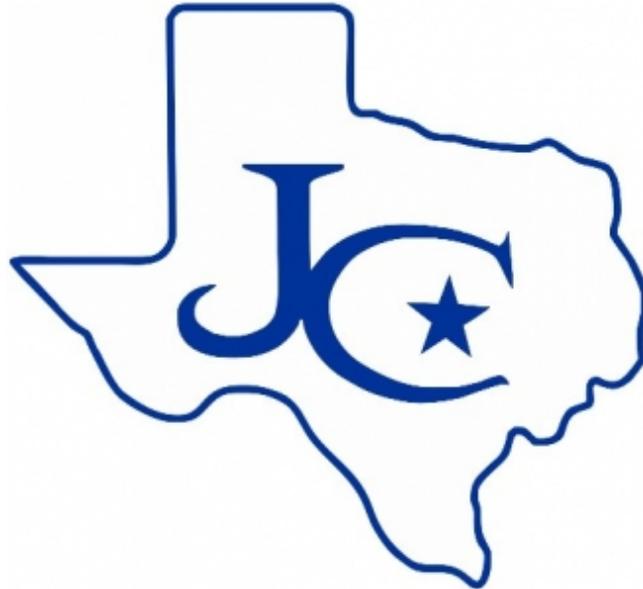


Jarrell Independent School District

Jarrell Elementary

2020-2021 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Jarrell Independent School District Mission Statement

The Jarrell community provides pathways for individual student success

Jarrell Elementary School Mission Statement

"The Jarrell Elementary School Staff partners with families and community to prepare each student to achieve his or her full potential by providing collaborative, encouraging and rigorous learning opportunities in a safe and nurturing environment."

Excellence... Everyday... NO EXCEPTIONS!

Vision

Jarrell Independent School District Vision Statement

Empowering Future-Ready Citizens

Providing Opportunities

Inspiring Excellence

Cultivating Innovation

Jarrell Elementary School Vision Statement:

Inspire the desire to grow through perserverance, compassion, and diverse experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the beginning the 2020-2021 school year, JES opened with 442 students in grades PK-5. For the first 9 weeks, 59% of those students were in person, and 41% were virtual. At the beginning of the second 9 weeks, JES had 459 students enrolled with 86% in person and 14% virtual. As of November 11, 2020 JES had 473 students enrolled.

JES is 43% Economically Disadvantaged

JEs is 7% LEP

JES has 13% SPED population

JES averages a 97% attendance rate.

Demographics Strengths

Jarrell is an affordable community that is within driving distance to Austin area jobs. Housing is plentiful and more affordable than it is in the Austin area. Despite the impact of COVID on the economy, housing in Jarrell continues to grow with new builds being closed on daily. There are at least 3 new neighborhoods currently under construction that are zoned for JES, as well as continued building in established neighborhoods.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Jarrell Elementary School has experienced an increase in high needs students, and overall student body growth as well. **Root Cause:** Rapid housing development, affordable housing

Problem Statement 2: Hybrid teaching, serving both face to face and online students due to COVID-19, has been challenging for teachers. **Root Cause:** The TEA requirement that we offer a virtual education option has presented teachers with new challenges in the lack of appropriate technology and ability to ensure online students are engaged and accountable.

Student Achievement

Student Achievement Summary

STAAR results from the 2018-2019 school year were from the former Jarrell Intermediate School which served 3rd, 4th and 5th grades. JES was a PK-2 campus at the time. As a "sister school" to JIS, Jarrell Elementary School as well as Igo Elementary School shared a "D" rating designation from the Texas Education Agency for the 2018-2019 school year. We did not receive any distinctions. JES became a PK- 5 campus for the 2019-2020 school year; however, COVID-19 shutdown cancelled STAAR testing and JES carried the "D" rating into the 2020-2021 school year.

