

Joaquin Elementary School 2016-2017

Campus Improvement Plan

2016-2017 School Year

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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	
Bryant, Tracy	Teacher Representative	Joaquin Elementary School	9-2018
Umbrel, Heaven	Teacher Representative	Joaquin Elementary School	9-2017
May, Lori	Teacher Representative	Joaquin Elementary School	9-2017
Neal, Rondalyn	Teacher Representative	Joaquin Elementary School	9-2017
Rambin, Ashley	Non-teaching Professional	Joaquin Elementary School	9-2018
Moore, Courtney	Non-teaching Professional	Joaquin Elementary School	9-2018
Alford, Chad	Parent Representative	Joaquin Elementary School	9-2018
Webb, Andrea	Parent Representative	Joaquin Elementary School	9-2017
Hovey, Lauren	Community Representative	Joaquin Elementary School	9-2018
Blount, Betty	Business Representative	Joaquin Elementary School	9-2017
Kay, Jill	Business Representative	Joaquin Elementary School	9-2018
Doggett, Stefanie	Community Representative	Joaquin Elementary School	9-2017

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
Btittain, Christy	1st Grade Teacher	Joaquin Elementary School
Bagley, Rachel	1st Grade Teacher	Joaquin Elementary School
Vaughn, Shelli	1st Grade Teacher	Joaquin Elementary School
Gamble, Casey	2nd Grade Teacher	Joaquin Elementary School
Derbonne, Deborah	2nd Grade Teacher	Joaquin Elementary School
Neal, Rondalyn	2nd Grade Teacher	Joaquin Elementary School
Adams, Lavaunda	3rd Grade Teacher	Joaquin Elementary School
Hughes, Trina	3rd Grade Teacher	Joaquin Elementary School
Shahan, Angela	3rd Grade Teacher	Joaquin Elementary School
Knight, Vera	4th Grade Teacher	Joaquin Elementary School
Umbrell, Heaven	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	Early Literacy Teacher	Joaquin Elementary School
Groves, Jennifer	Reading Interventionist	Joaquin Elementary School
Rambin, Ashley	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
Martinez, Linda	ESL Aide	Joaquin Elementary School
Rambin, Ashley	ESL Teacher	Joaquin Elementary School

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
	ESL Grade Level Teachers	Joaquin Elementary School
Hooper, Whitney	G/T Teacher	Joaquin Elementary School
Vergo, Donna	Human Resource Director	Joaquin ISD
Bass, Julie	PK Aide	Joaquin Elementary School
Barr, Debra	Kindergarten Teacher	Joaquin Elementary School
Barlow, Taylor	Kindergarten Teacher	Joaquin Elementary School
Cockrell, Joyce	Kindergarten Aide	Joaquin Elementary School
Carpenter, James	Music Teacher	Joaquin Elementary School
Rambin, Ashley	NGS Specialist	Joaquin ISD
Prinka, Rodney	P. E. Teacher	Joaquin Elementary School
Brittain, Kathy	PK Teacher	Joaquin Elementary School
Moore, Courtney	PPCD Aide	Joaquin Elementary School
Ewing, Tami	Special Education Aide	Joaquin Elementary School
Minkler, Denny	Special Education Aide	Joaquin Elementary School
Bryant, Tracy	Special Education Teacher	Joaquin Elementary School
Oliver, Tonya	Special Education Teacher	Joaquin Elementary School
Hooper, Whitney	Instructional Technology Coordinator	Joaquin ISD
Leflett, Glenda	Library Aide	Joaquin Elementary School
Graves, Amber	Math Intervention Teacher	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

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
Hooper, Whitney	STAR Reading: Computer Lab Teacher	Joaquin Elementary School
Duck, Lindsey	Attendance Clerk	Joaquin Elementary School
Carpenter, James	Band Teacher	Joaquin Elementary School
Duck, Lindsey	PEIMS Secretary	Joaquin Elementary School
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

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
Strong, Judy	Director of Food Services	Joaquin ISD
Coan, Bert	Assistant Principal	Joaquin Elementary School
Groves, Jennifer	Dyslexia Teacher	Joaquin Elementary School

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Attendance

Attendance

Goal:

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

STAAR

Grade: **3rd-5th**

All Subjects

100%

	2013	2014	2015	2016	2017
All Students	88.00	88.00	85.00	76.00	100.00
African American	96.00	81.00	100.00	88.00	100.00
Economically Disadvantaged	86.00	86.00	85.00	68.00	100.00
English Language Learners	60.00	69.00	87.00	42.00	100.00
Hispanic	83.00	80.00	85.00	55.00	100.00
Special Education	0.00	0.00	0.00	23.00	100.00
Two or More Races	0.00	0.00	0.00	92.00	100.00
White	89.00	90.00	83.00	77.00	100.00

Grade: **3rd-5th**

STAAR Mathematics

100%

	2014	2015	2016	2017
All Students	93.00	81.00	78.00	100.00
African American	80.00	82.00	90.00	100.00
Economically Disadvantaged	91.00	78.00	70.00	100.00
English Language Learners	92.00	92.00	38.00	100.00
Hispanic	96.00	90.00	50.00	100.00
Special Education	92.00	33.00	31.00	100.00
Two or More Races	0.00	0.00	100.00	100.00
White	93.00	78.00	79.00	100.00

STAAR

Grade:**3rd-5th**

STAAR Reading

100%

	2013	2014	2015	2016	2017
All Students	90.00	88.00	88.00	75.00	100.00
African American	100.00	80.00	100.00	90.00	100.00
Economically Disadvantaged	88.00	85.00	87.00	67.00	100.00
Hispanic	83.00	71.00	88.00	44.00	100.00
Two or More Races	0.00	0.00	0.00	100.00	100.00
White	90.00	91.00	86.00	76.00	100.00

Grade:**4th**

STAAR Writing

100%

	2012	2013	2014	2015	2016	2017
All Students	65.00	82.00	81.00	71.00	81.00	100.00
Economically Disadvantaged	0.00	79.00	81.00	75.00	73.00	100.00
Hispanic	0.00	0.00	0.00	0.00	100.00	100.00
White	73.00	82.00	82.00	67.00	78.00	100.00

Grade:**5th**

STAAR Science

100%

	2012	2013	2014	2015	2016	2017
All Students	87.00	79.00	79.00	89.00	74.00	100.00
Economically Disadvantaged	0.00	75.00	83.00	91.00	62.00	100.00
White	87.00	84.00	82.00	92.00	75.00	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:

