 2nd graders will score at or above their grade level on the STAR Reading Assessment. Teacher-Designed :Math Inventory - - 01/19: 70% of students will demonstrate mastery on age-appropriate math skills.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily	Reading Inventory :TPRI - - 05/19: The percent of students Still Developing on the EOY TPRI Screening status will decrease from 10% to 9%. Informal Assessment :AIMSWeb - - 05/19: The percent of students identified as High Risk on Math assessments will decrease from 10% to 9%.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Grades 3 - 5 Assessment - Grade 3: Classroom teachers review 2nd grade TPRI, STAR Reading and Math Inventory results to determine students' entry-level skills.</p> <p>Grade 4-5: Teachers use spring STAAR scores to determine students' entry-level skills (TEKS attainment).</p> <p>Grades 3-5: At least twice a year, students take the STAR Reading Diagnostic Assessment to determine reading grade equivalents and individual student progress in skills development.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs	Local Funds - Testing Materials	Informal Assessment :STAR Reading and Math Diagnostic Assessments - - 01/19: 80% of students will score at grade-level on the STAR Reading and Math Diagnostic Assessments. - 80% of students in grades 3-5 will achieve a passing score on each benchmark test.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/19: 85% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.
<p>Strategy:</p> <p>Early Intervention Program (SWP CIP) - Joaquin ISD conducts a Prekindergarten Program through coordination of funding of state and local funds. Eligible student must meet the following criteria: eligible for participation in the National Free and Reduced-Priced School Lunch Program, unable to speak and comprehend the English language, child of an active duty member of the military, child of a person eligible for the Star of Texas Award; is or ever has been in the conservatorship of DFPS and/or homeless.</p> <p>Joaquin Elementary conducts a full-day Prekindergarten Program with emphasis on language acquisition skills for special population groups. Teachers use Frog Street Curriculum, a scientifically research-based early education program, to provide a multi-sensory approach to developmentally appropriate activities.</p>	8/2018 - 5/2019	PK Teacher - Kaitlin Lawson PK Teacher - Kathy Brittain Elementary Aide - Julie Bass	State - State Compensatory Education (SCE) - Time Contribution of Prekindergarten Teachers FTE: 1.00 \$47,993.94 State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 1.00 \$21,602.61 Local Funds - Time Contributions of Staff \$48,782.00	See Activities Below.	Students with prerequisite early school readiness skills for success in Kindergarten. Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.	See Activities Below.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Prekindergarten Assessment - Prekindergarten participates in the Texas School Ready Program. The Prekindergarten teacher administers a teacher-made developmental checklist to all Prekindergarten students at the beginning of the school year to determine students' developmental levels and to identify at-risk students.	8/2018 - 5/2019	PK Teacher - Kathy Brittain PK Teacher - Kaitlin Lawson	Local Funds - Testing Materials	Informal Assessment :Teacher-Designed Assessment Instrument - - 12/18: Re-assessment using the developmental checklist will indicate that 70% of the students will master appropriate developmental skills.	Numbers of at-risk students entering Kindergarten will decrease because Joaquin ISD more accurately identifies and addresses at-risk students.	Informal Assessment :Teacher-Designed Assessment Instrument - - 05/19: 90% of Prekindergarten students will master the state's Prekindergarten goals.
Activity: Prekindergarten Registration and Orientation - Joaquin Elementary invites parents and students to Prekindergarten registration and orientation in order to assist preschool children in the transition from early childhood programs to elementary school and orient all students to the Joaquin Elementary School programs and services.	August 2018	PK Teacher - Kathy Brittain PK Teacher - Kaitlin Lawson	State - Local - Time Contribution of Certified PK Teachers	Informal Assessment :Teacher Orientation - - 08/18: Prekindergarten students have an easier adjustment period due to the visit and orientation.	Smooth transition period between Early Education programs and Prekindergarten	Informal Assessment :Teacher-Designed Assessment Instrument - - 05/19: 90% of Prekindergarten students will master the state's Prekindergarten goals.
Activity: Transition from Early Childhood Programs to Kindergarten - 1) Prekindergarten students and their parents participate in the Kindergarten Roundup Activities held at Joaquin Elementary. 2) During the last six weeks of school, the Prekindergarten teachers introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize them with academic elements of Kindergarten. 3) The Prekindergarten staff works with students on behavioral and hygiene issues and assumptions with repetitive exercises to prepare students for Kindergarten.	8/2018 - 5/2019	Kindergarten Teacher - Kacie Avery PK Teacher - Kaitlin Lawson PK Teacher - Kathy Brittain Kindergarten Teacher - Barr, Debra Fitts	State - State Compensatory Education (SCE) - Prekindergarten Supplies \$1,000.00	Informal Assessment :Progress Reports - - 6 Weeks progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents become familiar with the Joaquin Elementary Kindergarten Program. Students have prerequisite behavioral skills and hygiene practices for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/19: 90% of Prekindergarten students will master the state's Prekindergarten goals.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Accelerated Instruction (SWP CIP) - Joaquin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs	Local Funds - Time Contributions of Staff and Faculty		Increased academic performance by all students and all student groups Students meeting the state-adopted "at-risk" criteria participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content standards and challenging state student performance standards that the district expects all students to meet.	Documentation :Student Records - 05/19: Joaquin Elementary identifies 100% of at-risk students in a timely manner and implement appropriate programs and interventions.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Literacy Lab - The Literacy Lab Teacher will pull students in Kindergarten through second grade demonstrating difficulty in reading at grade-level for supplemental assistance. The teacher, with the help from aides, uses different teaching modalities and learning styles to accelerate students' attainment of the TEKS. The Motor Sensory Lab using the Ready Body Learning Minds and Phonics Dance programs stimulates and develops the skills necessary for learning readiness. The Seeing Stars program is also used which helps readers develop the sensory-cognitive function of symbol imagery; this allows readers to recognize and sound-out letters and recognize patterns of letters and whole words. Additionally, classroom teachers provide Accelerated Reading Instruction using scientifically research-based reading strategies and activities.	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Literacy Lab - Lori May	Federal - Title I, Part A - Time Contributions of Reading Aide FTE: 0.75 <p style="text-align: right;">\$17,900.25</p> State - State Compensatory Education (SCE) - Time Contributions of Early Literacy Lab Aides FTE: 1.40 <p style="text-align: right;">\$35,547.76</p> Federal - Title I, Part A - Time Contributions of Early Literacy Lab Teacher FTE: 1.00 <p style="text-align: right;">\$65,070.48</p> State - State Compensatory Education (SCE) - Instructional Resources <p style="text-align: right;">\$3,000.00</p> State - State Compensatory Education (SCE) - Contracted RtI Services <p style="text-align: right;">\$5,000.00</p>	Informal Assessment :Classroom Assessments - - 12/18: 80% of the at-risk students in Kindergarten through second grade will attain grade-appropriate reading scores on the TPRI.	Increase number of students permanently removed from the at-risk roster.	Reading Assessments :TPRI - - 05/19: The percent of students Still Developing on the EOY TPRI Screening status will decrease from 10% to 9%.
	9/2018 - 5/2019		Elementary Principal - Sherry Scruggs			