Student Achievement Strengths

Our goal is to increase student progress and close achievement gaps in our diverse demographic groups through the continued use of readers'/writers' workshop and inquiry based math and science instruction. Additionally, we will continue to provide Tier 2 and 3 interventions in both Reading and Math on a daily basis. We have introduced the use of math and science STEMscopes and a 5E model lesson plan format for math and science. We have worked closely with the Teaching and Learning Department to provide the necessary supports to increase student achievement across the curriculum.

We will continue to work extremely hard to not only increase student achievement in all subject areas, but effectively prepare students for success at future grade levels. Through the early identification of GT students and providing meaningful and enriched learning opportunities, we will assist our students in reaching the highest academic level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our beginning of the year assessment data is showing that students' reading levels are lower than previous school years. Teachers are reporting larger gaps noticed in students' reading and writing skills. **Root Cause:** After schools shut down in March of 2020, most students did not make progress, and many actually declined from March to August.

School Culture and Climate

School Culture and Climate Summary

Administrators at JES have worked hard to improve the culture and climate on our campus. Through very intentional staffing, JES administrators have put together an exceptionally positive, professional team. We have hired teachers who are happy to be here, and work toward common goals with fellow staff members. In spite of the stressors COVID-19 has brought on teachers, JES staff is working together to support one another and remain positive.

School Culture and Climate Strengths

One of the most successful programs that has been implemented at JES is the **Solid Roots** program that provides behavioral supports to students with exceptional behavior issues at school. Solid Roots provides daily documentation through DBRC data, social skills instruction to students through the campus behavior teacher, and an opportunity for students to express how they are feeling at school. The Solid Roots program and campus behavior teacher have significantly improved the behavior of identified students for the program.

Jarrell Elementary School has been provided with the opportunity to participate in the Early Act First Knight Character Trait program this year. It is sponsored by the Georgetown Rotary Club of Sun City. Through the course of the year, several character virtues, such as honesty, responsibility, and respect, are highlighted and students from each class who best exhibit the featured virtue are honored by being recognized in an awards ceremony at the conclusion of each 9 week grading period. The character traits are taught a minimum of 10 minutes per day, and each lesson begins with a recitation of "The Four Way Test."

JES has an active Social Committee for staff. We also continue with our Teacher Shout Outs. We have created student leadership opportunities such as Student Council, Safety Patrol and peer tutoring. Some of these programs are on hold due to COVID, but will resume when appropriate.

Our new to the profession teachers as well as our new to Jarrell ISD teachers have the benefit of having exceptional mentors. The mentors have received support and training from JISD's Teaching and Learning department.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: JES is focused maintaining the positive climate on our campus, despite the struggles teachers are currently encountering relating to the COVID-19 pandemic. **Root Cause:** Many teachers are experiencing the stresses that new teachers on a campus typically face. However, the struggles all teachers are experiencing due to COVID-19 guidelines for educators has put an enormous amount of stress on teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Competitive salaries
- 1st year and new to profession support
- Teacher mentor program
- Duty schedule allows for additional planning time
- Hybrid teaching training and technology support
- Campus budget added teacher incentives
- Monthly staff appreciation items
- Weekly planning sessions with IC's
- On going PD with opportunities for teachers to collaborate

Staff Quality, Recruitment, and Retention Strengths

Campus administration at Jarrell Elementary School has been very fortunate to hire highly certified staff for all of the classrooms that are currently being utilized. Prospective employees are identified using the Applitrack application process as job openings are announced.

Jarrell Elementary instructional staff has completed required continuing education in the following areas:

- Gifted and Talented (6 hour/yearly update)
- Required mandated courses via Eduhero

- HMH Curriculum Training
- Handwriting Without Tears
- STEMscopes math and science
- Reader's/Writer's Workshop implementation
- Readers/Writers workshop Lesson plan training
- Balanced Literacy
- 5E Model for Math
- Eduphoria Data Analysis
- Library Resources Training

Teachers attended Math and Reading Academies that were hosted by Region XIII and TEA.

New teachers to the district participate in New Teacher Induction professional development and ongoing new teacher cohort.

