

**Beaumont Independent School District**  
**Jones-Clark Elementary School**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

*The mission of PLA@ Jones Clark Elementary is to insure educational excellence for all scholars focusing on mastery of academic skills through relevance, rigor, and continuous improvement offering quality seats through coaching and professional growth for our teachers and frequent, inclusive dialogue with our parents and school stakeholders.*

## Vision

PLA @ Jones-Clark Elementary is committed to improving student outcomes preparing our Cardinals to SOAR.

## School Motto

*Cardinals will SOAR: We are*

***S- Success Bound***

***O- Overcoming Obstacles***

***A- Accelerating Academics***

***R- Ready, Responsible, and Raising the bar.***

*The Campus Improvement Plan is a living, working document based upon the needs of “Jones-Clark Elementary”. This document can/will be modified as needed, throughout the school year.*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021	15
Goal 2: To attract and retain an outstanding work force.	24
Goal 3: To ensure safe and secure schools	26
Goal 4: To ensure student attendance and engagement	28
Goal 5: To increase parent and family engagement and community collaboration	29
Title I Schoolwide Elements	31
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	31
1.1: Comprehensive Needs Assessment	31
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	31
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	32
2.4: Opportunities for all children to meet State standards	32
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	32
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	33
3.1: Develop and distribute Parent and Family Engagement Policy	33
3.2: Offer flexible number of parent involvement meetings	33
2020-2021 Campus Site-Based Committee	34
Campus Funding Summary	35
Addendums	36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

PLA @ Dr. Mae E. Jones-Clark Elementary is named honoring the former Beaumont ISD Chief of Staff and Academic Affairs, We are currently in Year 2 of our charter partnership with Phalen Leadership Academey. PLA @ JC is home to 531 scholars ranging from Kindergarten- Grade 5. All staff work together for the success of all scholars. The staff At Jones- Clark includes 25 teachers, 3 Instructional Interventionsit, 4 paprarprofessionals, 1 ESL Aide, 5 cafeteria Pesonnel, 4 custodial staff, a Reading Coach, a Behavioral Interventionist, an Instructional Support Specialist (CC), a Counselor, a Dean of Climate and Culture, an Assistant Principal, and Campus Principal.

### Student Statistics are as follows:

Racial/ Ethnic Group	Number	Percent
African American	384	72.3%
Hispanic	137	25.9%
White	6	1.1%
Two or More Races	4	0.6%

PLA @ Jones Clark currently has programs that support scholars in areas of need.

### Special Populations Statistics are as follows:

Program	Number	Percent
Economically Disadvantaged	427	80.4%
Limited English Proficiency (LEP)	87	16.4%
Bilingual	85	16.1%
Gifted and Talented	8	1.6%
Special Education	41	7.9%

### Demographics Strengths

- The number of discipline referrals has significantly declined with the implementation of kickboard and scholar mindfulness room
- Teacher attendance has shown as increase based on previous years data.
- Jones-Clark has built a stronger partnership between school and home increasing the number of families attending family engagement events.

- Home and school communication has increased significantly with the implementation of the weekly newsletter.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Scholar attendance shows instability with the campus averaging between 92-94% daily attendance with Kindergarten and First grade showing the lowest attendance rates. Jones-Clark has a daily attendance goal of 96% which is expressed daily during morning call-outs through campus blackboard as well as morning announcements. **Root Cause:** Limited belief by families of the importance of attending school.

# Student Learning

## Student Learning Summary

### 2nd Grade AR

#### PHALEN LEADERSHIP ACADEMIES (PLA) at JONES-CLARK - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 2	2019 - 2020 Grade 2		75	27% 20	16% 12	12% 9	45% 34
	2018 - 2019 Grade 1		67	33% 22	36% 24	25% 17	6% 4

There is a 39 point increase number in the percent of scholars that are reading below grade level.

### 3rd Grade Mock

Reading Mock		Math Mock	
2019	2020	2019	2020
44%	29%	39%	26%
15%	6%	17%	4%
9%	3%	6%	0%

### 4th Grade Mock

Writing Mock	Reading Mock	Math Mock
--------------	--------------	-----------

### 4th Grade Mock

<b>2019</b>		<b>2020</b>		<b>2019</b>		<b>2020</b>	
17%		31%	26%	35%	36%		
7%		10%	4%	13%		11%	
0%		5%	1%	4%		6%	

### 5th Grade Mock

Science Mock		Reading Mock		Math Mock	
<b>2019</b>	<b>2020</b>	<b>2019</b>	<b>2020</b>	<b>2019</b>	<b>2020</b>
20%	15%	33%	22%	54%	44%
5%	2)	15%		15%	14%
0%	0%	6%		6%	7%

#### Student STAAR Data Comparison 2015-2020

<b>PLA@Jones-Clark Elementary School</b>						
	2015	2016	2017	2018	2019	2020

**PLA@Jones-Clark Elementary School**

Student Achievement					
Student Achievement STAAR Performance Score	43%	41%	44%	48%	
Approaches Grade Level		41%	44%	48%	36%
Reading		43%	41%	45%	38%
Math		38%	46%	44%	43%
Science		45%	50%	34%	16%
Writing		57%	40%	21%	27%
Meets Grades Level		9%	14%	17%	16%
Reading		15%	17%	17%	16%
Math		8%	18%	21%	19%
Science		8%	17%	16%	10%
Writing		15%	12%	11%	8%
Mastered Grade Level		4%	7%	5%	6%
Reading		6%	9%	11%	6%
Math		2%	6%	9%	8%
Science			4%	4%	3%
Writing				1%	1%

Assessment Cancelled  
COVID-19

**Student Learning Strengths**

- Small group instruction can be observed in 80% of classes
- 62% of second grade scholars at Jones-Clark have shown an increase of 4 months or greater in reading levels as compared to the campus BOY and MOY Star 360 data with an increase of 28% in scholars that are reading on grade level.
- Weekly Professional Learning Communities (PLC) have been established as a campus norm with common grade level planning periods.



- Scholars in grades 1-5 showed a 17% overall increase in reading in grade level as measured between the Star 360 Boy and MOY data

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

**Problem Statement 1 (Prioritized):** For the 2019-2020 academic year, the percentage of scholars in all grade levels passing the STAAR Mock assessment has shown a decrease in both reading and math with 5th grade reading decreasing in approaches grade level by 11%; 4th Grade reading decreasing by 5% and 3rd grade decreasing by 10%. **Root Cause:** Lack of efficient training on the implementation of new reading adoption and newly aligned standards coupled with first year teachers

**Problem Statement 2 (Prioritized):** For the 2019-2020 year 59% of third grade scholars are identified as performing below grade level in math as measured in the 2019-2020 MOY star 360 assessment. **Root Cause:** 75% of teachers in third grade are new or returning teachers with limited knowledge of newly aligned stated standards.

**Problem Statement 3 (Prioritized):** 14% of Fourth grade scholars are at approaches grade level as indicated on the STAAR Mock assessment with 0% at met or mastered grade level. **Root Cause:** Limited knowledge of the writing process by teacher as well as implementation of newly aligned state standards.

**Problem Statement 4:** According to 2019-2020 STAAR Mock assessment , Hispanic male scholars are out performing African American male scholars in both Reading and Math ( 30% difference in approaching grade level, 39% at meets grade level) in Reading 20% difference at approaches grade level and 6% difference at meets grade level). **Root Cause:** Lack of consistent positive teacher interactions with African American male scholars who are identified as low performing

# School Processes & Programs

## School Processes & Programs Summary

### Instructional and Personnel

PLA@Jone-Clark Elementary will maintain standards for meeting the requirement for "ESSA" as it pertains to receiving Title 1-A funds to ensure the economically disadvantaged and minority scholars are not taught by inexperienced, "ineffective", or out-of-field teachers at higher rates than other scholars.

### Curricular

At Jones-Clark Elementary, the data as well as the TEKS (Texas Essential Knowledge and Skills) drive instruction and assessment through the district mandated curriculum located in Eduphoria Forethought.

Based on research and collaborative action, the district requires all teachers to utilize the district's online curriculum which is aligned to the state's curriculum. A focus on best practices forms the basis for effective instruction. Data-driven decisions for improvement in instruction and instructional methodologies are based on state assessments, common formative assessments, and campus walkthrough observation data. Embedded professional development, increased use of online written curriculum, and analysis of data continues to provide the basis for monitoring accountability progress on the campus.

PLA@Jones-Clark Elementary follows the district mandated curriculum for instruction and assessment. The bulk of the instructional program is the regular education curriculum. Instructional programs, lesson plans, and the use of supplemental resources are utilized to meet the academic needs of all scholars at Jones-Clark. Teachers participate in common planning sessions which offer collaboration.

PLA@ Jones-Clark's Campus Improvement Plan drives us to improve, innovate, and develop action plans based on district goals.

### School Processes & Programs Strengths

- Mentor Teachers
  - All new teachers are assigned a mentor teacher to assist them throughout the year along with instructional coaching from the campus Instructional team which is made up of campus Curriculum Coordinator, Reading Coach, and Assistant Principal.
- Instructional Intervention
- Provide small group intervention using the pushin method vs pull out sometimes having multiple teachers in one class simultaneously working with scholars.
- RTI is imbedded through out scholars daily regular schedule to assist with closing achievement gap
- Data Disaggregation: Focusing on student expectation development

- Common planning period for teachers
- Discipline Intervention
  - Campus Behavioral interventionist that assist scholars with deescalating techniques
  - Dean of Climate and Culture that focuses assisting teachers with strategies to improve classroom management concerns
  - Campus based strategies that allows scholars to center their thoughts during times of frustration within their daily schedules.

# Perceptions

## Perceptions Summary

To get a pulse on the current climate and culture of PLA @ Jones Clark Elementary, the staff completed an anonymous survey at the beginning of the 2019-2020 Academic School year. Listed are Take-Aways from the survey:

- 100% believe staff treats scholars with the expectation that they are going to college.
- 98% feel respected and supported
- 96% believe the climate of the school can be described as safe, nurturing, loving, and focused on promoting growth for both scholars and staff.
- 95% believe staff have opportunities to work collaboratively with other staff.
- 92% believe they can express feelings, ideas, and opinions without fear of retaliation.
- 90% believe that leaders exemplify instructional expertise.

## Perceptions Strengths

The following activities/procedures were conducted during the 2019-2020 school year and were found to be successful.

1. Weekly communication to parents and staff aligned to the campus vision.
2. Monthly socials for family engagement, staff, and scholars.
3. Monthly focus on Instructional strategies for teachers, virtue of the month for scholars
4. Incentives for staff and scholars aligned to meeting and/or exceeding campus goals
5. Morning Announcements/ SEL check-Ins for Staff/ Scholars.
6. Elimination of In-School Suspension
7. Implementation of Campus Based- Discipline Committee to include all stakeholders
8. Framework Re-entry Conferences

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Only 78% of the staff believe they have the proper training for the curriculum and programming. **Root Cause:** Newly purchased district curriculum combined with new partnership with PLA/ District

# Priority Problem Statements

**Problem Statement 1:** For the 2019-2020 academic year, the percentage of scholars in all grade levels passing the STAAR Mock assessment has shown a decrease in both reading and math with 5th grade reading decreasing in approaches grade level by 11%; 4th Grade reading decreasing by 5% and 3rd grade decreasing by 10%.

**Root Cause 1:** Lack of efficient training on the implementation of new reading adoption and newly aligned standards coupled with first year teachers

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** For the 2019-2020 year 59% of third grade scholars are identified as performing below grade level in math as measured in the 2019-2020 MOY star 360 assessment.

**Root Cause 2:** 75% of teachers in third grade are new or returning teachers with limited knowledge of newly aligned stated standards.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 14% of Fourth grade scholars are at approaches grade level as indicated on the STAAR Mock assessment with 0% at met or mastered grade level.

**Root Cause 3:** Limited knowledge of the writing process by teacher as well as implementation of newly aligned state standards.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Response to Intervention (RtI) student achievement data





## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data



<p><b>Strategy 2:</b> Scholars will practice facts during transitions to increase practice opportunities. Campus will offer incentives to increase scholar fact fluency. Examples not limited to: Fact pack Party, fact drill boot camp, AP/principal make over</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will demonstrate mastery fact fluency with at least 80% accuracy by March 2021.</p> <p>Visible fact data tracker</p> <p>Increase scores on fact fluency drills</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Purchase resources for creating formative assessments that align to standards</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing a common test bank for CBA every assessment will align to the rigor of state which will increase scholar performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> STAAR test maker - Title I, Part A - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide teachers with off campus professional development over reading and math content</p> <p><b>Strategy's Expected Result/Impact:</b> By providing teachers additional training to meets the needs of scholars in reading and math local and state assessment scores will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Reading Coach</p> <p>Instructional Coach</p> <p>PLA Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Title II, Part A - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**



### Student Learning

**Problem Statement 1:** For the 2019-2020 academic year, the percentage of scholars in all grade levels passing the STAAR Mock assessment has shown a decrease in both reading and math with 5th grade reading decreasing in approaches grade level by 11%; 4th Grade reading decreasing by 5% and 3rd grade decreasing by 10%. **Root Cause:** Lack of efficient training on the implementation of new reading adoption and newly aligned standards coupled with first year teachers

**Problem Statement 2:** For the 2019-2020 year 59% of third grade scholars are identified as performing below grade level in math as measured in the 2019-2020 MOY star 360 assessment. **Root Cause:** 75% of teachers in third grade are new or returning teachers with limited knowledge of newly aligned stated standards.

**Goal 1:** To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021

**Performance Objective 2:** Scholars in Grade 1-5 will show at least 5 months of growth on Star 360 MOY as compared to BOY in both Reading and Math by January 30, 2021

**Evaluation Data Sources:** STAR 360 BOY and MOY  
ESGI

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Scholars will use online resources such as MyOn, Accelerated Reader, Xtramath, and Reflexmath weekly based on skill deficiencies identified during Star 360 BOY and ESGI</p> <p><b>Strategy's Expected Result/Impact:</b> By providing scholars with additional resources we will address individual scholar needs and close the achievement gaps</p> <p>Lesson plans will relect use of MyOn, Xtramath, and Reflex math when appropriate.</p> <p>Scholars will track progress/data to identify how much growth they have made and where they still need assistance.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Train teachers with fidelity on how to assign and monitor Reading goals and growth based on ZPD results in Star 360 BOY data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers we will implement with fidelity Accelerated reading to increase scholar reading level which will increase scholar growth on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide targeted tier 3 interventions during intervention period using STAR 360 grouping and push-in intervention support.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of scholars that are identified as on watch, intervention, and urgent intervention will decrease by 15% on MOY Star 360.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Coach Assistant Principal Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 4:** Provide literacy intervention to scholars in grades 1-5 during small group RTI and Reading labs using Voyager Rewards and Passport intervention programs.

**Strategy's Expected Result/Impact:** By providing intense interventions focused on the 5 essential components of literacy reading performance gaps will close resulting in increased district, campus, and state assessment scores and decrease achievement gaps.

**Staff Responsible for Monitoring:** Reading Instructional Coach  
Assistant Principal

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** Voyager Passport and Rewards resources (scholar workbooks and online program) - Title I, Part A - \$3,000

Reviews			
Formative			Summative
Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021

**Performance Objective 3:** By May 2021, the percentage of 5th Grade scholars approaching grade level in Science will increase from 12% to 40%.

**Evaluation Data Sources:** Science Weekly Assessments  
District Science Benchmarks

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The campus will continue implementation of a campus wide Science Fair involving business partners and local businesses.</p> <p><b>Strategy's Expected Result/Impact:</b> By implementing the campus wide Science Fair we will provide scholars more opportunities for enriched experiences in the area of Science and expand Career Exploration in fields where science is vital.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teacher Instructional Leader Parent Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Incorporate Grades 3 and Grade 4 in the Grade 5 scientist of the week, designing a campus rubric for scholar selection to include but not limited to: class participation, attendance(virtual or face to face),</p> <p><b>Strategy's Expected Result/Impact:</b> Build scholar confidence in Science.</p> <p><b>Staff Responsible for Monitoring:</b> Grade 3-5 Science Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Scholars will participate in Hands-on Virtual or face to face Science Labs weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> By having scholars participate in Science labs we will provide hands on experiences that will increase scholars knowledge in those areas and increase local and state assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teacher Curriculum Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Purchase Lab Kits for Hands on experiences to accompany the StemScope Computer based program.</p> <p><b>Strategy's Expected Result/Impact:</b> Paired with the use of Stemscope Curriculum already used districtwide, teachers will gain access to the labs to bring real life experiences to the classroom and deepen the knowledge and enrich two way communications using academic terminology.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 5:</b> Purchase Stemfinity Robotics Kits for intgration of STEM. <b>Strategy's Expected Result/Impact:</b> Positively supports interest developments and support higher thinking for scholars. STEM education to make a positive difference in learning. <b>Staff Responsible for Monitoring:</b> None <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1:** To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021


**Performance Objective 4:** By May 2021, the percentage of scholars in grades 3-5 achieving approaches will increase from 36% to 56% on STAAR Math and STAAR Reading.


**Evaluation Data Sources:** Weekly Math and Reading Assessments  
Exit Ticket Data  
Aggressive Monitoring Data  
District Mid and End of Nine week Assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Scholars will attend small group guided reading sessions during library days to address fluency, phonics, and phonemic awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> By focusing on phonics, fluency, and phonemic awareness in reading we will build strong readers.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Coach Library Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Scholars will receive tier 2 and tier 3 interventions during math lab that will also address fact fluency, critical thinking in math.</p> <p><b>Strategy's Expected Result/Impact:</b> By addressing fact fluency in math we will show scholars how to think critically in math and build confidence in their math abilities and close learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinator Teachers Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Purchase high interest readers for library.</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage reading for the reluctant readers. Students who are reading below grade level, are more likely to want to read a book if it is not only at their reading level but also at their interest level.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Coach Library Para</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> High Interest Readers - Title I, Part A - \$7,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 4 Problem Statements:

#### Student Learning





**Problem Statement 1:** For the 2019-2020 academic year, the percentage of scholars in all grade levels passing the STAAR Mock assessment has shown a decrease in both reading and math with 5th grade reading decreasing in approaches grade level by 11%; 4th Grade reading decreasing by 5% and 3rd grade decreasing by 10%. **Root Cause:** Lack of efficient training on the implementation of new reading adoption and newly aligned standards coupled with first year teachers

**Goal 1:** To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021

**Performance Objective 5:** By May 2021, the percentage of Grade 4 scholars in grades 3-5 achieving meets will increase from 8% to 25% on STAAR state assessment

**Evaluation Data Sources:** Campus and District Assessments  
 Teacher generated Assessments  
 Exit Ticket Data  
 Writing samples across core content areas ( Interactive Journal)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide professional development on how to incorporate writing across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> By incorporating writing in all content areas scholars performance on STAAR writing will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coachs          Assistant Principal          PLA Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Host 3 creative writing boot camps through out the year for grades 3 and 4.</p> <p><b>Strategy's Expected Result/Impact:</b> By incorporating writing camps scholars will have the opportunity to use interest based writing prompts and scenarios to express themselves as well and increase their writing performance on both district and state assessments. 3rd grade scholars will be more comfortable with the writing process by the time they are expected to take the State assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coachs          PLA Instructional Specialist          Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 2:** To attract and retain an outstanding work force.

**Performance Objective 1:** By August 2021, PLA @ Jones Clark Elementary will retain 80% of hired staff.

**Evaluation Data Sources:** Campus Organizational Chart

**Summative Evaluation:** None

<p><b>Strategy 1:</b> By May 2021 , the Instructional leadership team will maintain monthly staff socials and host team-building virtual activities and during team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose existing team dynamics, issues, and behaviors. Improve group morale and promote team bonding. Increases appreciation of roles, purpose, and group-established expectations. Accelerates process of team roles and forming of a shared vision.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Climate and Culture Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> By March 2021, the ILT will implement the PLA on site and virtual coaching cycle and/or walk-through observations as measured by a cumulative total identified by BOY PLA tier teacher reports.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement effective instructional strategies which will increase scholar engagement and growth on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> PLA Regional Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Implement a campus based teacher to teacher mentoring program using veteran teachers. Provide a small stipend to mentor teachers of \$250 each semester</p> <p><b>Strategy's Expected Result/Impact:</b> By providing new teachers additional supports through the mentor program we will retain 80% of new teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Title I, Part A - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Provide staff and scholars with a mindfulness room equipped with comfortable seating, yoga and meditation areas, low lighting.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing staff and students with an area to refocus their thoughts we will reduce levels of stress across the campus, retain teachers, and increase scholars performance on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Dean of Climate and Culture</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Priority Funds - \$3,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> For the 2019-2020 year 59% of third grade scholars are identified as performing below grade level in math as measured in the 2019-2020 MOY star 360 assessment. <b>Root Cause:</b> 75% of teachers in third grade are new or returning teachers with limited knowledge of newly aligned stated standards.</p>

**Goal 3:** To ensure safe and secure schools





**Performance Objective 1:** By May 2021 Jones-Clark will decrease the amount of discipline referrals from 141 to 50.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Discipline referrals  
Save and Secure Civil Survey  
Teacher and Student Surveys throughout the year

**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> Train teachers in Kickboard/ Champs and reinforce daily with fidelity</p> <p>Consistency with rules, consequences, procedures, and routines, daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve scholar behaviors</p> <p>Teachers implement CHAMPS and PBIS with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Climate and Culture Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Employ 2 behavioral interventionists to develop social skills, improve their ability to learn, and reduce negative or disruptive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> With identified personnel to assist monitoring behaviors, there will be increased instructional time and decreased negative behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Climate and Culture</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide training to teachers to address the social-emotional needs of scholars, such as trauma, anger, bullying, and teasing</p> <p><b>Strategy's Expected Result/Impact:</b> Improved scholar behaviors and increased teacher awareness of scholar emotional well being.</p> <p><b>Staff Responsible for Monitoring:</b> Climate and Culture Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Implement character education into the daily schedule with an emphasis on the 11 virtues for a school of national character and Sanford and Harmony SEL kits.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in suspensions, improvement in grades, and the campus becomes a place every scholar wants to be.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Climate and Culture Behavioral Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> 100% of campus will have a well defined behavioral intervention plan in place.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase time in class by decreasing referrals to the office.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Climate of Culture Behavioral Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				





**Goal 4:** To ensure student attendance and engagement

**Performance Objective 1:** By May 2020, PLA @ Jones Clark Elementary will increase daily attendance rate from 94% to 96%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Attendance records  
Weekly Assessments  
STAAR results

**Summative Evaluation:** No progress made toward meeting Objective

<b>Strategy 1:</b> Offer a progressive incentive attendance plan <b>Strategy's Expected Result/Impact:</b> Increased attendance of scholars. <b>Staff Responsible for Monitoring:</b> Climate and Culture Specialist <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Utilize call out to parents on attendance reporting time. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate of scholars. <b>Staff Responsible for Monitoring:</b> Climate ad Culture Specialist <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 5:** To increase parent and family engagement and community collaboration

**Performance Objective 1:** Increase monthly events by adding 3 additional opportunities with virtual attendance for family and community engagement.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Parent surveys  
Community leader Surveys  
Community and parental event sign in sheets

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Host various parent events throughout the year examples are no limited to: grandparents luncheon, parent gallery walk, Donuts with a Grown Up, Breakfast with Buddy, Coffee with Cardinals, and Pancake Pals</p> <p><b>Strategy's Expected Result/Impact:</b> Build partnerships with parents</p> <p>Increase parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Climate and Culture Specialist</p> <p>Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide parenting workshops throughout the year on dealing with stress and how to deal with a child with behavioral problems.</p> <p><b>Strategy's Expected Result/Impact:</b> By offering these meetings we will build a stronger partnership between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Climate and Culture</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The PLA @ Jones Clark elementary needs assessments indicates our strengths as follows:

- From BOY and MOY, Grade 2 scholars grew by 4 months.
- Significant decreases in the number of discipline infractions has shown a significant decline with the implementation of kickboard, mindfulness, activation of Behavior Interventionist, Cardinal Care Groups, and restorative practices.
- Established stronger partnerships between home and school increasing the number of opportunities for families to engage with the school.
- Teacher attendance increased from last year and due to the partnerships recruitment, every classroom had a certified teacher.
- Home and school communication has significantly improved with the implementation of the weekly newsletter and social media presence
- Small group instruction can be observed in over 80% of all classes

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

PLA@ Jones Clark plan was developed by the Campus Improvement Committee which includes the following stakeholders:

Stephanie Hayes- Administrator, Principal

Karolarnica Adams- Administrator, Assistant Principal

Shermedia Porter- Administrator, Dean of Climate and Culture

Terri Simmons- Teacher

Alisha Owens- Instructional Coach

Kristin Richardson- Instructional Coach

Stephanie Broussard- Teacher

Libby Taylor- Teacher

Alpha Guillory- Teacher

Wanda Keys- Teacher

Charlene Mickles- Parent  
Jones-Clark Elementary School  
Generated by Plan4Learning.com

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is a living document and is updated and visited regularly as noted:

- The CEIC Committee will schedule quarterly meetings on the first Tuesday of each month
- Academic strategies are visited during data PLC's following benchmarks to track progress.
- Leadership meetings occur weekly (Fridays) to visit components of the Improvement Plan.
- Budget meetings are scheduled with leaders and secretary bi-weekly (Mondays) to monitor purchases that relate to the improvement of student outcomes.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is presented to families at the beginning of the year. Translator is available. Weekly Family newsletters will include snippets of the CIP using Smores. Smores can be translated in home languages. A copy of CIP will be at the receptionist's desk at the entry of the building. CIP is also posted online via the campus' district website in both English and Spanish.

## **2.4: Opportunities for all children to meet State standards**

PLA @ Jones Clark Elementary identified academic priorities related to improving all student outcomes. Strategies that will provide opportunities for all scholars to meet standards include:

- Weekly DDI meetings
- Intentional Campus Schedule Embedded with Math Lab, Reading lab, RTI, G/T 45 minute weekly pull-outs/ ESL
- Professional Development to increase Student Engagement implementing High Leverage Instructional Strategies
- Professional Development for Small Group instruction
- Increased Implementation of technology through the use of Blackboard Collaborate

## **2.5: Increased learning time and well-rounded education**

PLA @ Jones Clark instructional Leadership team offers Professional development to teachers, interventionists, and paras to provide instructional strategies that enhance class time. Each month, Teach Like a Champion strategy is introduced, modeled during weekly learning labs, and coached. Lesson plans are monitored to ensure teachers are planning to implement high yield strategies. Teachers are tiered in three phases; BOY, MOY, and EOY so leaders are planning supports. Intervention plans are for students and staff as a growth mindset is modeled across the campus with all stakeholders.

## **2.6: Address needs of all students, particularly at-risk**

PLA @ Jones Clark has implemented intention schedule to include Math Lab, Reading Lab, and RTI time. During these times, push-ins are assigned to all K-5 classes to assist in fidelity of small group implementation. To meet all needs of at-risk students which usually derives around social emotional learning before we can fully advance students academically, we have added to our schedule, character education/ The Behavior Interventionist will work directly with Grade 4 and 5 scholars to promote healthy social



awareness which will directly increase student achievement.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family engagement Policy was initially developed and evaluated by parents. The policy will be updated annually.

#### **3.2: Offer flexible number of parent involvement meetings**

PLA @ Jones Clark has established a norm to calendar at minimum 1 family engagement opportunity per month to invite families to get involved and stay involved. Meeting times are offered at various intervals throughout the day; i.e morning, midday, and afternoon, to extend flexibility to all working family schedules. Virtual meetings/webinars are upcoming with recordings. Required Title I meetings are held on two different days offered at 2 different times.

## 2020-2021 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stephanie Hayes	Campus Principal
Administrator	Karolarnica Adams	Assistant Principal
Administrator	Shermadiea Porter	Dean of Culture and Climate
Classroom Teacher	Alisha Owens	Grade 1 Department Lead
Classroom Teacher	Terri Simmons	Kindergarten Department Lead
Classroom Teacher	Aysha Sanders	Grade 2 Department Lead
Classroom Teacher	Stephanie Broussard	Grade 3 Department Lead
Classroom Teacher	Wanda Keys	Grade 4 Department Lead
Classroom Teacher	Domonique Gibbs	Grade 5 Department Lead
Campus Leadership	Brandi Rideaux	Curriculum Coordinator
Classroom Teacher	Andrea Williams	Grade 4 Math Lead
Classroom Teacher	Robert Collins	Department Leader









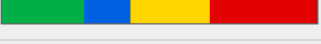










## Campus Funding Summary

Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$2,500.00
<b>Sub-Total</b>					<b>\$2,500.00</b>
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	STAAR test maker		\$3,000.00
1	2	4	Voyager Passport and Rewards resources (scholar workbooks and online program)		\$3,000.00
1	4	3	High Interest Readers		\$7,500.00
2	1	3			\$3,000.00
<b>Sub-Total</b>					<b>\$16,500.00</b>
Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$3,500.00
<b>Sub-Total</b>					<b>\$3,500.00</b>
<b>Grand Total</b>					<b>\$22,500.00</b>

# Addendums

## STAR 360 Longitudal data comparing grade levels BOY

### PHALEN LEADERSHIP ACADEMIES (PLA) at JONES-CLARK - Cross Sectional

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	 40+ PR	 25-39 PR	 10-24 PR	 1-9 PR
Grade 1	2019 - 2020 Grade 1		81	38% 31	25% 20	0% 0	37% 30
	2018 - 2019 Grade 1		100	29% 29	42% 42	22% 22	7% 7
	2017 - 2018 Grade 1		71	34% 24	48% 34	15% 11	3% 2
Grade 2	2019 - 2020 Grade 2		75	27% 20	16% 12	11% 8	47% 35
	2018 - 2019 Grade 2		85	26% 22	15% 13	25% 21	34% 29
	2017 - 2018 Grade 2		123	31% 38	15% 18	24% 30	30% 37
Grade 3	2019 - 2020 Grade 3		65	17% 11	14% 9	15% 10	54% 35
	2018 - 2019 Grade 3		112	27% 30	13% 14	26% 29	35% 39
	2017 - 2018 Grade 3		109	27% 29	11% 12	24% 26	39% 42
Grade 4	2019 - 2020 Grade 4		80	20% 16	14% 11	21% 17	45% 36
	2018 - 2019 Grade 4		107	21% 23	18% 19	22% 24	38% 41
	2017 - 2018 Grade 4		1	0% 0	0% 0	0% 0	100% 1
Grade 5	2019 - 2020 Grade 5		79	10% 8	14% 11	24% 19	52% 41
	2018 - 2019 Grade 5		120	11% 13	13% 15	18% 21	59% 71
	2017 - 2018 Grade 5		2	0% 0	0% 0	0% 0	100% 2