322

2016 Accountability Summary:

Met Standard

Demographics

2014 – 2015 Enrollment:

0 – Early Education
20 – Prekindergarten
51 – Kindergarten
64 – First Grade
63 – Second Grade
56 – Third Grade
55 – Fourth Grade
51 – Fifth Grade

2014 – 2015 Ethnic Distribution:

20 (5.6%) – African American
50 (13.9%) – Hispanic
280 (77.8%) – White
0 (0.0%) – American Indian
0 (0.0%) – Asian
0 (0.0%) – Pacific Islander
10 (2.8%) – Two or More Races

2014 – 2015 Student Groups:

229 (63.6%) – Economically Disadvantaged
39 (10.8%) – English Language Learners
0 (0.0%) – Students with Disciplinary Placements
178 (49.4%) – Students Meeting "At-Risk" Criteria
34 (11.1%) – Mobility

2014 – 2015 Students per Teacher:

17.0 – Kindergarten
21.0 – First Grade
21.0 – Second Grade
18.6 – Third Grade
18.4 – Fourth Grade
16.7 – Fifth Grade

2014-2015 Student Enrollment by Program

Campus Improvement Plan
Joaquin Elementary School 2016-2017

32 (8.9%) - Bilingual/ESL Education
9 (2.5%) - Gifted and Talented
32 (8.9%) - Special Education

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Schoolwide Program Components

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

1. A comprehensive needs assessment of the entire school.
 - Goal #2: Foundation Program Strategy
 - Goal #2: Campus Performance Objectives Strategy
2. Schoolwide reform strategies.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Counseling Services Activity
 - Goal #3: Dropout Prevention Program Strategy
3. Instruction by highly qualified teachers.
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Recruitment and Retention Initiatives Strategy
 - Goal #5: Professional Development Program Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Evaluation of the Parent Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #2: Campus Performance Objectives Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Foundation Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy

Needs Assessment Summary

Joaquin Elementary received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STARR tests in 2016 were at Level II.

Reading/ELA: 75% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 100% for students of Two or More Races to 44% for Hispanic students.

Math: 78% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 100% for students of Two or More Races to 31% for Special Education Students.

Writing: Fourth grade students participated in the STAAR Writing test in 2016. 81% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 100% for Hispanic students to 73% for Economically Disadvantaged students.

Science: Fifth grade students participated in the STAAR Science test in 2016. 74% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 75% for White students to 62% for Economically Disadvantaged students.

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 Aide 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 increased slightly from 10-11 to 11-12. The campus attendance rate was 95.3%, while the other groups and subgroups ranged from 95% - 97.3%. The staff has several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications and counseling services.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Goal: 1 **Parents and community members will be full partners with educators in the education of Joaquin Elementary students. (TI, A SW #6) [TEC §4.001 (b) (1)]**

Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School. [TI, A SW #6]

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Development, Review and Evaluation of the Campus Improvement Plan - Through the SBDMC, parents participate in the development, review and evaluation of the Campus Improvement Plan (CIP), engaging them in the academic system of Joaquin Elementary.</p>	5/2016 - 10/2016	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Parent and SBDMC Time Contributions		A CIP that is a Living document which is revised as the needs and strengths of the educational system of Joaquin Elementary evolves.	Documentation :Campus Improvement Plan - - May 2017: A Campus Improvement Plan (CIP) comprehensively covers needs assessment data, local, state and federal regulations, scientifically research-based strategies and activities, measurable performance objectives and measurable formative and summative evaluations.
<p>Strategy:</p> <p>Communication and Information Dissemination - Joaquin Elementary uses the following myriad communication vehicles to ensure parents know of the events and programs throughout the year:</p> <ul style="list-style-type: none"> *Weekly newsletter *Letters and folders sent home *Assignment notebooks *Newspaper articles and pictures *PTO meetings *Conferences *Seminars *School visits *Parent Information Nights (i.e., Meet the Teacher, "Safety Night", etc.) *Grade level nights *School website *Local Community Website *Telephone *Email *School Messenger *Digital sign display *Parent Portal <p>Joaquin Elementary provides communication in an understandable format and in the parents' primary languages.</p>	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Communication Vehicles		Increased Student Achievement	Documentation :Parent Contact Logs - May 2017: 80% participation by parents in activities conducted by Joaquin Elementary.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin Elementary students. (TI, A SW #6) [TEC §4.001 (b) (1)]						
Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School. [TI, A SW #6]						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent/Teacher conferences - Parent contacts are mandatory by the teacher before the student fails. If a student receives a grade lower than 70 in any class or subject during a grading period, a parent will be requested to schedule a conference with the teacher of that class or subject.</p> <p>Parents have access to the Parent Portal, which allows them to monitor their students' grades.</p>	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Local Funds - Time Contribution of Teachers	Informal Assessment :Report Card Grades - - December 2016: 90% of students will achieve passing report card grades in all core subject areas.	Increased Student Achievement	Informal Assessment :Report Card Grades - - May 2017: 90% of students will achieve passing report card grades in all core subject areas.
<p>Strategy:</p> <p>Events/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:</p> <ul style="list-style-type: none"> * 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 	9/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan P. E. Teacher - Rodney Prinka Nurse - Portia King	Coordinated - Time Contributions of Faculty and Staff	Documentation :Parent Contact Logs - December 2016: 10% increase in participation and continued positive feedback.	Joaquin Elementary will increase the number of stakeholders participating in their educational system.	Documentation :Parent Contact Logs - May 2017: An additional 10% increase in participation and continued positive feedback.

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Joaquin Elementary School 2016-2017

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Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School. [TI, A SW #6]						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of the Parent Involvement Program [TI, A SW #6] - Parents participate in the evaluation of the campus' Parental Involvement Program. At this time, parents review the Title I, Part A Parental Involvement Policy and Compact between the school, parents and the student. At this time, parents may choose to vote to amend either.	May 2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of SBDMC	Documentation :Parent Involvement Policy - Begin the 2016-2017 school year with an approved campus Parental Involvement Policy and School, Parent, Student Compact for distribution to parents, faculty and staff.	State-of-the-Art Parental Involvement Program	Documentation :Parent Involvement Policy - May 2017: Continuously update the Parental Involvement Policy and School, Parent, and Student compact to reflect any revisions discussed at meetings by incorporating meeting sign-in sheets, agendas, and minutes.
Strategy: Federal and State Education Program and Services - District-wide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Joaquin ISD participates and that are available to their students at Joaquin Elementary School. Parents are notified of the federal and state regulations governing educational programs and support services — soliciting recommendations in program development and funding. Parents are included in the review of the needs assessment data, planning of the supplemental federal and state programs that will be conducted by Joaquin Elementary School in the upcoming school year and in the development of the application for federal funding.	6/2016 - 8/2016	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Coordinated - Time Contributions of Parents, Staff and Community Members	Documentation :Agendas, Sign-in Sheets, Minutes - August 2016: 100% of the Joaquin Elementary School parents will receive information regarding supplemental federal and state educational support programs. SBDMC agendas and minutes will reflect that during each planning period, meetings are held to involve parents in the planning and development of these programs.	Parents as full partners with educators in the education of Joaquin Elementary School students.	Documentation :Agendas, Sign-in Sheets, Minutes - May 2017: SBDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Joaquin Elementary School.

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Joaquin Elementary School 2016-2017

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Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School. [TI, A SW #6]						
<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>Site-Based and 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.(TI, A SW #6)</p>	8/2016 - 5/2017	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 - - August 2017: Joaquin Elementary will receive a rating of Met Standard on State Accountability.

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Joaquin Elementary School 2016-2017

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Objective(s): PK-5th 80% of parents and community will participate in the Educational System of Joaquin Elementary School. [TI, A SW #6]						
<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 ten components of a Title I Schoolwide Program and include these components 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 program and other federal, state and local programs.</p> <p>Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Federal - Title I, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$3,119.00</p> Federal - Title II, Part A TPTR - SECCA, Inc Consulting Services <p style="text-align: right;">\$648.00</p>	Documentation :Agendas, Sign-in Sheets, Minutes - - 12/16: 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 - - 05/17: Joaquin Elementary will receive the State Accountability Rating of Met Standard.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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 (TI, A SW #1, #9) - 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	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - December 2016: 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 - May 2017: 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 - May 2017: 100% of students in third through fifth grade will pass all grade level and subject area STAAR tests.
Activity: Student performance data disaggregated by student groups (TI, SW #1, #8) - 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	4/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Coordinated - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - December 2016: 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 - - May 2017: 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 - - May 2017: 100% of students in third through fifth grade will pass all grade level and subject area STAAR tests.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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>Basic Federal and State Mandated Testing Program - Joaquin Elementary School participates in the State-Developed Testing Program that is consistent with the regulations of NCLB.</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>Activity:</p> <p>STAAR Incentives - Staff will schedule a number of STAAR incentives throughout the year to encourage students to do their best on the STAAR tests. These will include a PTO Carnival, Movie Day and Game Day.</p>	<p>1/2017 - 6/2017</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan School Counselor - Ashley Ramin Reading Interventionist - Jennifer Groves Dyslexia Teacher - Jennifer Groves</p>	<p>Local Funds - Testing Materials</p>	<p>Informal Assessment :Classroom Assessment - December 2016: 80% of students will pass campus benchmark tests.</p>	<p>Increased Student Achievement</p>	<p>Informal Assessment :Classroom Assessment - May 2017: PK-2: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - May 2017: 100% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.</p>
<p>Activity:</p> <p>STAAR Incentives - Staff will schedule a number of STAAR incentives throughout the year to encourage students to do their best on the STAAR tests. These will include a PTO Carnival, Movie Day and Game Day.</p>	<p>9/2015 - 6/2016</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan</p>	<p>Local Funds - Stickers, Pencils and Parties</p>	<p>Informal Assessment :Classroom Assessments - - December 2015: 80% of all students will achieve a passing score on campus benchmark tests.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - - May 2016: 100% of all students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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 (TI, A SW #1, #2) - 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.	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Time Contributions of Faculty and Staff <p style="text-align: right;">\$1,102,911.00</p> Local Funds - Instructional Resources <p style="text-align: right;">\$26,000.00</p> Local Funds - Art and Science Supplies and Resources <p style="text-align: right;">\$1,500.00</p> Local Funds - Student Instructional Travel <p style="text-align: right;">\$1,000.00</p>	Informal Assessment :Classroom Assessments - January 2017: Grades K - 2: 80% of students will score within district expectations on the TPRI. Informal Assessment :Classroom Assessments - January 2017: 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 - May 2017: Grades K - 2: 100% of students will score at least "Developed" on the TPRI. Informal Assessment :Classroom Assessments - May 2017: Grades 1-5: 100% of students will score at, or above, grade level on the STAR Reading and Math Assessments. Criterion-Referenced Test :STAAR Tests - May 2017: 100% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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>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>	<p>8/2016 - 5/2017</p>	<p>Math Intervention Teacher - Amber Graves STAR Reading: Computer Lab Teacher - Whitney Hooper Kindergarten Teacher - Debra Barr Kindergarten Teacher - Taylor Barlow Math Intervention Teacher - Amber Graves</p>	<p>Local Funds - Testing Materials</p> <p style="text-align: right;">\$600.00</p>	<p>Reading Inventory :TPRI - - January 2017: 50% of Kindergarten students will score a rating of "Developed" on the TPRI.</p>	<p>Kindergarten students will have the prerequisite developmental skills to enter first grade and succeed.</p>	<p>Reading Inventory :TPRI - - May 2017: 100% of Kindergarten students will score a rating of "Developed" on the TPRI.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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>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>	8/2016 - 5/2017	STAR Reading: Computer Lab Teacher - Whitney Hooper Math Intervention Teacher - Amber Graves Reading Interventionist - Jennifer Groves Classroom Teachers -	Local Funds - Testing Materials	Reading Inventory :TPRI - - January 2017: 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 - - December 2016: 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 - - May 2017: 100% of 1st and 2nd graders will score a rating of at least "Developed" on the TPRI. - 100% of 1st and 2nd graders will score at, or above, grade level on the STAR Reading Assessment. Teacher-Designed :Math Inventory - - May 2017: 90% of students will demonstrate mastery on age-appropriate math skills.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Grades 3 - 5 Assessment - Grade 3: Classroom teachers review 2nd grade TPRI, STAR Reading and Math Inventory results to determine students' entry-level skills. Grade 4-5: Teachers use spring STAAR scores to determine students' entry-level skills (TEKS attainment). 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.	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Local Funds - Testing Materials	Informal Assessment :STAR Reading and Math Diagnostic Assessments - - January 2017: 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 - - May 2017: 100% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.
Activity: Accelerated Reader Program - Joaquin Elementary implements the Accelerated Reader (AR) Program in grades 2-5. Faculty and staff use the AR Program to accelerate the acquisition of reading comprehension skills to instill an enjoyment of reading within students. The library staff catalogues and circulates AR Books in the library. Teachers administer comprehension tests by computer in the library, classroom or computer lab.	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Local Funds - AR Supplies and Materials	Informal Assessment :Classroom Assessments - - January 2017: 80% of students will pass 80% of their AR Comprehension Tests.	Teachers will instill development of life-long readers and students with excellent reading skills. All students will read on grade level at time of promotion.	Reading Inventory :STAR Reading - - May 2017: 100% of students will read on grade level, as demonstrated by STAR Reading Scores.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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: Prekindergarten Registration and Orientation (TI, A SW #7) - 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 2016	Elementary Principal - Sheryl Graves PK Teacher - Kathy Brittain	State - Local - Time Contribution of Certified PK Teacher	Informal Assessment :Teacher Orientation - - August 2016: 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 - - May 2017: 90% of Prekindergarten students will master the state's Prekindergarten goals.
Activity: Accelerated Instruction - The Prekindergarten Staff conducts accelerated instruction activities to accelerate the development of school readiness skills of educationally disadvantaged students, such as oral language development and fine and gross motor coordination. Multisensory clarifying and skill building activities help accelerate the learning of Prekindergarten students. The staff also provides small group and one-on-one assistance as needed. A motor-sensory lab has been purchased by the PTO to help with the development of students.	8/2016 - 5/2017	PK Teacher - Kathy Brittain PK Aide - Julie Bass	State - Local - PK Resources \$3,000.00	Informal Assessment :Classroom Assessments - - 6-Weeks report cards reflect an 80% rate of on-time skill acquisition for Prekindergarten students.	Prekindergarten students will have prerequisite skills to level the playing field on entry into Kindergarten.	Informal Assessment :Classroom Assessments - - May 2017: 90% of Prekindergarten students will master the state's Prekindergarten goals.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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: Transition from Early Childhood Programs to Kindergarten (TI, A SW #7) - 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.	8/2016 - 5/2017	PK Teacher - Kathy Brittain Kindergarten Teacher - Debra Barr Kindergarten Teacher - Taylor Barlow	State - Local - Time Contribution of PK and Kindergarten Staff members	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 - - May 2017: 90% of Prekindergarten students will master the state's Prekindergarten goals.
Strategy: Accelerated Instruction (TI, A SW #2, #9) - 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 the students to perform at grade level at the conclusion of the next regular school term.	8/2016 - 5/2017	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 - May 2017: Joaquin Elementary identifies 100% of at-risk students in a timely manner and implement appropriate programs and interventions.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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 - "At-Risk" Students - Joaquin Elementary follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC § 29.081(d) - Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) NA (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in Prekindergarten, Kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (5) NA; (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Local Funds - Assessment Instruments and Testing Materials \$600.00	Informal Assessment :Classroom Assessments - - December 2016: 80% of the students meeting the state-adopted criteria will demonstrate accelerated improvement, as reflected on informal assessments.	Increased student performance of target population and reduction in dropout rates once students reach junior and senior high grade levels.	Informal Assessment :Classroom Assessments - - May 2017: PK: 90% will master the state's Prekindergarten goals K-2: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.

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 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>(8) NA;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Early Literacy Lab - The Early 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.</p> <p>The Motor Sensory Lab using the Ready Body Learning Minds and Phonics Dance programs stimulates and develops the skills necessary for learning readiness.</p> <p>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.</p>	<p>8/2016 - 5/2017</p>	<p>Elementary Principal - Sherry Scruggs Early Literacy Teacher - Lori May</p>	<p>Federal - Title I, Part A - Time Contributions of Early Literacy Lab Teacher FTE: 0.50 \$28,377.70</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Early Literacy Lab Aide FTE: 1.00 \$23,434.42</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Early Literacy Lab Teacher FTE: 0.60 \$13,931.33</p>	<p>Informal Assessment :Classroom Assessments - - December 2016: 80% of the at-risk students in Prekindergarten will attain appropriate developmental stage scores on teacher-designed and commercial assessments.</p> <p>80% of the at-risk students in Kindergarten through second grade will attain grade-appropriate reading scores on the TPRI.</p>	<p>Increase number of students permanently removed from the at-risk roster.</p>	<p>Reading Assessments :TPRI & STAR - - May 2017: 80% of the at-risk students in Prekindergarten will attain appropriate developmental stage scores on teacher-designed and commercial assessments.</p> <p>100% of the at-risk students in Kindergarten through second grade will attain grade-appropriate reading scores on the TPRI.</p>
<p>Activity:</p> <p>Before and After School Tutorial Program - Students identified as at-risk and students demonstrating difficulties in the acquisition of the TEKS have the opportunity to participate in both before and after school tutorials. This provides students with immediate assistance, when they actually demonstrate the problem to ensure that they do not lose valuable instructional time.</p>	<p>9/2016 - 5/2017</p>	<p>Elementary Principal - Sherry Scruggs</p>	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorials \$5,131.50</p>	<p>Informal Assessment :Classroom Assessments - - December 2016: 80% of students will achieve passing scores in all core subject areas.</p>	<p>Increased Student Achievement</p>	<p>Informal Assessment :Classroom Assessments - - May 2017: 80% of students will achieve passing scores in all core subject areas.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Accelerated Reading Program - Joaquin Elementary provides a supplemental Accelerated Reading Program, for students as needed. A Reading Lab teacher provides supplemental small group and individualized instruction to students who are demonstrating difficulty in reading. Additionally, classroom teachers provide Accelerated Reading Instruction using scientifically research-based reading strategies and activities.</p> <p>These Programs include * Seeing Stars – a program designed to develop symbol imagery * LIPS - a phonemic awareness program * use of Smartboards * Earobics – a multi sensory reading intervention program</p>	8/2016 - 5/2017	Reading Interventionist - Jennifer Groves Early Literacy Teacher - Lori May Reading Lab Aide - Loyce Dickerson	<p>State - Local - Time Contribution of Reading Interventionist FTE: 1.00</p> <p>Federal - Title I, Part A - Time Contributions of Reading Aide FTE: 1.00</p> <p style="text-align: right;">\$24,482.10</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Reading Aide FTE: 0.67</p> <p style="text-align: right;">\$14,057.52</p> <p>State - State Compensatory Education (SCE) - At-Risk Reading Program</p> <p style="text-align: right;">\$8,000.00</p>	<p>Informal Assessment :Classroom Assessment - - December 2016: K-Grade 2: 80% of students will score "Developed" on the TPRI.</p> <p>Grades 1-5: 80% of students will score at or above grade level on the STAR Reading Assessment.</p>	Students will master the Reading TEKS for their appropriate grade level.	<p>Informal Assessment :Classroom Assessment - - May 2017: K-Grade 2: 100% of students will score "Functional" on the TPRI.</p> <p>Grades 1-5: 100% of students will read on grade level, as demonstrated by STAR Reading Scores.</p> <p>Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of students in third through fifth grade will pass the STAAR Reading test.</p> <p>100% of fourth grade students will pass the STAAR Writing test.</p>
<p>Activity:</p> <p>Accelerated Math Program - Through the Accelerated Math Program, Joaquin Elementary teachers provide supplemental and intensive math instruction during small group instruction using scientifically research-based strategies and activities, including AIMS WEB, to students in grades K - 5.</p>	8/2016 - 5/2017	Math Intervention Teacher - Amber Graves	<p>Federal - Title I, Part A - Time Contributions of Math Pullout Teacher FTE: 1.00</p> <p style="text-align: right;">\$48,893.46</p> <p>Federal - Title I, Part A - Supplemental Resources</p> <p style="text-align: right;">\$2,231.00</p>	Math Inventory :STAR Math - - January 2017: Grades K-5: 80% of students will score on grade level on the STAR Math Assessment.	Reduction in retention rates and increased performance on STAAR Math	<p>Informal Assessment :Classroom Assessments - - May 2017: 100% of students will score on grade level on the STAR Math Assessment.</p> <p>Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of students in third through fifth grade will pass the STAAR Math test.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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</p>	8/2016 - 5/2017	Special Education Director - Kathy Carrington	<p>State - Special Education - Contracted VI Teacher \$2,000.00</p> <p>Federal - IDEA-B Preschool - Time Contributions of PPCD Teacher FTE: 0.21 \$8,523.48</p> <p>State - Local - Special Education Supplies \$1,000.00</p>	<p>Informal Assessment :Classroom Assessments - - December 2016: 100% of students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - May 2017: 100% of students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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>
on their level. Activity: 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. 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 Auditorially Impaired Services. Faculty drafts Behavior Intervention Plans for elementary students when required.	8/2016 - 6/2017	Special Education Director - Kathy Carrington	State - Special Education - Contracted Speech Therapist \$43,000.00 State - Special Education - Contracted Physical Therapist \$2,500.00 State - Special Education - Contracted Occupational Therapy \$11,000.00 Federal - IDEA-B Formula - Contracted Speech Therapy \$5,946.00 State - Special Education - Contracted O & M Services \$2,000.00	Documentation :Student Records - - December 2016: 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 - - June 2017: 100% of students with disabilities on the Joaquin Elementary Campus have and continue to receive related services as dictated in their IEPs.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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: 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. 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.	8/2016 - 5/2017	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 - - May 2017: Fewer Discipline Referrals for Special Education Students.
Strategy: English as a Second Language (ESL) Program - Joaquin Elementary School offers an ESL Program whose goal is to enable limited English proficient students 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 limited English proficient students to participate equitably in school.	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs ESL Teacher - Ashley Rambin ESL Grade Level Teachers -	Local Funds - Time and Effort of ESL Teacher	See Activities Below.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	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 - Limited English Proficient Students - 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 English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students 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 a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2016 - 5/2017	ESL Teacher - Ashley Rambin ESL Grade Level Teachers -	State - Local - Testing Materials, Time Contributions of LPAC <p style="text-align: right;">\$300.00</p>	Oral Language Proficiency Test :LPAC Expectations - - December 2016: 80% of the students served in the ESL Program met LPAC expectations based on results of an oral language proficiency test.	Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of the ESL students taking the STAAR in English and/or Spanish will achieve a passing score on the STAAR Reading.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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 English Language Learners (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.	8/2016 - 5/2017	ESL Teacher - Ashley Rambin ESL Aide - Linda Martinez	State - Local - Time Contributions of ESL Aide and Substitutes <p style="text-align: right;">\$5,721.00</p> Local Funds - Supplies and Materials <p style="text-align: right;">\$500.00</p> State - Local - Region VII Rosetta Stone Co-op <p style="text-align: right;">\$500.00</p> Federal - Title III, Part A LEP - Region VII LEP Consortium <p style="text-align: right;">\$4,688.00</p>	Oral Language Proficiency Test :LPAC Expectations - - December 2016: 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 LEP designation by LPAC	Criterion-Referenced Test :STAAR Tests - - June 2017: 100% 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>
Activity: ESL Exit Criteria - A student may exit the ESL Program if she/he can participate equally in a regular all-English instructional program. The LPAC reviews each limited English proficiency 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: * 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. 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.	8/2016 - 5/2017	ESL Teacher - Ashley Ramin	State - Local - Time Contributions of Faculty	Informal Assessment :Oral Language Proficiency Test - - December 2016: 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 LEP designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of all students will have achieved a passing score on the grade-appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Outreach to Parents of LEP Students - Joaquin Elementary faculty and staff proactively meet with parents of ELLs to inform them of how they can participate in their children's education and help their children learn English. Parents are provided with the opportunity to use the Rosetta Stone language program to aid in the acquisition of the English language. The school provides communication in an understandable format and in the parent's primary language.	7/2016 - 6/2017	ESL Teacher - Ashley Rambin	State - Local - Time Contributions of Staff and Faculty		Increased Student Achievement	Informal Assessment :Classroom Assessments - - May 2017: 90% of Prekindergarten ELLs will achieve at least 70% of the state-defined Prekindergarten goals. Reading Inventory :STAR Reading - - May 2017: 90% of students in Kindergarten through second grade will read on grade level. Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.
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.	8/2016 - 6/2017	Migrant Coordinator - Ashley Ramblin	Federal - Title I, Part C Migrant - Time Contributions of ESL Aide FTE: 0.65 <p style="text-align: right;">\$14,586.14</p> Federal - Title I, Part C Migrant - Supplemental Instructional Supplies <p style="text-align: right;">\$2,292.00</p> Federal - Title I, Part C Migrant - Tutorial Assistance <p style="text-align: right;">\$2,226.00</p>	Oral Language Proficiency Test :LPAC Expectations - December 2016: 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 - June 2017: 100% of all Migrant students will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.

Campus Improvement Plan
 Joaquin Elementary School 2016-2017

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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>Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>"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.</p> <p>"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.</p> <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>	<p>8/2016 - 5/2017</p>	<p>Elementary Principal - Sherry Scruggs Dyslexia Teacher - Jennifer Groves</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>See Activities Below.</p>	<p>Students participating in the Dyslexia Program will perform as well as their non-Dyslexic peers.</p>	<p>See Activities Below.</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>	<p>8/2016 - 5/2017</p>	<p>504 Coordinator - Sherry Scruggs</p>	<p>Local Funds - Assessment Instruments and Testing Materials</p> <p style="text-align: right;">\$1,500.00</p>	<p>Reading Inventory :Dyslexia Assessment Instruments - - December 2016: 90% of the referred students will have made appropriate progress through their participation in the Dyslexia Program, as reflected in report card grades.</p>	<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>	<p>Reading Assessments :TPRI and STAR Reading - - May 2017: 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>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>	<p>8/2016 - 5/2017</p>	<p>Dyslexia Teacher - Jennifer Groves</p>	<p>Local Funds - Time Contributions of Certified Dyslexia Teacher</p>	<p>Informal Assessment :Classroom Assessments - - January 2017: Grades 2-5: 80% of dyslexic students and students with related disorders will attain a score at or above grade level on the STAR Reading Assessment.</p>	<p>Increased Student Achievement</p>	<p>Reading Assessments :STAR Reading Assessment - - May 2017: 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>

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Activity: 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. 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. Joaquin Elementary expanded the program by adding additional computers in the K-2 classrooms and updating the web-based program.	8/2016 - 5/2017	Dyslexia Teacher - Jennifer Groves Reading Lab Aide - Loyce Dickerson	Local Funds - Time Contributions of Dyslexia Teacher, Earobics Program	Informal Assessment :Classroom Assessment - - January 2017: 80% of all dyslexic students served will function on grade level.	Increased Student Achievement	Informal Assessment :Classroom Assessment - - May 2017: 95% of all dyslexic students served will function on grade level.

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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: 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. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. 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. 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). STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.	8/2016 - 5/2017	504 Coordinator - Sherry Scruggs School Counselor - Ashley Rambin Dyslexia Teacher - Jennifer Groves	Local Funds - Time Contributions of Staff and Faculty	Documentation :Student Records - December 2016: 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 - May 2017: 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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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	8/2016 - 5/2017	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	10/2016 - 5/2017	G/T Facilitator - Whitney Hooper	Local Funds - GT Testing Materials \$1,000.00	Documentation :Counselor's Records - - December 2016: 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 - - May 2017: 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.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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: 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. 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.	8/2016 - 5/2017	G/T Teacher - Whitney Hooper	State - G/T Block Grant - G/T Supplies and Materials \$200.00 State - Local - G/T Student Trips \$100.00 State - G/T Block Grant - Time Contributions of G/T Teacher \$6,099.00	Informal Assessment :Classroom Assessments - - January 2017: The G/T Teacher's records indicate that 90% of G/T students perform in line with district expectations.	The G/T Teacher meets the educational needs of G/T students as indicated on teacher and parent surveys, and teacher grade reports.	Informal Assessment :Classroom Assessments - - May 2017: 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.
Strategy: 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.	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Coordinated - See Individual Activities	Informal Assessment :Other - See Individual Activities.	Increased Student Achievement	Informal Assessment :Other - See Individual Activities.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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: Counseling and Guidance Programs - The School Counselor is responsible for: * 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 The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services * Child Find Activities * ARD Meetings * Parent Training * Student Planning and Transition Services	8/2016 - 5/2017	School Counselor - Ashley Rambin	Federal - Title I, Part A - Time Contribution of Counselor FTE: 1.00 <p style="text-align: right;">\$48,367.63</p> Local Funds - Counseling Program Supplies and Materials <p style="text-align: right;">\$500.00</p> Local Funds - Counselor Travel <p style="text-align: right;">\$300.00</p>	Documentation :Counselor's Records - - December 2016: 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.	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.	Informal Assessment :Classroom Assessments - - May 2017: 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.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #1, #2, #7, #8, #9) [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: Library Services - Joaquin Elementary provides a comprehensive Library Program to all elementary students for research, accelerated reading, checking out books, Internet access, and other library-related initiatives. The Library Program also aids benchmark process. A Library Aide, under the supervision of the district librarian, assists in implementing Joaquin Elementary Library Program as well as assisting with technology needs. Available resources and assistance include: * Accelerated Reader Books and Tests * Computers with Internet Access * Electronic Encyclopedias and Reference Books * Age-Appropriate Library Books * Tumblebooks - an online collection of animated talking picture books Joaquin Elementary students visit the library as needed throughout the day.	8/2016 - 5/2017	Librarian - Lisa Barton	Local Funds - Time Contributions of Library Staff <p style="text-align: right;">\$2,391.00</p> Local Funds - Contracted Software Services <p style="text-align: right;">\$1,000.00</p> Local Funds - Library Books and Supplies <p style="text-align: right;">\$1,500.00</p>	Documentation :School Records - - December 2016: All Joaquin Elementary students have access to a library on a regularly scheduled basis. Librarian and teacher records indicate that at least 80% of the students participated in library activities.	Increased Student Achievement	Documentation :School Records - - May 2017: All Joaquin Elementary students have access to a library on a regularly scheduled basis. Librarian and teacher records indicate that at least 100% of students participated in library activities.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2) [TEC §4.001 (b)(3)]						
Objective(s): 4th-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 TI, A SW #2 - 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.	8/2016 - 5/2017	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.
	9/2016 - 5/2017	UIL Coordinator - Whitney Hooper Classroom Teachers -	Local Funds - Time Contributions of UIL Sponsor \$5,000.00 Local Funds - UIL Supplies and Materials \$1,000.00 Local Funds - UIL Travel and Meet Expenses \$1,700.00		Increase in the number of UIL participants and awards from the prior year	Documentation :School Records - - May 2017: Increase in the number of UIL participants from the prior year.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #3, #4, #5) [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>
Strategy: Professional Development Program (TI, A SW #4, #5) - 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	6/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	Local Funds - Contracted Professional Development with ESC Region VII <p style="text-align: right;">\$9,583.00</p> Local Funds - PD Supplies and Materials <p style="text-align: right;">\$2,000.00</p> Local Funds - Travel Expenses and Registration Fees <p style="text-align: right;">\$2,250.00</p>	Informal Assessment :Classroom Assessments - December 2016: 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 - May 2017: 90% of Prekindergarten students will master the state's Prekindergarten goals. 100% of K-2 students will score within district expectations on the TPRI. 100% of students in grades 1-5 will function at or above grade level on the STAR Reading and Math Assessments. Criterion-Referenced Test :STAAR Tests - May 2017: 100% of students in third through fifth grade will pass appropriate grade level and subject area STAAR tests.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>SBDMC Involvement in Needs Assessment Process (TI, A SW #4) - Through the SBDMC, teachers participate in the professional development (PD) needs assessment process, recommending programs and activities and approving the PD Plan for the campus. This ensures that PD supports both the District and Campus Improvement Plans.</p> <p>Annual Needs Assessment results indicate a need for</p> <p>* Training and mentorships for new teachers</p> <p>* 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</p> <p>* Periodic training for teachers in how to identify difficulties and provide assistance to individual students.</p>	<p>4/2016 - 4/2017</p>	<p>Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan</p>	<p>Local Funds - Contracted Professional Development \$4,200.00</p> <p>Local Funds - Contracted Math PD \$6,000.00</p>	<p>Documentation :Professional Development Documents - - May 2016: The SBDMC will design a PD Program that meets the needs of the Joaquin Elementary faculty and coordinates with the LEA PD program.</p>	<p>A Professional Development Program will ensure a positive impact on student performance by verifying professionals have the prerequisite skills to teach all students.</p>	<p>Principal's Records :Personnel Records - - April 2017: The principal and SBDMC will review the list of PD activities to determine that 100% of the teachers have participated in activities that support their individual needs.</p>
<p>Activity:</p> <p>PD-Discipline Management - Joaquin Elementary needs to address conflict resolution, discipline strategies, classroom management, discipline policies and the student code of conduct each year through the PD Program.</p>	<p>6/2016 - 5/2017</p>	<p>Elementary Principal - Sherry Scruggs School Counselor - Ashley Rambin</p>	<p>State - Local - Time Contributions of Counselor</p>	<p>Documentation :Discipline Records - - December 2016: Principal and Counselor's records indicate a decrease in discipline infractions.</p>	<p>All students receive an equitable education without disruption as discipline infractions decrease.</p>	<p>Documentation :Discipline Records - - June 2017: Principal and Counselor's records indicate a further decrease in discipline infractions.</p>
<p>Activity:</p> <p>PD-Evaluation Process - 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.</p>	<p>6/2016 - 5/2017</p>	<p>Elementary Principal - Sherry Scruggs</p>	<p>State - Local - Survey Results and Professional Development Records</p>		<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - - May 2017: 100% of students will attain a passing score on each grade-appropriate and subject area STAAR tests.</p>

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. (TI, A SW #3, #4, #5) [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: Recruitment and Retention Initiatives [TI, A SW #3, #5] - 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.	8/2016 - 5/2017	Human Resource Director - Donna Vergo	State - Local - Time Contributions of Human Resources Personnel State - Local - Certification/Testing Fees \$300.00	Documentation :Human Resources Records - Augsut 2016: 100% Certified Faculty	100% Fully Certified Faculty	Documentation :Human Resources Records - May 2017: 100% Certified Faculty
Activity: Teacher Qualifications - Joaquin ISD notifies parents at the beginning of the school year about the availability of teachers' qualifications in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.	August 2016	Elementary Principal - Sherry Scruggs	Local Funds - Cost of Paper, Copying and Postage		Increased Student Achievement	Documentation :School Records - - May 2017: School records indicate that the district has dutifully notified parents regarding situations that could impact their children's education.
Activity: Assignment of Child to a non-certified Teacher - Joaquin ISD notifies parents when they assign a student for 30 or more consecutive instructional days to a core academic subject area teacher who is not fully certified in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs	Local Funds - Cost of Paper, Copying and Postage		Increased Student Achievement	Documentation :School Records - - May 2017: School records indicate that the district has dutifully notified parents regarding situations that could impact their children's education.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #10) [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>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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 	<p>8/2016 - 5/2017</p>	<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 - December 2016: 80% of students will pass all benchmark and health-related assessments.</p> <p>Documentation :Discipline Records - December 2016: 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 - May 2017: 90% of students will pass all health-related end of year assessments.</p> <p>Documentation :Discipline Records - May 2017: 10% decrease in discipline referrals in comparison to the previous year.</p> <p>Decrease in health-related risk behaviors.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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<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:</p> <p>Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin Elementary 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. The Nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies.</p>	<p>8/2016 - 5/2017</p>	<p>Nurse - Portia King</p>	<p>Local Funds - Time Contributions of Nurse \$24,808.00</p> <p>Local Funds - Vaccines and Health Related Resources \$3,300.00</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Discipline Records - - May 2017: Decrease in health-related risk behaviors.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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<p>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW #10) - 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. 	8/2016 - 5/2017	Elementary Principal - Sherry Scruggs Assistant Principal - Bert Coan	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 - June 2017: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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>	8/2016 - 8/2017	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 - - May 2017: 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.

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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>8/2016 - 5/2017</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;">\$30,000.00</p>	<p>Documentation :Discipline Records - - December 2016: 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 - - May 2017: A decrease in referrals to the principal's office for incidents of students breaking campus discipline code.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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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>8/2016 - 5/2017</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 - May 2017: Staff have been trained in Emergency Response Protocols and have successfully participated in emergency drills.</p>

Campus Improvement Plan
Joaquin Elementary School 2016-2017

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. (TI, A SW #10) [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>
<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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Joaquin Elementary School 2016-2017

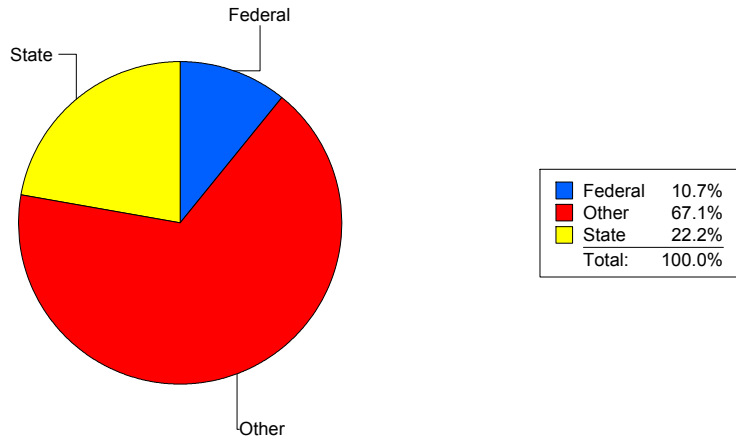
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<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related 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>8/2016 - 5/2017</p>	<p>Elementary Principal - Sherry Scruggs School Counselor - Ashley Rambin</p>	<p>Coordinated - Time Contributions of Counselor and Teachers</p>	<p>Documentation :School Records- December 2016: 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- May 2017: 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 2016-2017

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Formula		
Contracted Speech Therapy	0.00	\$5946.00
IDEA-B Preschool		
Time Contributions of PPCD Teacher	0.21	\$8523.48
Title I, Part A		
Time Contribution of Counselor	0.00	\$0.00
Supplemental Resources	0.00	\$2231.00
Time Contribution of Counselor	1.00	\$48367.63
Time Contributions of Reading Aide	1.00	\$24482.10
Time Contributions of Early Literacy Lab Teacher	0.50	\$28377.70
SECCA, Inc Consulting Services	0.00	\$3119.00
Time Contributions of Math Pullout Teacher	1.00	\$48893.46
Title I, Part C Migrant		

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part C Migrant		
Time Contributions of ESL Aide	0.65	\$14586.14
Supplemental Instructional Supplies	0.00	\$2292.00
Tutorial Assistance	0.00	\$2226.00
Title II, Part A TPTR		
SECCA, Inc Consulting Services	0.00	\$648.00
Title III, Part A LEP		
Region VII LEP Consortium	0.00	\$4688.00
		<u>\$194,380.51</u>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated		
Time Contributions of Faculty and Staff	0.00	\$0.00
See Individual Activities	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Counselor and Teachers	0.00	\$0.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Local Funds		
Time Contributions of Committee Members	0.00	\$0.00
Testing Materials	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$1102911.00
Instructional Resources	0.00	\$26000.00
Art and Science Supplies and Resources	0.00	\$1500.00
Student Instructional Travel	0.00	\$1000.00
SBDMC Time Contributions	0.00	\$0.00

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Communication Vehicles	0.00	\$0.00
Time Contributions of SBDMC	0.00	\$0.00
Time and Effort of ESL Teacher	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
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Contracted Professional Development with ESC Region VII	0.00	\$9583.00
PD Supplies and Materials	0.00	\$2000.00
Travel Expenses and Registration Fees	0.00	\$2250.00
Technology Updates	0.00	\$8000.00
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
Stickers, Pencils and Parties	0.00	\$0.00
Testing Materials	0.00	\$600.00
Testing Materials	0.00	\$0.00
Testing Materials	0.00	\$0.00
AR Supplies and Materials	0.00	\$0.00
Testing Materials	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty	0.00	\$0.00
Parent and SBDMC Time Contributions	0.00	\$0.00
Time Contribution of Teachers	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Assessment Instruments and Testing Materials	0.00	\$600.00
Supplies and Materials	0.00	\$500.00
Assessment Instruments and Testing Materials	0.00	\$1500.00
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
Counseling Program Supplies and Materials	0.00	\$500.00
Counselor Travel	0.00	\$300.00
Time Contributions of Library Staff	0.00	\$2391.00
Contracted Software Services	0.00	\$1000.00
Library Books and Supplies	0.00	\$1500.00
Truancy Officer	0.00	\$0.00
Attendance Awards and Snacks	0.00	\$5000.00
Time Contributions of UIL Sponsor	0.00	\$5000.00
UIL Supplies and Materials	0.00	\$1000.00
UIL Travel and Meet Expenses	0.00	\$1700.00
Cost of Paper, Copying and Postage	0.00	\$0.00
Cost of Paper, Copying and Postage	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Nurse	0.00	\$24808.00
Vaccines and Health Related Resources	0.00	\$3300.00
V-Soft Raptor Software	0.00	\$500.00
Campus Discipline Code	0.00	\$0.00
Contracted Professional Development	0.00	\$4200.00
Contracted Math PD	0.00	\$6000.00

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Campus Improvement Plan
Joaquin Elementary School 2016-2017

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Volunteer Contributions		
Business Representatives	0.00	\$0.00
		<u>\$1,214,643.00</u>
State	<u>FTE</u>	<u>DollarValue</u>
G/T Block Grant		
Time Contributions of G/T Teacher	0.00	\$6099.00
G/T Supplies and Materials	0.00	\$200.00
High Quality Prekindergarten Grant		
Supplemental Prekindergarten Services	0.00	\$15421.00
Local		
G/T Student Trips	0.00	\$100.00
Time Contributions of Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Survey Results and Professional Development Records	0.00	\$0.00
Time Contribution of Reading Interventionist	1.00	\$0.00
Time Contribution of Certified PK Teacher	0.00	\$0.00
PK Resources	0.00	\$3000.00
Time Contribution of PK and Kindergarten Staff members	0.00	\$0.00
Special Education Supplies	0.00	\$1000.00
Time Contributions of ABC Staff	0.00	\$0.00
Testing Materials, Time Contributions of LPAC	0.00	\$300.00
Time Contributions of ESL Aide and Substitutes	0.00	\$5721.00
Region VII Rosetta Stone Co-op	0.00	\$500.00
Contracted Evaluations and Testing Materials	0.00	\$10500.00

Campus Improvement Plan
Joaquin Elementary School 2016-2017

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Local		
Time Contributions of Human Resources Personnel	0.00	\$0.00
Certification/Testing Fees	0.00	\$300.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$149453.00
Special Education		
Contracted VI Teacher	0.00	\$2000.00
Contracted Speech Therapist	0.00	\$43000.00
Contracted Physical Therapist	0.00	\$2500.00
Contracted Occupational Therapy	0.00	\$11000.00
Time Contributions of Diagnostician	0.00	\$8053.00
Contracted O & M Services	0.00	\$2000.00
State Compensatory Education (SCE)		
Time Contributions of Reading Aide	0.67	\$14057.52
At-Risk Reading Program	0.00	\$8000.00
Time Contributions of Early Literacy Lab Aide	1.00	\$23434.42
Extra Duty Pay for Tutorials	0.00	\$5131.50
Time Contributions of Early Literacy Lab Teacher	0.60	\$13931.33
DAEP Co-op	0.00	\$30000.00
Time Contribution of Prekindergarten Teacher	0.50	\$27582.78
Time Contributions of PK Aide	1.00	\$18557.44
		<u>\$401,841.99</u>
Grand Total:		\$1,810,865.50