Additional staff will be hired to accommodate the rapid growth in the student population at Jarrell Elementary School.

Increase in professional development

Support in planning and teaching through Instructional Coaches

Lesson plan formats that target specific instruction

Research based teaching methods and interventions

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: After the school year began, filling open teacher and paraprofessional roles with qualified applicants has been very difficult. **Root Cause:** Although job opportunities are posted and advertised, there is lack of applicants. Many who have applied decline offers to interview.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Jarrell Elementary School utilizes the TEKS Resource System, which is aligned with the state standards, to design a rigorous instructional delivery system. Grade levels participate in grade level planning meetings weekly to plan and coordinate grade level activities, as well as to disaggregate data and identify needed interventions in support of students. Evidence of the planning is provided via lesson plans, common assessments, student made products and presentations. Student achievement and progress is measured by formative assessments, IStation progress monitoring, teacher-made assessments, CFAs, Benchmarks and STAAR results. Teachers will disaggregate data based on the SE performance in benchmark assessments to identify areas of strengths and weakness across the student grade level population as well as deficits identified for individual students. To increase student achievement, we provide interventions following the RtI framework in reading and math. Math and reading intervention instruction will target areas of academic weakness that are specific for every individual student.

Curriculum, Instruction, and Assessment Strengths

The established RtI process at Jarrell Elementary School continues to be academically beneficial for all students. Classroom teachers at JES have the opportunity to discuss academic and behavioral strengths and weaknesses of a student with the RtI committee, which in turn can effectively adjust learning activities to meet the varied academic and behavioral needs of their students that are not meeting grade level expectations. The valued input of the classroom teachers in conjunction with the RtI team develop a specified plan that will increase student achievement and/or improve student behavior.

IStation assessment data at the beginning, middle, and end of year will continue to be analyzed to determine academic progress of each student in reading and math. Locally developed CFAs and STAAR release benchmarks will be administered to students to determine the level of mastery for each grade level TEK in reading and math, writing and science.

The IC's who support the staff on the JES campus have been a beneficial resource to the teachers. They collaborate with teachers on lesson planning and provide valuable staff training and coaching in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Preliminary beginning of the year assessments show that many students have significant gaps in their learning. Scores are similar to where they were last school year in January. **Root Cause:** Students did not have the same learning opportunities for the last nine weeks of the 2019-2020 school year. No new instruction was introduced. Sending home packets of work did not allow for rigorous instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

In past years Jarrell Elementary has participated in multiple events throughout the school year that provide parents and community the opportunity to be actively involved with their student(s). The list below provides examples of activities that occur in a typical school year at Jarrell Elementary School.

- Communication with parents
- Schoolway Communication App
- Remind Communication from each classroom teacher
- Parent attendance at school functions such as concerts and academic nights
- Support from the PTO
- Monthly calendars
- Parent conference attendance
- Grandparents' Day
- Breakfast with Dad
- Muffins with Mom
- Book Fairs
- Literacy Night
- Thanksgiving Lunch
- Math and Science Night
- Field Day
- Field Trips (2 per grade level)
- Parent recognition events
- Georgetown Rotary Club sponsorship of EAFK
- ALGA Support to work with 2nd grade students in reading
- Mad Hatter performances
- Summer Reading Program through JES Library
- Summer Literacy Activities through JES Library.
- Documentation of parent contacts/conferences

COVID-19 has prevented us from having visitors on campus so many of these opportunities have either been cancelled or revised to be a virtual opportunity.

Parent and Community Engagement Strengths

Helpful and friendly front office staff

JES Website, Facebook and Twitter for information

School Messenger

Responsive Admin and Staff

Supportive PTO

Implementation of Student Council

Weekly email communication to parents from Principal

Google calendar of school events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although we have active pockets of parent engagement, we have a growing number of parents who are not willing, or not able, to volunteer or participate at JES. **Root Cause:** High mobility rate and two parent working families contribute to the lack of parent engagement at JES.