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Special Education Program - Joaquin ISD shall provide Special Education services to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs	State - Special Education - Time Contributions of Staff and Faculty <p style="text-align: right;">\$182,592.00</p> Local Funds - Special Services Assistant <p style="text-align: right;">\$5,386.00</p>	Special Education Assessments :Classroom Assessments - 12/18: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Special Education Assessments :Classroom Assessments - 05/19: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs and will pass the state required assessment instrument at the end of the school year.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2018 - 6/2019	Special Education Director - Kathy Carrington	State - Special Education - Time Contributions of Diagnostician <p style="text-align: right;">\$8,085.00</p> State - Local - Contracted Evaluations and Testing Materials <p style="text-align: right;">\$1,500.00</p>	Informal Assessment :Classroom Assessment - - 12/18: Joaquin ISD will have put 100% of all referrals for Special Education Services through the process in compliance with federal regulations and Commissioner's Rules.	Joaquin ISD completes Initial Evaluations and Reevaluations in a legal and timely manner so Special Education Services are not delayed, once referral is deemed appropriate.	Informal Assessment :Classroom Assessment - - 06/19: Joaquin ISD will have put 100% of all referrals for Special Education Services through the process in compliance with federal regulations and Commissioner's Rules.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Resource and Mainstream Settings - Joaquin Elementary ensures they educate students with disabilities together with their non-disabled peers in the least restrictive environment.</p> <p>As dictated by their ARD Evaluations, teachers serve Special Education students in self-contained or departmentalize resource settings and/or mainstream into the general population for instruction. Some students only leave the Special Education Resource Class to participate in Science, Social Studies, Fine Arts and Physical Education, while the ARD Committee admits others into a Special Education class for English Language Arts and/or Math.</p> <p>Joaquin Elementary School designed their inclusion program so that the Special Education students benefit from direct instruction from the general education subject content teachers. In addition, those same students continue to profit from the expertise of the Special Education teachers who accommodate, modify, monitor, teach on their levels and help with organizational skills.</p> <p>Students that require small group instruction, a quiet place to work, or more one-on-one instruction, may utilize available unscheduled content mastery and pull out resources. Through these additional programs, the Special Education students continue to have access to the general grade-level education instruction as well as specialized instruction from Special Education teachers on their level.</p>	8/2018 - 5/2019	Special Education Director - Kathy Carrington	State - Special Education - Contracted VI Teacher <div style="text-align: right;">\$4,700.00</div> State - Local - Special Education Supplies <div style="text-align: right;">\$3,000.00</div> Federal - IDEA-B Formula - Time Contributions of Special Education Aides FTE: 2.00 <div style="text-align: right;">\$43,285.54</div> Federal - IDEA-B Preschool - Time Contributions of PPCD Teacher FTE: 0.15 <div style="text-align: right;">\$8,590.92</div>	Informal Assessment :Classroom Assessments - - 12/18: 100% of students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/19: 100% of students with disabilities will meet their mastery percentages, as dictated by their IEPs.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and O & M Services.</p> <p>Faculty drafts Behavior Intervention Plans for elementary students when required.</p>	8/2018 - 6/2019	Special Education Director - Kathy Carrington	State - Special Education - Contracted Speech Therapist \$3,800.00 State - Special Education - Contracted Physical Therapist \$4,200.00 State - Special Education - Contracted Occupational Therapy \$1,200.00 Federal - IDEA-B Formula - Contracted Speech Therapy \$27,411.00 State - Special Education - Contracted O & M Services \$3,700.00	Documentation :Student Records - - 12/18: 100% of students with disabilities on the Joaquin Elementary Campus receive related services as dictated in their IEPs.	Students with disabilities participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content and student performance standards that the state expects all children to meet.	Documentation :Student Records - - 06/19: 100% of students with disabilities on the Joaquin Elementary Campus have and continue to receive related services as dictated in their IEPs.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Adaptive Behavior Center (ABC) -The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior. The ABC is a self-contained behavior classroom where students are provided a free appropriate public education within a structured setting. The classroom program will help students strengthen academic, behavior and social skills needed to make a successful transition back to their home campus.</p> <p>The ABC uses a level system from Entry level to Level 4 that allows students to earn increasing amounts of privileges and points. At Level 4, students begin transition activities, including a behavior contract, which will allow them to return to the home campus.</p>	8/2018 - 5/2019	Special Education Director - Kathy Carrington ABC Teacher - Billy Cravey	State - Local - Time Contributions of ABC Staff		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :Discipline Records - - 05/19: Fewer Discipline Referrals for Special Education Students.
<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Joaquin Elementary School offers an ESL Program whose goal is to enable English Learners to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as Mathematics, Science and Social Studies, as integral parts of the academic goals for all students to enable English Learners (EL) to participate equitably in school.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs ESL Teacher - Grade Level Teacher	Local Funds - Time and Effort of ESL Teacher	See Activities Below.	Students exiting EL designation by LPAC.	See Activities Below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment - EL - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to EL in grades K-5. In grades K-1, TELPAS includes holistically rated listening, speaking, reading and writing assessments. In grades 2-5, this includes multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2018 - 5/2019	ESL Teacher - Grade Level Teacher	Local Funds - Testing Materials, Time Contributions of LPAC <p style="text-align: right;">\$200.00</p> Local Funds - TELPAS Testing Coordinator <p style="text-align: right;">\$1,000.00</p>	Oral Language Proficiency Test :LPAC Expectations - - 12/18: 80% of the students served in the ESL Program met LPAC expectations based on results of an oral language proficiency test.	Significant increase in ELLs' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/19: 100% of the ESL students taking the STAAR in English and/or Spanish will achieve a passing score on the STAAR Reading.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Programs and Services for ELLs - Based on LPAC prescription, students in grades K-5 participate in an intensive 30 minute/day ESL Pullout Program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the students, including modification methods and strategies for instruction of the core curriculum.	8/2018 - 5/2019	ESL Teacher - Grade Level Teacher	Local Funds - Supplies and Materials <p style="text-align: right;">\$5,000.00</p> State - Local - Region VII Rosetta Stone Co-op <p style="text-align: right;">\$950.00</p> Federal - Title III, Part A LEP - Region VII LEP Consortium <p style="text-align: right;">\$5,545.00</p>	Oral Language Proficiency Test :LPAC Expectations - - 12/18: 80% of the students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting ELL designation by LPAC	Criterion-Referenced Test :STAAR Tests - - 06/19: 73% of students will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>ESL Exit Criteria - A student may exit the ESL Program if she/he can participate equally in a regular all-English instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL Program for two years. The LPAC will use the scores from state approved achievement test(s), if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress. If at any time during these two years after exit the student demonstrates inadequate English proficiency, the district will readmit the student to the ESL Program as prescribed by the LPAC.</p>	8/2018 - 5/2019	ESL Teacher - Grade Level Teacher	State - Local - Time Contributions of Faculty	Informal Assessment :Oral Language Proficiency Test - - 12/18: 80% of the students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting ELL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/19: 73% of all students will have achieved a passing score on the grade-appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Title I, Part C Migrant Program - Migrant students will receive accelerated language assistance from a trained paraprofessional. Tutorials will be provided on an as needed basis for Migrant students having difficulty in core subject areas. Through Joaquin Elementary and the Regional Educational Service Center's (ESC) Migrant Staff, parents of migrant students participate in educational programs designed to address the needs of their students. Joaquin ISD provides transportation to functions and communication in the parents' home language.	8/2018 - 6/2019	Migrant Coordinator - Ashley Ramblin	Federal - Title I, Part C Migrant - Title I, Part C Consortium \$6,443.00	Oral Language Proficiency Test :LPAC Expectations - 12/18: 80% of the Migrant students will score within LPAC expectations on an oral language assessment instrument and any other appropriate assessment prescribed by the LPAC.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - 06/19: 85% of all Migrant students will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.
Strategy: Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence or sociocultural opportunity. "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Dyslexia Lab - Jennifer Groves	Local Funds - Time Contributions of Staff and Faculty	See Activities Below.	Increased student achievement.	See Activities Below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment--Dyslexia and Related Disorders - Campus policy dictates that the district tests students with referrals for Dyslexia and related disorders as early as Kindergarten, taking into consideration developmental guidelines. Once receiving referral for testing, teachers test students within mandated timelines.</p>	8/2018 - 5/2019	504 Coordinator - Sherry Scruggs	Local Funds - Assessment Instruments and Testing Materials \$1,000.00	<p>Reading Inventory :Dyslexia Assessment Instruments - - 12/18: 90% of the referred students will have made appropriate progress through their participation in the Dyslexia Program, as reflected in report card grades.</p>	Joaquin ISD will not delay Dyslexia Services to students, will accurately diagnose students' needs, and special programs and modifications reflect the needs of each student.	<p>Reading Assessments :TPRI and STAR Reading - - 05/19: All students and all student groups will have made appropriate progress through their participation in the Dyslexia Program, as reflected below:</p> <p>Grades K-2: 100% will score "Developed" on the TPRI.</p> <p>Grades 1-5: 100% of students will attain appropriate grade equivalent reading scores on the STAR Reading Assessment.</p>
<p>Activity:</p> <p>Programs and Services for Students with Dyslexia and Related Disorders - During the current school year, the structured Dyslexia Program will serve students in grades 2-5 at Joaquin Elementary.</p> <p>The certified Dyslexia Teacher will implement a multisensory, bihemispheric skill-level approach to instruction that coordinates phonetic decoding and comprehension to meet the diverse needs of dyslexic students. The teacher will give intensive instruction daily for approximately 2-3 years. She will use kinesthetic and tactile input to reinforce auditory and visual processing and base strategies on research. Consistent review and practice gives students leverage. The teacher holds one-on-one sessions or teaches in sequencing groups. Modification sheets accompany students to their classes.</p>	8/2018 - 5/2019	Dyslexia Teacher - Jennifer Groves	Local Funds - Time Contributions of Certified Dyslexia Teacher	<p>Informal Assessment :Classroom Assessments - - 01/19: Grades 2-5: 80% of students with dyslexia and/or related disorders will attain a score at or above grade level on the STAR Reading Assessment.</p>	Increased Student Achievement	<p>Reading Assessments :STAR Reading Assessment - - 05/19: Grades 2-5: 100% of dyslexia students and students with related disorders will attain a score at or above grade level on the STAR Reading Assessment.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Earobics - Earobics web-based program provides explicit and comprehensive early literacy skills training. It systematically teaches the critical phonological awareness, listening and introductory phonics skills required for learning to read and spell.</p> <p>Earobics features sophisticated adaptive training technology that automatically adjusts the level of instruction to a child's skill level and progress. A Progress Chart tracks each student's skill improvements. While progress varies by child, most show significant skill improvement from using Earobics only 15 to 20 minutes per day, three times a week.</p> <p>Joaquin Elementary expanded the program by adding additional computers in the K-2 classrooms and updating the web-based program.</p>	<p>8/2018 - 5/2019</p>	<p>Dyslexia Teacher - Jennifer Groves Reading Lab Aide - Loyce Dickerson</p>	<p>Local Funds - Time Contributions of Dyslexia Teacher, Earobics Program</p>	<p>Informal Assessment :Classroom Assessment - - 01/19: 80% of all dyslexia students served will function on grade level.</p>	<p>Increased Student Achievement</p>	<p>Informal Assessment :Classroom Assessment - - 05/19: 95% of all dyslexia students served will function on grade level.</p>

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<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	8/2018 - 5/2019	504 Coordinator - Sherry Scruggs School Counselor - Ashley Rambin	Local Funds - Time Contributions of Staff and Faculty	Documentation :Student Records - 12/18: The Coordinator will ensure that the district meets the individual needs of 100% of the students identified as 504, and gives them timely and appropriate assistance.	504 students receive an equitable education compared to their non-504 peers.	Documentation :Student Records - 05/19: The Coordinator will ensure that the district meets the individual needs of 100% of the students identified as 504, and gives them timely and appropriate assistance.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Joaquin ISD adopted a process for identifying and serving G/T students defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area 2) possesses an unusual capacity for leadership 3) excels in a specific academic field	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs G/T Teacher - Whitney Hooper	Local Funds - Time Contributions of Staff	See Activity Below	Joaquin ISD will identify G/T students in a timely basis and provide the appropriate educational program and enrichment activities to ensure maximum performance.	See Activity Below

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assessment--G/T Students - Students go through a nomination and assessment process for G/T identification that includes at least three criteria (both qualitative and quantitative measures) with data gathered by the identification committee. The committee identifies students in the fall of the current school year. The identification committee consists of three local district or campus educators who have received training in the nature and needs of G/T students (19 TAC 89.1(4)). Assessment instruments include: 1) G/T Teacher Rating Inventory and Checklist 2) Parent Questionnaire and Checklist 3) G/T Teacher "Jot Down" 4) Scales for the Rating of Behavioral Characteristics of Superior Students 5) "Age PR-S" on the Otis-Lennon (score of 90 or above, not less than 84) 6) Nonverbal IQ assessment 7) Student Interview Questions 8) Writing/Drawing Sample	10/2018 - 5/2019	G/T Facilitator - Whitney Hooper	Local Funds - GT Testing Materials \$1,000.00	Documentation :Counselor's Records - - 12/18: Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and teachers serve those identified as G/T within their regular education class.	The district identifies G/T students in a timely basis and provides the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Programs for G/T Students - Differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation Program. Teachers assign students independent projects, group projects with G/T peers and projects with non-G/T students, as indicated in teacher lesson plans. The G/T teacher provides supervision for all projects.</p> <p>G/T sessions consist of a pullout session for 30-minutes weekly. The G/T Teacher combines some grade levels during the pullout sessions. During the G/T sessions, students participate in field trips and community projects and services.</p> <p>Strategy:</p> <p>Ancillary Services - Joaquin Elementary provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill any gaps in the educational process.</p>	<p>8/2018 - 5/2019</p>	<p>G/T Teacher - Whitney Hooper</p>	<p>State - G/T Block Grant - G/T Supplies and Materials \$200.00</p> <p>State - G/T Block Grant - Time Contributions of G/T Teacher \$3,547.00</p>	<p>Informal Assessment :Classroom Assessments - - 01/19: The G/T Teacher's records indicate that 90% of G/T students perform in line with district expectations.</p>	<p>The G/T Teacher meets the educational needs of G/T students as indicated on teacher and parent surveys, and teacher grade reports.</p>	<p>Informal Assessment :Classroom Assessments - - 05/19: 100% of G/T students will meet district expectations, as documented in teacher's records of grades on special projects and exemplary academic performance in the foundation classroom.</p>
<p>Ancillary Services - Joaquin Elementary provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill any gaps in the educational process.</p>	<p>8/2018 - 5/2019</p>	<p>Elementary Principal - Sherry Scruggs</p>	<p>Coordinated - See Individual Activities</p>	<p>Informal Assessment :Other - See Individual Activities.</p>	<p>Increased Student Achievement</p>	<p>Informal Assessment :Other - See Individual Activities.</p>

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[TEC §4.001 (b)(2)(4)]
Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling and Guidance Programs - The School Counselor is responsible for:</p> <ul style="list-style-type: none"> * One-on-one review of STAAR scores with students scoring below district expectations * 1:1 and small group counseling sessions * Focused informal groups on behavior and attendance <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services * Child Find Activities * ARD Meetings * Parent Training * Student Planning and Transition Services 	<p>8/2018 - 5/2019</p>	<p>School Counselor - Ashley Rambin</p>	<p>Federal - Title I, Part A - Time Contribution of Counselor FTE: 1.00</p> <p style="text-align: right;">\$55,875.40</p> <p>Local Funds - Counseling Program Supplies and Materials</p> <p style="text-align: right;">\$500.00</p> <p>Local Funds - Counselor Travel</p> <p style="text-align: right;">\$300.00</p> <p>Local Funds - Contracted Guidance/counseling</p> <p style="text-align: right;">\$570.00</p>	<p>Documentation :Counselor's Records - - 12/18: The Counselor's records and semi-annual reports to the principals and central administration indicate that she/he has contacted and has given assistance to students referred for assistance. The Counselor completed the calendar of events and activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution to prevention and intervention.</p>	<p>The Counselor will address all issues related to counseling and guidance to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p>	<p>Informal Assessment :Classroom Assessments - - 05/19: Teachers will notice an increase in the number of students receiving passing scores on informal inventories: TPRI, STAR Assessment, STAAR, Oral Language Proficiency Tests, STAAR Accomodated.</p>

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s): K-5th Retention rates at each grade level will not exceed 110% of the state rate. K-5th Attendance rates for all students and all student groups will equal or exceed 97%.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Joaquin ISD will provide parents with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, and during open house and parent meetings.</p> <p>Joaquin Elementary School will focus on intervention and proactive strategies for students with previous attendance problems to ensure improvement in their behavior.</p> <p>Activity:</p> <p>Attendance Tracking - Joaquin Elementary's secretarial staff tracks attendance, as do classroom teachers, counselors and the At-Risk Coordinator.</p> <p>The secretary transmits a pre-recorded message to the student's home to notify the parent(s) or guardian that the student was absent or tardy that day. The message will include information about the importance of school attendance and promptness.</p> <p>The secretary also transmits the pre-recorded message on the evening before STAAR testing days to remind parents that the students should go to bed early and eat well.</p> <p>Activity:</p> <p>Attendance Incentives - Faculty and staff award students each 6-weeks period with perfect attendance wristbands, a pizza party and Jumping for George for the highest attendance per hallway. They hold prize drawings at the end of the year for a bicycle, scooter or other prizes.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan District Truancy Officer - Bert Coan	Local Funds - Time Contributions of Staff and Faculty	Documentation :Attendance Records - 01/19: Attendance rates will top 97% for all students and all student groups.	Through the use of positive reinforcements, Joaquin Elementary School faculty will encourage academic growth and increased student attendance.	Documentation :Attendance Records - 05/19: Attendance rates will top 97% for all students and all student groups.
<p>Attendance Tracking - Joaquin Elementary's secretarial staff tracks attendance, as do classroom teachers, counselors and the At-Risk Coordinator.</p> <p>The secretary transmits a pre-recorded message to the student's home to notify the parent(s) or guardian that the student was absent or tardy that day. The message will include information about the importance of school attendance and promptness.</p> <p>The secretary also transmits the pre-recorded message on the evening before STAAR testing days to remind parents that the students should go to bed early and eat well.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan District Truancy Officer - Bert Coan	Local Funds - Truancy Officer \$17,494.00	Documentation :Attendance Records - - 01/19: Attendance rates will top 97% for all students and all student groups.	Attendance rates will top 97% for all students and all student groups.	Documentation :Attendance Records - - 05/19: Attendance rates will top 97% for all students and all student groups.
<p>Attendance Incentives - Faculty and staff award students each 6-weeks period with perfect attendance wristbands, a pizza party and Jumping for George for the highest attendance per hallway. They hold prize drawings at the end of the year for a bicycle, scooter or other prizes.</p>	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Attendance Awards and Snacks \$6,000.00	Documentation :Attendance Records - - 01/19: Attendance rates will top 97% for all students and all student groups.	Attendance rates will top 97% for all students and all student groups.	Documentation :Attendance Records - - 05/19: Attendance rates will top 97% for all students and all student groups.

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s): K-5th Retention rates at each grade level will not exceed 110% of the state rate. K-5th Attendance rates for all students and all student groups will equal or exceed 97%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Dropout Prevention Programs and Activities (SWP CIP) - In an effort to have a positive impact on the Joaquin ISD dropout rate, Joaquin Elementary will implement activities and programs that will help maintain or attain 0.0% dropout rate of all students and all student groups. All programs and services support this goal. Activity: University Interscholastic League (UIL) - Joaquin Elementary participates in UIL events and hosts the district's UIL meet to ensure that students become well-rounded, life-long learners.	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs District Truancy Officer - Bert Coan	Coordinated - See Individual Activities	Informal Assessment : - See Individual Activities.	0% Dropout Districtwide	Informal Assessment : - See Individual Activities.
	9/2018 - 5/2019	UIL Coordinator - Whitney Hooper Classroom Teachers -	Local Funds - Time Contributions of UIL Sponsor <p style="text-align: right;">\$5,200.00</p> Local Funds - UIL Supplies and Materials <p style="text-align: right;">\$1,000.00</p> Local Funds - UIL Travel and Fees <p style="text-align: right;">\$1,000.00</p>		Increase in the number of UIL participants and awards from the prior year	Documentation :School Records - - 05/19: Increase in the number of UIL participants from the prior year.

Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b) (6) (9)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b) (6) (9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program (SWP CNA, CIP) - Joaquin ISD provides districtwide and campus-based professional development and training activities that focus on ensuring the all teachers and instructional support personnel are fully certified by state standards. The Joaquin ISD Human Resources Director, Superintendent, District Coordinator, Principals, DPDMC and SBDMCs design and support professional development programs and activities that: * are intense and sustained * relate to the TEKS * enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet * apply scientifically research-based strategies to meet the learning needs of all students * support the Professional Development Program prescribed in the District Improvement Plan Annual Needs Assessment results indicate a need for * Training and mentorships for new teachers * Professional development in specialized areas - i.e., teaching limited English proficient students, G/T students, students meeting the state-adopted "at-risk" criteria, students with disabilities * Periodic training for teachers in how to identify difficulties and provide assistance to individual students.	6/2018 - 5/2019	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Contracted Professional Development with ESC Region VII <p style="text-align: right;">\$9,853.00</p> Local Funds - PD Supplies and Materials <p style="text-align: right;">\$1,000.00</p> Local Funds - Contracted Professional Development <p style="text-align: right;">\$12,501.00</p> Local Funds - Professional Development Travel <p style="text-align: right;">\$8,000.00</p>	Informal Assessment :Classroom Assessments - 12/18: An increase in each PK-5 students' scores, on appropriate assessment instruments, as dictated above under the Campus Assessment Program, demonstrating the special skills of professionals and paraprofessionals	Joaquin Elementary will have an increase in student performance as professional development activities focus on weaknesses in the educational system, faculty, students and resources. An increase in student achievement will result from teachers and paraprofessionals gaining prerequisite skills for teaching effectively to all populations of students.	Informal Assessment :Classroom Assessments - 05/19: 90% of Prekindergarten students will master the state's Prekindergarten goals. The percent of students Still Developing on the EOY TPR1 Screening status will decrease from 10% to 9%. The percent of students identified as High Risk on Math assessments will decrease from 10% to 9%. Criterion-Referenced Test :STAAR Tests - 05/19: 85% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b) (6) (9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Evaluation of Professional Development Program - The principal will evaluate the Joaquin ISD and Joaquin Elementary Professional Development Program to ensure that the program as a whole and individual activities have a positive impact on student achievement.	6/2018 - 5/2019	Elementary Principal - Sherry Scruggs	State - Local - Survey Results and Professional Development Records		Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/19: 85% of students will attain a passing score on each grade-appropriate and subject area STAAR tests.
Strategy: Recruitment and Retention Initiatives - Central Administration primarily implements faculty recruitment strategies. Joaquin ISD will recruit teachers through university and college job fairs, Principal's Academy and TEPSA, as well as through the ESC. Mentor Teachers and Instructional coaches will provide support for new teachers.	8/2018 - 5/2019	Human Resource Director - Donna Vergo	Local Funds - Mentor and Curriculum Staff Stipends \$11,770.00 State - Local - Certification/Testing Fees \$300.00 Local Funds - ESL Stipends \$9,274.00	Documentation :Human Resources Records - 08/18: 100% Certified Faculty	100% Fully Certified Faculty	Documentation :Human Resources Records - 05/19: 100% Certified Faculty

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SPA) [TEC §4.001 (b) (10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum (TI, A SW SPA) - Classroom teachers choose software and Internet resources to enhance and support the educational curriculum they teach. Technology helps to provide an alternative instructional modality for non-traditional learners, and for those whose learning style requires a multi-sensory approach to instruction.	8/2018 - 5/2019	Elementary Principal - Sherry Scruggs	Local Funds - Technology Updates \$15,500.00 Local Funds - Time Contribution of Technology Coordinator \$17,224.00	Informal Assessment :Classroom Assessments - 01/19: 90% of students will attain a passing score on each grade-appropriate benchmark test.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - 05/19: 85% of third through fifth grade students attain a passing score on each grade-appropriate and subject area STAAR.
Strategy: Technology Policies - Every Joaquin Elementary faculty member, student and parent having access to Joaquin Elementary computers, networked, Internet connected, or not, must have on file an Authorized User Permission (AUP) form. Students and a parent or legal guardian must sign students' AUP and a Parent Permission Form. Joaquin ISD and Joaquin Elementary comply with the Children's Internet Protections Act (CIPA). Under the CIPA, Joaquin Elementary ensures that technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults and ensures the development of an Internet Safety Policy. For more information, see the Joaquin School Board Policy CQ (Local).	8/2018 - 5/2019	Instructional Technology Coordinator - Whitney Hooper	Local Funds - Acceptable Use Policy	Documentation :School Records- 08/18: 100% of the students at Joaquin Elementary that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet will have a positive impact on student achievement.	Documentation :School Records- 06/19: Joaquin Elementary will have no incidents of students breaking the Acceptable Use Policy.

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Goal: 7 Joaquin Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-5th Disciplinary Placement Records: The percentage of students with disciplinary placements will not exceed the current 0.0%.

Safe Schools: No incidents will occur that Joaquin ISD would consider a threat to their students or school.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 	8/2018 - 5/2019	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan Nurse - Portia King School Counselor - Ashley Rambin</p>	<p>Local Funds - Time Contribution of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/18: 80% of students will pass all benchmark and health-related assessments.</p> <p>Documentation :Discipline Records - 12/18: 10% decrease in discipline referrals in comparison to the previous year.</p> <p>Decrease in health-related risk behaviors.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Classroom Assessments - 05/19: 90% of students will pass all health-related end of year assessments.</p> <p>Documentation :Discipline Records - 05/19: 10% decrease in discipline referrals in comparison to the previous year.</p> <p>Decrease in health-related risk behaviors.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.</p>	8/2018 - 5/2019	Nurse - Portia King	<p>Local Funds - Time Contributions of Nurse \$24,691.00</p> <p>Local Funds - Contracted Services and Fees \$1,350.00</p> <p>Local Funds - Supplies and Vaccines \$2,300.00</p>		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - - 05/19: Decrease in health-related risk behaviors.

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Goal: 7 **Joaquin Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

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<p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Joaquin Elementary students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools" Joaquin Elementary will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, lockdown, tornado and other emergency drills * Safety and Security Audits ("See What We See" Walks) * Security Devices and Personnel such as ID Tags and School Resource Officer (SRO) * Drug Use and Violence Prevention Activities such as Red Ribbon Week and age-appropriate Character Education programs. 	8/2018 - 5/2019	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan</p>	Local Funds - Security Supplies and Materials		Community and parents will have a strong commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :School Records - 06/19: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

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<p>Activity: V-Soft Raptor Software and Building Security - To help provide a safe school environment, Joaquin Elementary implemented the Raptor V Software Program. This program helps identify sex offenders against a database in 42 states. All visitors and volunteers must present a photo ID that staff can swipe through the Raptor web-based software. They will print a visitors badge, and the visitor must wear it at all times.</p> <p>Joaquin Elementary also implements a "Buzz-in" system for all visitors.</p> <p>Joaquin Elementary provides for all outside doors to lock from the exterior to allow for all visitors to enter through the front of the building.</p>	8/2018 - 8/2019	School Secretary - Shonda Prnka	Local Funds - V-Soft Raptor Software \$500.00		Joaquin Elementary will maintain a safe and disciplined school environment for all students, staff and community members.	Documentation :School Records - - 05/19: Staff at Joaquin Elementary will enter all visitors into Raptor System and give each visitor a badge to keep visible at all times while on the campus.

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<p>Activity:</p> <p>Campus Discipline Code - When imposing discipline, campus personnel shall adhere to the following guidelines:</p> <ol style="list-style-type: none"> Discipline shall be administered when necessary to protect students, school employees or property, and to maintain essential order and discipline. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include: <ul style="list-style-type: none"> * the seriousness of the offense * the student's age * the frequency of misconduct * the student's attitude * the potential effect of the misconduct on the school environment * Chapter 37 TEC requirements * the Student Code of Conduct adopted by the school board Joaquin Elementary students who have violated the district code of conduct will be placed in the DAEP. <p>A regular education program with highly qualified teachers in each core subject areas for grades K through 5 and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Center ISD.</p>	<p>8/2018 - 5/2019</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan All Staff Members -</p>	<p>Local Funds - Campus Discipline Code</p> <p>State - State Compensatory Education (SCE) - DAEP Co-op</p> <p style="text-align: right;">\$22,000.00</p>	<p>Documentation :Discipline Records - - 12/18: A decrease in referrals to the principal's office for incidents of students breaking campus discipline code.</p>	<p>Joaquin Elementary will maintain a safe and disciplined school environment for all students, staff and community members.</p>	<p>Documentation :Discipline Records - - 05/19: A decrease in referrals to the principal's office for incidents of students breaking campus discipline code.</p>

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<p>Strategy:</p> <p>Emergency Response Protocol - The Emergency Response Protocol provides employee training in responding to an emergency and mandatory school drills to prepare students and employees for responding to an emergency. Every classroom will have a school map posted that gives color coded specific directions for evacuation routes, shelter-in-place positions and lock-down positions.</p> <p>A staff member from the office will make an announcement to indicate an emergency evacuation or an emergency evacuation drill. Teachers will consult the classroom map for the correct route out of the building and line up students to proceed in a quiet and orderly manner. The staff member will make another announcement with further instructions. In the event of an evacuation, the school will bus students and faculty to a designated location. If unable to return to the school, a central contact person will direct and screen parents/guardians before they pick up their children while teachers maintain all student records to verify parent information and release students.</p> <p>Joaquin Elementary uses shelter-in-place to prepare and protect students and faculty from inclement or possibly hazardous weather conditions. Teachers will consult the classroom map for designated safe location and direct students to this safe area. Student will then kneel down with their head toward the wall while covering their head with their arms. Someone will then make an announcement giving information on the next procedure or to end the drill.</p>	<p>8/2018 - 5/2019</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan</p>	<p>Local Funds - Emergency Response Protocol</p>		<p>Joaquin Elementary will maintain a safe and disciplined school environment for all students, staff and community members.</p>	<p>Documentation :School Records - 05/19: Staff have been trained in Emergency Response Protocols and have successfully participated in emergency drills.</p>

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<p>Joaquin Elementary uses the lock-down procedure to protect students and staff in case of an intruder who has entered the building with the intent to harm. Teachers and staff will take in anyone in the hallway outside of their classroom doors and then lock the door. They will turn all lights and computers off. Teachers will then direct students to hiding places within the classroom, away from the door and windows. Students must remain absolutely quiet and wait for the designated signal to end the lock-down.</p> <p>A member of the Crisis Management Team will walk to each room and check the teacher's list of students who are in the classroom. The lock-down ends when they account for all students.</p>						

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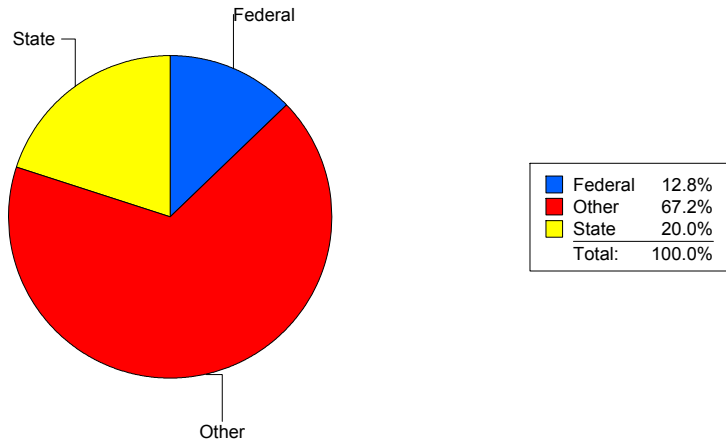
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Safe Schools: No incidents will occur that Joaquin ISD would consider a threat to their students or school.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	<p>8/2018 - 5/2019</p>	<p>Elementary Principal - Sherry Scruggs School Counselor - Ashley Rambin</p>	<p>Coordinated - Time Contributions of Counselor and Teachers</p>	<p>Documentation :School Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>Responsive services will result in improvements in Students' academic achievement, behavior and attitudes.</p>	<p>Documentation :Counselor's Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p>

Funding Values By Program



Campus Improvement Plan
Joaquin Elementary School 2018-2019

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
IDEA-B Formula		
Time Contributions of Special Education Aides	2.00	\$43285.54
Contracted Speech Therapy	0.00	\$27411.00
IDEA-B Preschool		
Time Contributions of PPCD Teacher	0.15	\$8590.92
Title I, Part A		
Time Contribution of Counselor	0.00	\$0.00
Time Contribution of Counselor	1.00	\$55875.40
Homeless Resources	0.00	\$503.00
SECCA, Inc Consulting Services	0.00	\$2857.00
Time Contributions of Early Literacy Lab Teacher	1.00	\$65070.48
Time Contributions of Reading Aide	0.75	\$17900.25
Title I, Part C Migrant		

Campus Improvement Plan
Joaquin Elementary School 2018-2019

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part C Migrant		
Title I, Part C Consortium	0.00	\$6443.00
Title II, Part A Supporting Effective Instruction		
SECCA, Inc Consulting Services	0.00	\$600.00
Title III, Part A LEP		
Region VII LEP Consortium	0.00	\$5545.00
Title IV, Part A SSAEP		
SECCA, Inc Consulting Services	0.00	\$200.00
		<hr/> \$234,281.59 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated		
See Individual Activities	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Counselor and Teachers	0.00	\$0.00
Local Funds		
Acceptable Use Policy	0.00	\$0.00
Special Services Assistant	0.00	\$5386.00
Contracted Professional Development	0.00	\$12501.00
Professional Development Travel	0.00	\$8000.00
ESL Stipends	0.00	\$9274.00
Time Contribution of Technology Coordinator	0.00	\$17224.00
Testing Materials	0.00	\$0.00
Testing Materials	0.00	\$0.00

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Joaquin Elementary School 2018-2019

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Testing Materials	0.00	\$0.00
Testing Materials	0.00	\$0.00
Testing Materials, Time Contributions of LPAC	0.00	\$200.00
Supplies and Materials	0.00	\$5000.00
Counseling Program Supplies and Materials	0.00	\$500.00
Counselor Travel	0.00	\$300.00
Contracted Software Services	0.00	\$1105.00
Library Books and Supplies	0.00	\$1800.00
Truancy Officer	0.00	\$17494.00
Attendance Awards and Snacks	0.00	\$6000.00
Time Contributions of UIL Sponsor	0.00	\$5200.00
UIL Supplies and Materials	0.00	\$1000.00
UIL Travel and Fees	0.00	\$1000.00
Assessment Instruments and Testing Materials	0.00	\$1000.00
Time Contributions of Certified Dyslexia Teacher	0.00	\$0.00
Time Contributions of Dyslexia Teacher, Earobics Program	0.00	\$0.00
GT Testing Materials	0.00	\$1000.00
V-Soft Raptor Software	0.00	\$500.00
Campus Discipline Code	0.00	\$0.00
TELPAS Testing Coordinator	0.00	\$1000.00
Contracted Guidance/counseling	0.00	\$570.00
Software Service	0.00	\$1000.00
Time Contributions of Nurse	0.00	\$24691.00
Contracted Services and Fees	0.00	\$1350.00
Supplies and Vaccines	0.00	\$2300.00

Campus Improvement Plan
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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$48782.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
SBDMC Time Contributions	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Testing Materials	0.00	\$600.00
Time Contributions of Faculty and Staff	0.00	\$1010544.00
Instructional Resources	0.00	\$3100.00
Art and Science Supplies and Resources	0.00	\$1300.00
Student Instructional Travel	0.00	\$500.00
Time Contributions of Teachers	0.00	\$0.00
Contracted Professional Development with ESC Region VII	0.00	\$9853.00
PD Supplies and Materials	0.00	\$1000.00
Mentor and Curriculum Staff Stipends	0.00	\$11770.00
Technology Updates	0.00	\$15500.00
Time Contribution of Faculty and Staff	0.00	\$0.00
Security Supplies and Materials	0.00	\$0.00
Emergency Response Protocol	0.00	\$0.00

Campus Improvement Plan
Joaquin Elementary School 2018-2019

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time and Effort of ESL Teacher	0.00	\$0.00
Volunteer Contributions		
Business Representatives	0.00	\$0.00
		\$1,228,344.00
State	<u>FTE</u>	<u>DollarValue</u>
G/T Block Grant		
G/T Supplies and Materials	0.00	\$200.00
Time Contributions of G/T Teacher	0.00	\$3547.00
Local		
Time Contributions of Faculty	0.00	\$0.00
Survey Results and Professional Development Records	0.00	\$0.00
Time Contributions of ABC Staff	0.00	\$0.00
Region VII Rosetta Stone Co-op	0.00	\$950.00
Time Contribution of Certified PK Teachers	0.00	\$0.00
Contracted Evaluations and Testing Materials	0.00	\$1500.00
Special Education Supplies	0.00	\$3000.00
Certification/Testing Fees	0.00	\$300.00
Special Education		
Time Contributions of Staff and Faculty	0.00	\$182592.00
Contracted Speech Therapist	0.00	\$3800.00
Contracted Physical Therapist	0.00	\$4200.00
Contracted Occupational Therapy	0.00	\$1200.00
Contracted VI Teacher	0.00	\$4700.00
Time Contributions of Diagnostician	0.00	\$8085.00

Campus Improvement Plan
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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Special Education		
Contracted O & M Services	0.00	\$3700.00
State Compensatory Education (SCE)		
Time Contribution of Prekindergarten Teachers	1.00	\$47993.94
Time Contributions of PK Aide	1.00	\$21602.61
Extra Duty Pay for Tutorials	0.00	\$5141.50
Prekindergarten Supplies	0.00	\$1000.00
Time Contributions of Early Literacy Lab Aides	1.40	\$35547.76
SECCA, Inc Consulting Services	0.00	\$6296.00
Instructional Resources	0.00	\$3000.00
Contracted Rtl Services	0.00	\$5000.00
DAEP Co-op	0.00	\$22000.00
		<hr style="width: 100%; border: 0.5px solid black;"/>
		\$365,355.81
Grand Total:		\$1,827,981.40