## STAR 360 Scholar to Scholar Longitude Data

### (BOY-MOY)

PHALEN LEADERSHIP ACADEMIES (PLA) at JONES-CLARK - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2019 - 2020 Grade 1		80	39% 31	25% 20	0% 0	36% 29
	2018 - 2019 Kindergarten		-	-	-	-	-
	--						
Grade 2	2019 - 2020 Grade 2		76	26% 20	16% 12	12% 9	46% 35
	2018 - 2019 Grade 1		66	30% 20	39% 26	26% 17	5% 3
	2017 - 2018 Kindergarten		-	-	-	-	-
Grade 3	2019 - 2020 Grade 3		65	17% 11	14% 9	15% 10	54% 35
	2018 - 2019 Grade 2		59	20% 12	17% 10	20% 12	42% 25
	2017 - 2018 Grade 1		46	35% 16	46% 21	17% 8	2% 1
Grade 4	2019 - 2020 Grade 4		78	21% 16	14% 11	22% 17	44% 34
	2018 - 2019 Grade 3		77	23% 18	13% 10	29% 22	35% 27
	2017 - 2018 Grade 2		69	29% 20	14% 10	23% 16	33% 23
Grade 5	2019 - 2020 Grade 5		79	10% 8	14% 11	24% 19	52% 41
	2018 - 2019 Grade 4		80	16% 13	16% 13	26% 21	41% 33
	2017 - 2018 Grade 3		71	21% 15	14% 10	32% 23	32% 23

### (MOY-EOY)

PHALEN LEADERSHIP ACADEMIES (PLA) at JONES-CLARK - Growth

Grade	School Year Apr 1 - May 31 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	No data for this grade		-	-	-	-	-
Grade 2	2019 - 2020 Grade 2		-	-	-	-	-
	2018 - 2019 Grade 1		73	42% 31	12% 9	19% 14	26% 19
	2017 - 2018 Kindergarten		-	-	-	-	-
Grade 3	2019 - 2020 Grade 3		-	-	-	-	-
	2018 - 2019 Grade 2		61	21% 13	13% 8	11% 7	54% 33
	2017 - 2018 Grade 1		60	40% 24	12% 7	35% 21	13% 8
Grade 4	2019 - 2020 Grade 4		-	-	-	-	-
	2018 - 2019 Grade 3		76	29% 22	16% 12	25% 19	30% 23
	2017 - 2018 Grade 2		72	31% 22	15% 11	25% 18	29% 21
Grade 5	2019 - 2020 Grade 5		-	-	-	-	-
	2018 - 2019 Grade 4		82	20% 16	15% 12	23% 19	43% 35
	2017 - 2018 Grade 3		77	16% 12	26% 20	26% 20	32% 25

**Jones-Clark Title I Part A Budget Meeting**

<b>Account Number</b>	<b>Account Name</b>	<b>Amended Budget</b>
211.11.6143.00.129.30.000	Workers Compensation	283
211.11.6141.00.129.30.000	Social Security/Medicare Teacher Retirement/TRS	1,121
211.11.6146.00.129.30.000	Care	7,676
211.11.6129.00.129.30.000	Salaries - Support Personnel Salaries - Teachers & Oth	22,282
211.11.6119.00.129.30.000	Prof	55,000
211.11.6137.00.129.30.000	\$200 - Special Pay	1,000
211.11.6399.00.129.30.000	General Supplies	5,450
211.11.6269.00.129.30.863	Rentals - Operating Leases	10,050
211.11.6399.00.129.30.SUP	General Supplies	44,569
211.21.6143.00.129.30.000	Workers Compensation	205
211.21.6141.00.129.30.000	Social Security/Medicare Teacher Retirement/TRS	812
211.21.6146.00.129.30.000	Care Salaries - Teachers & Oth	5,321
211.21.6119.00.129.30.000	Prof	56,005
211.21.6137.00.129.30.000	\$200 - Special Pay	500
211.61.6143.00.129.30.290	Workers Compensation	16
211.61.6141.00.129.30.290	Social Security/Medicare Teacher Retirement/TRS	64
211.61.6146.00.129.30.290	Care Group Health & Life	482
211.61.6142.00.129.30.290	Insurance	1,104
211.61.6129.00.129.30.290	Salaries - Support Personnel	4,372
211.61.6137.00.129.30.290		125
		<b>\$ 216,437.00</b>