Problem Statement 2: We have been forced to offer fewer parent involvement activities this year due to COVID-19. **Root Cause:** Our campus is a closed campus, not allowing visitors other than essential personnel.

School Context and Organization

School Context and Organization Summary

Jarrell Elementary School is a Pre-K through 5th grade campus that has 23 classroom teachers, 3 interventionists, 2 Special Education teachers, PPCD, FAC, and 14 Paraprofessionals serving our 473 students.

School Context and Organization Strengths

- Common planning periods for entire grade levels
- Subject Area Vertical PLC's
- Campus Committees
- Master Schedule
- RtI Processes and Procedures that assist in the identification of potential 504/Dyslexic and SPED Students.
- Academic Intervention Services provided to students
- Planning time with instructional coaches

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teacher development and growth is needed at the campus level to ensure high level, rigorous teaching that engages students in inquiry learning, vocabulary development, data analysis, and problem solving, as well as produce increased learner outcomes on state assessments. **Root Cause:** 60% of JES staff is new this year. Intentional staffing and new positions being added to our campus allowed us to bring in new teachers to work closely with the Teaching and Learning Department to establish common goals to work toward improved student performance.

Technology

Technology Summary

Technology available to JES teachers includes Chromebooks for the 3rd- 5th grade classrooms, desktops in PK-2nd, and Vivitek in every classroom, fine arts room, resource and intervention classroom.

Technology Strengths

Access to Destiny

Vivitek

Chromebooks

Google Classroom, Forms, Docs

Access to JISD devices at home for virtual learners

Problem Statements Identifying Technology Needs

Problem Statement 1: There has been a lack of updated technology available for teachers and students to access. **Root Cause:** JES has struggled to keep up with technology and has just recently received updated technology resources.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

Goal 1: Jarrell Elementary will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 1: By June of 2021, JES will increase the number of students approaching grade level on the Reading STAAR to 70%

Evaluation Data Sources: STAAR data
 CFA data
 Unit Tests
 Beginning and Middle of Year Universal Screeners
 Professional Development

<p>Strategy 1: Classroom teachers will implement a balanced literacy approach through the use of Readers'/ Writers' Workshop, and it will be implemented daily in the classroom.</p> <p>Strategy's Expected Result/Impact: Students' mastery of reading TEKS will be evidenced by their increases in DRA reading levels, CFA scores, and Benchmark tests.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Director of Teaching and Learning, Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: The campus will ensure that programs and services for Special Education students follow ARD committee recommendations and IEPs. Students will be served in their least restrictive environment.</p> <p>Strategy's Expected Result/Impact: Students will meet IEP goals and objectives.</p> <p>Staff Responsible for Monitoring: Campus Administration, District Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: IStation will be used as a diagnostic and teaching tool for students K-5th grade.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in the area of reading.</p> <p>Staff Responsible for Monitoring: Administrators Teachers, Interventionists</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: The campus will provide extended learning opportunities for struggling students through rigorous, quality tier 1 classroom instruction, and tier 2 and 3 targeted interventions as needed.</p> <p>Strategy's Expected Result/Impact: Students will show academic gains on common and formative assessments as well as STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative Reviews		
	Jan	Mar	June

Strategy 5: The campus will ensure that GT students are identified, teachers are trained to serve those students and that services are provided routinely. Strategy's Expected Result/Impact: GT population will grow, number of students meeting Mastery level on STAAR will increase. Staff Responsible for Monitoring: Principal Director of Teaching and Learning	Formative Reviews		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Jarrell Elementary will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 2: By June 2021, JES will increase the number of students approaching grade level on the Writing STAAR to 60%

Evaluation Data Sources: STAAR data
 CFA data
 Unit Tests
 Professional Development

<p>Strategy 1: Teachers will consistently implement Writers' Workshop with fidelity 5 days per week.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge and experience with the writing process and JES will see increases in student growth as well as quality of instruction in the writing process.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Teachers will plan weekly with ICs to learn to successfully implement Writers' Workshop in their classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will gain knowledge and have a strong understanding of effective teaching strategies for Writer's Workshop.</p> <p>Staff Responsible for Monitoring: Principal, Teaching and Learning Director, ICs</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: 4th grade teachers will attend Professional Development designed for teaching writing, grammar, and reading.</p> <p>Strategy's Expected Result/Impact: Teachers' knowledge in writing instruction will increase, especially for our 1st year teachers and those who have not taught RLA previously.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative Reviews		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Jarrell Elementary will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 3: By June of 2021, JES will increase the number of students approaching grade level on the Math STAAR to 80%

Evaluation Data Sources: STAAR data
 CFA data
 Unit Tests
 Beginning and Middle of Year Universal Screeners
 Professional Development

<p>Strategy 1: A lesson plan format based on the 5E model will be implemented in K-5 classrooms to ensure instruction that engages students in inquiry learning, vocabulary development, data analysis, and problem solving.</p> <p>Strategy's Expected Result/Impact: Teachers will implement rigorous lessons which will improve student learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Teaching and Learning Director, ICs</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: 3rd -5th grade teachers will be trained in the use and effective implementation of Math STEMscopes.</p> <p>Strategy's Expected Result/Impact: Increased rigor rate of teaching resulting in positive learning outcomes through inquiry learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Teaching and Learning, Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: IStation will be used as a diagnostic and teaching tool for students K-5th grade.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in the area of math.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionists</p>	Formative Reviews		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Jarrell Elementary will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 1: JISD will provide parent outreach and educational opportunities to support the social, emotional, mental, and educational needs of students.

<p>Strategy 1: Parenting classes with Christmas assistance will be offered to families at least 3 times this year. Strategy's Expected Result/Impact: Parents will gain training and support in good parenting strategies that will benefit our students and their families. Staff Responsible for Monitoring: Jennifer Lugo Laura Buckley</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Responsive services will be provided through the intervention process of the school counselor Strategy's Expected Result/Impact: Students will learn and implement strategies to help them overcome their emotional struggles. Staff Responsible for Monitoring: School Counselor</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: Every employee at the JES campus will complete the district mandated compliance trainings . Strategy's Expected Result/Impact: Employees will gain knowledge in multiple subject areas related to working with children in a school setting. Staff Responsible for Monitoring: Principal</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: Weekly guidance lessons using curriculum that teaches students how to develop transferable skills. Strategy's Expected Result/Impact: Students will learn to problem solve, advocate for themselves and build stronger character. Staff Responsible for Monitoring: Campus Counselor</p>	Formative Reviews		
	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Jarrell Elementary will create a recruiting and retention plan.

Performance Objective 1: JES will recognize and encourage employees to grow professionally and develop leadership characteristics.

<p>Strategy 1: Employee of the Month will be implemented at JES to recognize staff members who contribute to the JES community. This person's actions benefit teachers, students, staff, parents, school safety, moral, etc. Strategy's Expected Result/Impact: Each month a leader on campus will be identified and celebrated. Staff Responsible for Monitoring: Principal</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Teachers take lead role in PLC, trainings, staff meetings and team meetings. Strategy's Expected Result/Impact: Teacher buy in increases, teachers mentor and learn from each other. Leadership skills grow and campus leaders are identified. Staff Responsible for Monitoring: Principal, Assistant Principal Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Jarrell Elementary will create a recruiting and retention plan.

Performance Objective 2: JISD will provide targeted professional development opportunities to meet the needs of teachers.

<p>Strategy 1: JES 4th grade teachers will attend a two day writing workshop in an effort to support the implementation or Writer's Workshop to successfully master the TEKS as evidenced by STAAR scores.</p> <p>Strategy's Expected Result/Impact: Teachers will gain valuable knowledge in the art of teaching writing. These skills will be taught to students and directly impact student writing skills and STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Weekly support by instructional coaches will be provided to teachers that includes lesson planning, classroom observation and modeling of lessons, coaching, professional development and mentoring.</p> <p>Strategy's Expected Result/Impact: Teachers will work collaboratively with ICs and gain valuable knowledge and resources that will directly impact student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Director of Teaching and Learning, Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Jarrell Elementary will create a recruiting and retention plan.

Performance Objective 3: JES administrators will oversee hiring of highly qualified and diverse staff.

Strategy 1: Principal will attend job fairs in order to recruit highly qualified teachers. Strategy's Expected Result/Impact: Increase the pool of qualified teaching candidates to fill teaching roles at JES. Staff Responsible for Monitoring: Principal, Director of Human Resources and Public Relations.	Formative Reviews		
	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Goal 4: Jarrell Elementary stakeholders will build a community that is safe, respectful and responsible (SR2).

Performance Objective 1: JISD will introduce, promote, and encourage the Jarrell Way to the Jarrell Community.

<p>Strategy 1: JES will focus on building relationships with families by prioritizing parent communication through the use of phone, text, email, Remind, School Way and face to face contact.</p> <p>The principal will send out a weekly group email highlighting the week's events, current news, and upcoming events.</p> <p>Strategy's Expected Result/Impact: The community will be better informed on events at JES, resulting in a larger family and community involvement.</p> <p>The amount of phone calls to the office asking for information should be minimized, allowing the office staff to be more productive.</p> <p>Staff Responsible for Monitoring: Principal, Staff</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Family involvement will be encouraged by planning a least 2 family activity nights centered around engaging academic activities.</p> <p>Strategy's Expected Result/Impact: Families will participate in our family activity nights, strengthening the school/family relationship and parent engagement in students' education.</p> <p>Staff Responsible for Monitoring: Principal Campus Staff</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: JES will update our campus and library Facebook and Twitter accounts with student activities, work samples, and community involvement opportunities.</p> <p>Strategy's Expected Result/Impact: Positive things at JES will be highlighted, the community will be informed and feel encouraged to participate, and HQ teachers will be attracted to JES and JISD.</p> <p>Staff Responsible for Monitoring: Principal Librarian</p>	Formative Reviews		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Jarrell Elementary stakeholders will build a community that is safe, respectful and responsible (SR2).

Performance Objective 2: JISD will Implement SR2 (safe, respectful, responsible) with fidelity across all campuses.

<p>Strategy 1: Campus staff will implement and follow Ground Works expectations for all common areas of the campus. Strategy's Expected Result/Impact: Student behavior expectations in common areas will be consistent throughout the school. Students will know and should follow teacher expectations. Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: The campus will continue the successful use of the Solid Roots behavior monitoring program for identified students. Strategy's Expected Result/Impact: We will have more informed staff equipped to collect functional behavioral data to utilize in decision making. Staff Responsible for Monitoring: Principal, Asst.Principal, Counselor, District Behavior Specialist, Campus behavior teacher</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: The campus will participate in Early Act First Knight character education program for all PK-5th grade students. Strategy's Expected Result/Impact: Students will learn about important character traits and they will become part of the students' character. Staff Responsible for Monitoring: Principal, Counselor</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: Elementary teachers will use PBS (positive behavior support) strategies to make classrooms safe and productive. Strategy's Expected Result/Impact: Positive behavior is reinforced by rewarding desirable actions. Students regularly exhibit these behaviors and are a role model for others. Staff Responsible for Monitoring: JES Staff</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: In an effort to combat bullying, staff will teach 100% acceptance of others through the study of kindness. Strategy's Expected Result/Impact: JES will see a decrease in bullying/unkind behaviors, and an increase in student empowerment and acceptance of others. Staff Responsible for Monitoring: Principal, Counselor, JES staff</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: A student council will be created to give students leadership opportunities and to build responsibility in our students. Strategy's Expected Result/Impact: Students will develop leadership skills and will gain an understanding of how to affect change and promote a positive school climate. Staff Responsible for Monitoring: Principal, StuCo Advisor</p>	Formative Reviews		
	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue