

Waxahachie Independent School District

Finley Jr. High

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

Mission Statement

The mission of Eddie Finley Junior High School is to be a learning-centered institution serving all Constituencies, inspiring an excellence through innovation and empowering students to succeed.

Vision

Vision Statement

Finley will provide a safe and positive learning environment, understand our individual differences, and ensure that all students are challenged and successful.

Beliefs

The business of our campus is to foster the highest level of student learning through collaborative partnerships with stakeholders.

The business of our campus is to foster a safe and orderly campus.

Value Statement

Strategic Goals

We will continue to analyze and use relevant data to improve student achievement and district operations.

We will provide an innovative curriculum.

We will provide professional development for staff.

We will proactively inform and engage our stakeholders.

We will build a better tomorrow through learning, accountability, integrity, responsiveness, quality, quantity, appropriate environment...

Principle & Premises

We will embrace:

New learning standards

Accountability for learning

Motto

“Success Is the Only Option”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Finley Junior High has a varied student population that offers all groups the opportunity to be successful. Finley Junior High is one of fifteen campuses in Waxahachie ISD and is a Title I schoolwide campus. The student population total enrollment is 603 students grades 6-8. The makeup of the student body is 9% African American, 42% Hispanic and 46% White. 52% of our student body is considered economically disadvantaged, 12% LEP, and 7% GT. There are 67 teachers and support staff involved in the educational process of our students. Finley Junior High strives on meeting the needs of all students and building positive relationships in order for them to feel welcomed and successful. The campus continues to create an inviting atmosphere for parents and community members. All parents are welcomed to visit with any administrator throughout the day at Finley Junior High. We take great pride in all students from every background.

Demographics Strengths

Student attendance is over 96%

Advanced course student enrollment 38%

Student participation in athletics, fine arts, clubs, cheerleading, dance, and UIL.

Tutoring attendance increased

Positive environment/culture

Problem Statements Identifying Demographics Needs

Problem Statement 1: Finley Junior High has a shortage of ESL teachers which causes problems when scheduling LEP students so they can be monitored.

Root Cause: The district has not made it mandatory for teachers to obtain ESL certifications in the past.

Problem Statement 2: Finley Junior High lacks diversity with its staff members on campus. **Root Cause:** Based on location of Finley Junior High, there are

limited number of diverse applicants.

Problem Statement 3: Finley Junior High has a shortage of special education teachers on campus. **Root Cause:** With the opening of a new junior campus, Finley Junior High transferred sped teachers to other junior high due to high number of special education students at the other campus.

Student Academic Achievement

Student Academic Achievement Summary

Based on committee findings on student achievement, the committee researched many areas that cover student achievement. Finley Junior High showed improvement in sixth grade reading and math on the STAAR test. Science and Social studies also improved overall on the STAAR test as well. Finley Junior High recognized that there was an increase in missing assignments and failures in the previous school year. Finley Junior High now offers a 45 minute Tribe Time class period that offers students intervention, tutoring, and availability to meet in their specific school clubs. Finley Junior High also has two specialized Title I enrichment teachers that give extra assistance in English/Language Arts and Mathematics. The teachers track data from each unit test and change the student groups based on their academic success from the district common assessments/unit tests. Students that attend Finley Junior High are overall active with athletics, fine arts, clubs and organizations. Finley Junior High encourages student to participate as extra motivation in order to achieve their academic goals.

Student Academic Achievement Strengths

- The supply of chrome carts on campus have been used in the majority of classes.
- Moving advisory time to third period and allowing students to work on homework and tutoring four days a week will increase student achievement throughout campus
- Enrichment teachers are moving to a Response to Intervention process where student that are on tier II and III will be reached during electives and block English Language Arts classes.
- After school tutoring will be offered on Tuesdays and Thursdays for all three grade levels for math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 7th grade writing scores fell 1% from 2017 to 2018. **Root Cause:** Increase in Limited English Proficient and Special Education students throughout the campus contributed to lower scores.

Problem Statement 2: 7th grade reading decreased 5% in overall approach level. **Root Cause:** Finley experienced a change in teachers in teacher assignments for this grade level that created gaps in instruction

Problem Statement 3: 6th and 7th grade math had low percentage of mastery on the STAAR test. **Root Cause:** Complex math curriculum and pace may have contributed to students not mastering test.

Problem Statement 4: Increase in missing assignments across the campus. **Root Cause:** Lack of tutoring available for advisory and mentoring program has

created little time for students to work on assignments.

Problem Statement 5: Honors and Gifted and Talented classes were generally larger in all grade and subject areas. **Root Cause:** Due to more students, less teachers, classes were bigger in size.

Problem Statement 6: 8th grade social studies have an overall approach level rate of 53% on the STAAR Assessment. **Root Cause:** Social Studies K-12 has not been as important due to district concentrating more on Math and Reading.

School Processes & Programs

School Processes & Programs Summary

Finley Junior High teachers are passionate about their students and content area. Teachers use the Teacher Resource System that is aligned with the state accountability system. Teacher Resource Systems provides a pacing schedule, highly rigorous lessons, and other components that benefits both the teachers and students on campus. The Finley administration team consists of one principal and two assistant principals. The Finley administration team thrives on being team oriented that goes above and beyond in assisting the success of teacher and students on campus. The admin team values their success on being visible throughout the campus every day. The teachers on campus have unlimited technology on campus. Finley offers tutoring in the morning and afternoon and students also take advantage of our Tribe Time class period. Students are able to finish missing assignments and also provided intervention when needed. Finley Junior High students are given the opportunity to learn how to be future leaders by being involved in Student Council, Friend of Rachel, and Leadership classes assisted by Finley Junior High Counselors. Finley administration team takes great pride in the retention of staff members on campus with little turnover. The Finley front office staff has trained our student office aides to assist with making copies for all of our staff members on campus. Finley Junior High staff members participate in a book study each year offered by the campus administration team that adds to their education tools for student growth and success.

School Processes & Programs Strengths

Finley Junior High reading and math scores are very close to the state average, therefore we are close or the same as most schools in the state of Texas.

Finley Junior High teachers and administrators are very team oriented and always willing to help out with anything from making copies, covering/supervising after school events, or helping out with class coverage.

Finley Junior High has implemented a copying service for our teachers. Student office workers make the copies for our teachers.

Finley Junior High teachers are very experienced and are knowledgeable about their subject area.

Finley Junior High teachers are passionate about their subject. Teachers work as a team to help each other.

Finley Junior High has a total of 8 chrome carts with thirty chromebooks in each cart that helps with technology available in the classroom.

Finley Junior High has high quality teachers who are doing their best instructing the district curriculum despite overcrowded classrooms.

Finley Junior High curriculum is aligned with the Texas Essential Knowledge and Skills, English Language Proficiency Standards because they are readily available through the Teacher Resource System making it easy for teachers to access.

The district curriculum team provides district common assessments that correlate with Teacher Resource System and the State Accountability system.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Finley Junior High inclusion classes are overwhelming if a teacher has more than one inclusion class period in the day. **Root Cause:** With the increase in special education students, growth in student population, inclusion classes are higher in numbers.

Problem Statement 2: Some Finley Junior High students do not have basic computer application and typing skills in order to use technology in the classroom. **Root Cause:** Computer classes in the elementary level are limited to one day a week has created gaps in learning the basic components on the computer.

Problem Statement 3: Wi-Fi on campus is not strong which creates problems when using technology in the classroom. **Root Cause:** With the demand for internet on campus, it causes it to be slower.

Problem Statement 4: By looking at the data, it is noticeable that the special education population scores have decreased overall. **Root Cause:** Inclusion and modified classes are too large to serve the needs of these students.

Problem Statement 5: It is apparent that the students of low Socio-economic Status have issues with academics. **Root Cause:** Family environment and single family homes may be the cause of above problem.

Perceptions

Perceptions Summary

Finley Junior High works to meet the needs of our family and community members. This partnership is crucial to the success of each student and their readiness to advance to the next grade level. Our mission is to provide the support our parents and community needs in order to make a positive impact on student learning. Finley Junior High staff members are perceived by the district and community as positive and friendly when they walk through the front doors. Finley JH strives to create a positive experience for all that are a part of Finley.

Perceptions Strengths

Finley Junior High has created a welcoming environment when parents and community members visit our campus, including English to Spanish translation services.

Finley Junior High uses communication programs such as school messenger, Remind 101, Skyward Family Access, Facebook and Twitter pages.

Finley Junior High offers a variety of parent conferences involving administrators, teachers, counselors and students and including Parent Conference Days, parent/teacher conferences, and the Practical Parenting Program.

Finley Junior High has been given a school marquee with updated school events daily

Finley Junior High offers a Career Night, Drug education program, College night, Backpack Buddies program for our parents and students.

New teachers at Finley Junior High are served by a teacher mentor that helps grow them into successful educators.

Finley Junior High teachers are very passionate and family oriented and often help other teachers out.

Finley Junior High has a strong Parent Teacher Organization program for all parents to be a part of.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Involvement with parents on skyward family access is very limited. **Root Cause:** Limited workshops for families to learn how to access skyward family.

Problem Statement 2: Need a parent academy for parents to help with pre-teen/teen development and characteristics. **Root Cause:** Finley needs to create an academy because there is not one at this time on campus.

Problem Statement 3: Lack of professional development centered around communication and multiculturalism. **Root Cause:** Time and resources cause above problem.

Problem Statement 4: Inclusion classes are overwhelming if a teacher has more than one of them. **Root Cause:** Limited Special Education teachers on campus and high number of Special Education inclusion students are the cause.

Problem Statement 5: Staff are unhappy due to lack of discipline or administrative support. **Root Cause:** Finley Junior High is over max capacity with 1000 students with high number of economically disadvantaged students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data






Goals


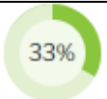
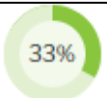





Goal 1: Eddie Finley Sr. Junior High will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2019, 100% of the parental engagement goals will be completed by encouraging and promoting a climate that fosters family engagement in the education of all students.

Evaluation Data Source(s) 1: school surveys, district surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by providing parents with information regarding campus report card findings	Principals, Counselors, Teachers, PIEMS Secretary	Students will be held accountable at school and home by parents being more involved and informed.				
2) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by providing online resources available to support children at home with content area coursework.	Principals, Counselors, Teachers, PIEMS Secretary	Students will demonstrate higher success in each class by parents being able to obtain resources through online support.				
Problem Statements: School Processes & Programs 5						
3) Revise and update district, campus, and teacher websites to ensure parents have access to pertinent information and news: Provide staff development in Remind 101.	Principals, Counselors, Teachers, PIEMS Secretary	Parents will have easy readily communication over news that is important to the child.				
4) Increase student/parent awareness of and access to career and college planning information through HB 5 meetings in preparation for high school scheduling.	Principals, Counselors, Teachers, PIEMS Secretary	Students and parents will have increasing knowledge of information that will be beneficial for career and college readiness.				
5) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by providing parents the opportunity to receive information about extra-curricular activity opportunities (specifically UIL and Destination Imagination).	Principals, Counselors, Teachers, PIEMS Secretary	Parents will be able to encourage students to participate in extra-curricular activities by having the information.				

6) Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through House Bill 5 Graduation requirements.	Principals, Counselors, Teachers, PIEMS Secretary	Students will be able to perform and stay on track with existing grade levels.				
7) Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through targeting students demonstrating advanced skills in math, reading, science and social studies to register for advanced courses in grades 6-8 and in grade 9 during spring of grade 8.	Principals, Counselors, Teachers, PIEMS Secretary	There will be an increase in numbers of students in advanced courses and ideally will be beneficial for both student and district.				
8) Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through Open House at Finley JH in March with sessions offered by Global High and WHS administrators.	Principals, Counselors, Teachers, PIEMS Secretary	Students will be able to attend these sessions and be better informed for future academics.				
9) Provide parenting classes for parents through practical parent education.	Principal, Counselors	Increase parental involvement				
Problem Statements: Perceptions 2 Funding Sources: Title I Parental Involvement - 59.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: It is apparent that the students of low Socio-economic Status have issues with academics. Root Cause 5: Family environment and single family homes may be the cause of above problem.
Perceptions
Problem Statement 2: Need a parent academy for parents to help with pre-teen/teen development and characteristics. Root Cause 2: Finley needs to create an academy because there is not one at this time on campus.

Goal 2: Eddie Finley Sr. Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

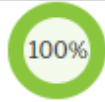
Performance Objective 1: By June 2019, Finley will have met 90% of the clean, safe, learning environment needs. 10 % decrease in Bullying incidents, Discipline referrals, and to meet all safety drills and procedures.

Evaluation Data Source(s) 1: Skyward, counselor safety alert forms, EOP drill reports spreadsheet.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor transitional dismissals. -Monitor confidential reports. -Maintain camera structure. - Be visible during passing periods, lunches, and arrival/dismissal.	Principal, Assistant Principals, Teachers, Campus Security	Finley will have a decrease in office referrals and safety will increase throughout the building. The morale of the school will be a positive throughout the school.				
2) Implement district policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse, (c). Sexting, (d). Dating violence, including enforcement of protective orders, (e). Binge Drinking, (f). Childhood Obesity, (g). Suicide Prevention, and (h). P.A.P.A. program	Principal, Assistant Principals, Teachers, counselors	Staff will be better equipped to monitor students in the following areas and be more proactive in handling these certain situations. Students will demonstrate a more positive outlook by being better served by staff members. Parents will feel like the school and district are taking care of their children through these initiatives.				
3) Revise campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrances. Finley will utilize the the I Love U Guys protocol that all campus staff learned over the summer during a training.	Administration, Campus Security, District Security, Finley Staff	School will be much safer with one controlled entrance at the front of the school. All other doors will be locked and security is stationed near the front.				
4) Implement campus attendance incentives for students in order to reach a goal of 98% overall attendance rate.	Principals, Attendance Clerk, Teachers, Counselors	School will be impacted by increase of scores due to students attending class.				

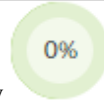
5) Campus school nurse will implement district coordinated school health in order for school clinic to run efficiently and safe.	Campus nurse, Principal					
6) Campus will coordinate and test all students on campus through the Fitness Gram program in our Physical Education classes.	Physical Education Coaches					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Eddie Finley Sr. Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Discipline referrals will decline by 15% for the 2018-2019 school year.

Evaluation Data Source(s) 2: Skyward and PIEMS data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principals and Staff will be visible during the day - especially during lunch and passing periods.	Finley Staff and Administration	Students will have a better and more positive relationship with administrators by being able to see them throughout the day. Negative behavior will also decrease by this increased staff members monitoring.				
2) Implement Restorative Discipline Practices to build meaningful relationships with student to promote healthy and productive decisions that support: (a) discipline in the classroom, (b) campus climate and culture, (c) the overall development of our students.	Administration and Staff	By creating a restorative discipline practice, students will be better equipped and taught on how to make better choices with each teacher and therefore less discipline problems in the school building.				
Problem Statements: Perceptions 5						
3) Implement district policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for students on the Bullying Policy, (iii). Schedule campus anti-bullying activities, and (iv). Support Safety Alert bully Reporting plan, (b). Child Abuse, (c). Sexting, (d). Childhood Obesity, (e). Suicide Prevention. Edit Remove	Administration and Staff	Students will understand and be better informed on bullying which will allow students to attend school without fear of bullying.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 5: Staff are unhappy due to lack of discipline or administrative support. Root Cause 5: Finley Junior High is over max capacity with 1000 students with high number of economically disadvantaged students.

Goal 2: Eddie Finley Sr. Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 3: Trends in staffing, facility, and programs needs will be gathered periodically to direct the necessary adjustments, transition, and placement of staff.

Evaluation Data Source(s) 3: STAAR data, DCA's, Staff surveys

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide appropriate plan for master schedule and instructional spaces with traveling instructors minimized.	Principals, Counselors, PIEMS secretary	Staff members will be appropriately placed in areas of their certification and create a schedule that will keep class sizes to the required minimum student teacher ratio approved by the board of trustees. It will also increase teacher morale.				
2) Partner with district Support Services team director and members to ensure campus' needs are met that have interrupted student learning in the past (ceiling leaks, water leaks, tile floor, heating and AC needs).	Principals, Central Office, Curriculum, Department Chairs	Students will have less interruptions in learning when work orders are processed during appropriate times. Building will also be highly functional with proper and scheduled maintenance.				
3) Review building floor plan and use of instructional space for optimization on learning and planning.	Principals, Curriculum Department, Finley Staff, Maintenance.	Students will be better served and educated and instructional space will be properly utilized.				
4) Review intervention needs and place staff according to needs and STAAR scores.	Administration, Department Chairs, Curriculum Department.	Students will demonstrate success on the STAAR test by their educational needs being met by using interventions and programs.				

Goal 3: Eddie Finley Sr. Junior High School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2019, 80% of all students and each student group will 'Approach Grade Level' on all sections of the STAAR Test. The African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 8% growth.

Evaluation Data Source(s) 1: Comparison of previous years; TAPR report card and PEIMS data. STAAR scores from last year will be evaluated.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide students with an aligned, rigorous curriculum: coherent, articulated, and challenging.	Principal, Assistant Principal, Teachers, Curriculum Specialist.	Students will be challenged and show improvement on the STAAR test and meet district and state accountability.				
2) Establish common meeting times for department and grade level members. Evaluate lessons, common assessments, and the RTI process.	Principal, Assistant Principal, Teachers Curriculum Coaches.	Teachers will be able to plan more efficient and allow grade and subject levels to teach on the same pacing schedule. Teachers will also be able to grow in areas where needed by meeting with common planning times and gain insightful strategies from other staff members.				
3) TRS will drive our Curriculum and create a system to connect vertical and horizontal instruction.	Curriculum Specialists, Administrators, Department Chairs.	Students will be able to transfer to any junior high in the district and not lose any instruction. Teachers are also provided curriculum through TRS that will help with efficiency on creating lessons and plans.				
4) Decrease the gap in STAAR achievement between student groups in all subjects area by using SIOP/Sheltered Instruction, First steps in Mathematics, Title I, STAAR remediation courses in grades 6-8.	Administration, teachers, instructional coordinators.	Finley will show an increase in percentage of students meeting expectations on the Texas Assessment Instruments.				
5) WISD Framework for Effective Teaching and Learning by providing writing training to classroom teachers in Write from the Beginning and Beyond and Empowering Writers.	Curriculum, Administration, Department Chairs.	Teachers will be better equipped on instructing our students to become better writers that will result in increased satisfactory on STAAR assessments.				
6) Continue to support the Response to Intervention layered model of support by utilizing Implementation of Fountas and Pinnell Leveled Literacy Intervention(LLI) for use with students reading below grade level in 6th, 7th, and 8th grade.	Curriculum specialist, Administration, LLI Teacher.	Students will improve in reading levels and be able to read on grade level by LLI implementation.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: Title I (211) - 134586.00</p>						

<p>Comprehensive Support Strategy Targeted Support Strategy 7) 77% of All Special Education students will pass the STAAR test in Reading.</p>	Administration, Teachers, Curriculum Specialists.	By an increase in all special education students passing, school accountability indicators will increase.				
Problem Statements: School Processes & Programs 4						
<p>Comprehensive Support Strategy Targeted Support Strategy 8) 77% of Special Education students will pass the math STAAR test.</p>	Administration, Math Teachers, Curriculum Specialists and Special education Department.	Special Education Math will increase on the STAAR test and school accountability ratings will increase.				
<p>Comprehensive Support Strategy Targeted Support Strategy 9) 77% of all Special Education students will pass the science STAAR Test.</p>	Administration, Science Department, Curriculum Specialists, and Special Education Department.	Students will be placed in specialized tutoring groups in order to improve on the Science STAAR.				
10) Gather feedback from teachers regarding the implementation of local benchmarks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments during data meetings with district curriculum staff.	Administration, Curriculum Specialists, Department Chairs, and staff.	Teachers will improve instructional methods and students will show an increase on state standardized assessments.				
11) 77% of all Special Education students pass the Writing STAAR Test.	Administration, Curriculum Specialist, Writing Department.	STAAR accountability for special education writing students will increase and help with state accountability scores for the district and campus.				
<p>Comprehensive Support Strategy 12) 77% of all Special Education students pass the Science STAAR Test</p>	Administration, Curriculum Specialists, Department Chairs, and staff.	Finley will show improvements in special education indicators on the TAPR report.				
<p>Comprehensive Support Strategy 13) 77% of all Special Education Students pass the Social Studies STAAR Test.</p>	Administration, Curriculum Specialists, Department Chairs, and staff.	An increase in passing rates with this group will help with overall passing rates for social studies STAAR for Finley.				
<p>Comprehensive Support Strategy 14) 77% of all Economically Disadvantaged Students pass the Social Studies STAAR Test.</p>	Administration, Curriculum Specialists, Department Chairs, and staff.	Students in this specific sub population will significantly increase ratings for campus.				
<p>Comprehensive Support Strategy 15) 77% of all Hispanic Students pass the Social Studies STAAR Test.</p>	Administration, Curriculum Specialists, Department Chairs, and staff.	Increase in passing scores with this specific sub population group will help the social studies department towards the state average on the STAAR test.				
<p>Comprehensive Support Strategy 16) 77% of African American Students pass the Social Studies STAAR Test.</p>	Administration, Curriculum Specialists, Department Chairs, and staff.	This sub population of students will help increase our STAAR scores in social studies and the result will help us gain percentage of passing closer to the state average.				

Comprehensive Support Strategy 17) 77% of All Students pass the Social Studies STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	By focusing on 60% of students passing the STAAR Social Studies test, the campus will be way above the state average on accountability ratings.				
Comprehensive Support Strategy 18) 91% of All Students pass the Reading STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	The campus will gain distinctions based on the state accountability system and will help with district and school rating.				
Comprehensive Support Strategy 19) 91% of All Students pass the Math STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	The campus rating from the state could possibly improve by these goals and strategies.				
Comprehensive Support Strategy 20) 91% of African American Students pass the Reading STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	Reading scores for the campus will increase and help with ratings.				
Comprehensive Support Strategy 21) 91% of African American Students pass the Math STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	Math scores for the campus will increase with the help of this specific sub population.				
Comprehensive Support Strategy 22) 91% of Hispanic Students pass the Reading STARR TEST.	Administration, Curriculum Specialists, Department Chairs, and staff.	This specific sub populations will help improve reading scores across all three grade levels.				
Comprehensive Support Strategy 23) 91% of Hispanic Students pass the Math STARR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	With the increase in passing for this specific sub populations will increase STAAR passing rates for the math test across the campus.				
Comprehensive Support Strategy 24) 91% of White Students pass the Reading STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	Reading STAAR scores will improve for the campus.				
Comprehensive Support Strategy 25) 91% of Economically Disadvantaged Students pass the Reading STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	Campus reading STAAR scores will improve and increase.				
Comprehensive Support Strategy 26) 91% of Economically Disadvantaged Students pass the Math STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	Math scores will improve and help with campus and district state accountability ratings.				
Comprehensive Support Strategy 27) 91% of Special Education Students pass the Reading STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	All ratings for special education, reading, and campus will improve based on the state accountability ratings.				

Comprehensive Support Strategy 28) 91% of Special Education Students pass the Math STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	All ratings for special education, math, and campus will improve based on the state accountability ratings.				
Comprehensive Support Strategy 29) 91% of ELL Students pass the Reading STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	ELL students will help with overall improvement of reading scores.				
Comprehensive Support Strategy 30) 91% of Ell Students pass the Math STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	Math scores will improve based on the state accountability ratings. Campus rating could improve.				
Comprehensive Support Strategy 31) 91% of White Students pass the Math STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	With the improvement of this specific sub population, campus could be taken off the federal focus school rating.				
32) Continue to utilize sheltered instruction to improve academic performance for ELL students.	ELS staff and Administration	ELL students will improve on the state assessment test and help with campus percentages.				
33) Support the effectiveness of the Gifted and Talented program through the safety differentiated lesson plans for GT courses and Tribe Time.	GT Teachers, Administration, and Curriculum.	GT students will be better served and will grow in a way that will be beneficial for Finley and student.				
34) Purchase appropriate resources to support our ESL, reading, math, science, social studies, and remediation classes. Resources should be TEKS based and close the educational gaps at Finley JH>	Curriculum Department, Administration, Department Chairs.	Students will demonstrate improvement in all areas that resources are being utilized and educational gaps will continue to close.				
Comprehensive Support Strategy 35) Utilize Tribe time to support our struggling students in Math. Small group instruction and planning through 'Math Matters'.	Math Department, Administration, Counselling Staff and Curriculum Department.	Students will be given additional instruction through Tribe time and will further increase their knowledge and skills to better serve them on the STAAR test.				
Comprehensive Support Strategy 36) Increase student student Performance on the STAAR test by focusing on vocabulary levels, key concepts, hands on activities, and reading levels.	Department chairs, Administration, Curriculum Department.	Students will become stronger in vocabulary that will help them on all parts of state assessments. Students will also be more engaged in learning through hands on activities.				
Comprehensive Support Strategy 37) Continue to provide inclusion support to our course class subjects to improve Special Education scores on the STAAR test.	Special Education Department, Administration, Counseling Department.	Communication between special and regular education teachers will improve and student will be better served in the educational process.				

Comprehensive Support Strategy 38) Utilize Tutoring opportunities for students to maintain a passing grade level and progress throughout the year. Tutoring will be daily from 7:50 am - 8:15 am and also after school tutoring from 3:55-4:55.	Staff, Administration	Finley will show a decrease in student failures and students will have more opportunities for after school activities.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: Title I (211) - 1500.00					

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: 7th grade writing scores fell 1% from 2017 to 2018. Root Cause 1: Increase in Limited English Proficient and Special Education students throughout the campus contributed to lower scores.
Problem Statement 2: 7th grade reading decreased 5% in overall approach level. Root Cause 2: Finley experienced a change in teachers in teacher assignments for this grade level that created gaps in instruction
Problem Statement 3: 6th and 7th grade math had low percentage of mastery on the STAAR test. Root Cause 3: Complex math curriculum and pace may have contributed to students not mastering test.
Problem Statement 4: Increase in missing assignments across the campus. Root Cause 4: Lack of tutoring available for advisory and mentoring program has created little time for students to work on assignments.
School Processes & Programs
Problem Statement 4: By looking at the data, it is noticeable that the special education population scores have decreased overall. Root Cause 4: Inclusion and modified classes are too large to serve the needs of these students.

Goal 4: Eddie Finley Sr. Junior High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: Adjust personnel assignments to meet the needs of student enrollment and class size.

Evaluation Data Source(s) 1: Skyward System, Master schedule

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor class size and student to teacher ratio.	Counselor and Administration	Classes are balanced and provide a good learning environment for students and better teacher support.				
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4	Administrative Team, Department Chairs, Staff, Human Resource Department	Students will demonstrate increased satisfactory rates on the STAAR assessment.				
2) Utilize staff for enrichment and tutorial programs. Based on class size and educational gaps.						
3) Analyze all teacher data in the areas of: Certification, Testing, Experience, and endorsements.	Principal, HR Department, Title 1 Funding	Finley will continue to provide students with the best and appropriate certified teachers for our students. Better instruction will take place in result, better scores.				
Problem Statements: Demographics 1, 3						
4) Support and provide professional development on needed components identified through teacher input and campus STAAR results.	Curriculum Department, Administration, Department Chairs,	Teachers will continue to grow and improve instructional methods for our students at Finley JH.				
5) Create a plan with the assistance of Human Resources to attract a more diverse teacher population to meet the needs of our diverse student population.	Principal, Human Resources	Hire diverse teachers				
Problem Statements: Demographics 2						
						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Finley Junior High has a shortage of ESL teachers which causes problems when scheduling LEP students so they can be monitored. **Root Cause 1:** The district has not made it mandatory for teachers to obtain ESL certifications in the past.

Problem Statement 2: Finley Junior High lacks diversity with its staff members on campus. **Root Cause 2:** Based on location of Finley Junior High, there are limited number of diverse applicants.

Problem Statement 3: Finley Junior High has a shortage of special education teachers on campus. **Root Cause 3:** With the opening of a new junior campus, Finley Junior High transferred sped teachers to other junior high due to high number of special education students at the other campus.

Student Academic Achievement

Problem Statement 5: Honors and Gifted and Talented classes were generally larger in all grade and subject areas. **Root Cause 5:** Due to more students, less teachers, classes were bigger in size.

School Processes & Programs





Problem Statement 1: Finley Junior High inclusion classes are overwhelming if a teacher has more than one inclusion class period in the day. **Root Cause 1:** With the increase in special education students, growth in student population, inclusion classes are higher in numbers.

Goal 4: Eddie Finley Sr. Junior High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: Finley Junior High will continuously provide support and relevant and quality staff development

Evaluation Data Source(s) 2: District Surveys, TAPR report, Staff Climate surveys.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Foster a process for support, suggestions and concerns to provide opportunities for feedback and input on campus components.	Campus Administrators, Administrative Staff, Instructional Staff	Suggestions will be taken and used to create meaningful support and opportunities for campus needs.				
2) Address curricular needs on an individual classroom/department basis dependent upon walk-throughs and TTESS.	Principal, Secretary, Department Heads, Curriculum Department	Teachers will be better supported and given the tools they need in order to provide quality instruction in the classroom.				
3) Provide campus-wide professional development on areas cited in Comprehensive Needs Assessment and in areas of need determined by STAAR scores: (a.) Inclusion/co-teaching model for special education students, (b.) Intervention strategies/plans for all content areas, (c.) Technology addressing needs of all levels of teachers, (d.) Meeting the needs of all student groups by addressing instructional strategies, intervention plans and opportunities to build relationships with all cultures.	Administration, Special Education Director, Teachers, Curriculum and Instruction Director.	Finley will know what areas it needs to improve on by the CNA that in result, best serve the needs of the student.				
4) Create a positive culture for staff to flourish in their specific academic realm. Teachers will feel they can take instructional risks because of the positive environment.	Principal, Department Chairs, Curriculum Department	Teachers will feel more comfortable and supported by the positive culture that is created at Finley. Students will be given more engaging lessons that will help them be more successful in the classroom.				
5) Finley Junior High will provide teachers with opportunities to attend professional development outside the district throughout the year. Allowing teachers to grow and develop the instructional strategies to prepare students in the content area.	Administration, Teachers, Curriculum department.	Teachers will be encouraged to be life long learners and grow in areas of their teaching content. It will create continuous motivation to grow for all teachers.				
Problem Statements: Perceptions 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

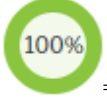



Perceptions
Problem Statement 3: Lack of professional development centered around communication and multiculturalism. Root Cause 3: Time and resources cause above problem.

Goal 5: Eddie Finley Sr. Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.

Evaluation Data Source(s) 1: Technology surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide campus-wide professional development on areas cited in Comprehensive Needs Assessment and in areas of need determined by STAAR scores: (a.) Inclusion/co-teaching model for special education students, (b.) Intervention strategies/plans for all content areas, (c.) Technology addressing needs of all levels of teachers, (d.) Meeting the needs of all student groups by addressing instructional strategies, intervention plans and opportunities to build relationships with all cultures.	Administration, Special Education Director, Teachers, Curriculum and Instruction Director.	Teachers will be better equipped in having the resources that were determined by the CNA and students will benefit from intervention strategies.				
2) Provide 21st century technology tools and training for teachers.	Principal, technology department, curriculum coordinators	Student engagement will increase.				
3) Implement the integration of Chromebooks into instructional plans.	Principal, technology department, curriculum coordinators	Engaging hands on activities and lessons will increase and student engagement will also increase.				
4) With the help with WISD technology department, help teachers be able to solve internet and technology problems.	Technology Department	less wait time from technology				
Problem Statements: School Processes & Programs 3						
5) Create a plan to help promote to parents Skyward Family Access in order for more parent involvement with academics.	Technology, Finley staff, Principal, Counselors	More accountability at home				
Problem Statements: Perceptions 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Wi-Fi on campus is not strong which creates problems when using technology in the classroom. Root Cause 3: With the demand for internet on campus, it causes it to be slower.
Perceptions
Problem Statement 1: Involvement with parents on skyward family access is very limited. Root Cause 1: Limited workshops for families to learn how to access skyward family.

Goal 6: Eddie Finley Sr. Junior High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Campus administrators will efficiently and effectively manage and further develop financial resources and allocate those resources to areas of greatest needs.

Evaluation Data Source(s) 1: Skyward True Time System

Summative Evaluation 1:

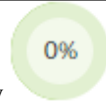
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.	Principal, Staff, administration, Curriculum	Better curricular needs will be met and students and teachers will be supported and served.				
2) Materials and training needs for ELAR, Social Studies, Math, and Science are collected, purchased, and prioritized to support instructional needs through documentation including state standards being met.	Administration, Curriculum, Department Chairs, Staff.	Materials and training's will help teacher instruction that will increase student achievement.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> 3) Title I funds will be allocated for curricular needs based on student academic needs following performance on state assessments.	Administration, Curriculum, Special Ed department, and Staff. Campus Academic Team	All students will be impacted by purchasing curricular needs that will go towards increasing student achievement.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> 4) Tutoring opportunities will be available in the morning and afternoon to meet the needs of all students.	Staff and Administration	Students will have more opportunities outside of the school day to improve grades, academics, and meet their educational needs.				
		Problem Statements: Student Academic Achievement 4				
5) A yearly survey to pinpoint the needs of our students and facilities at Finley. Evaluate current programs and their effectiveness to student achievement.	Central Office, Administration, Staff.	Finley staff will be able to grow from year to year and programs will benefit from feedback.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: Increase in missing assignments across the campus. **Root Cause 4:** Lack of tutoring available for advisory and mentoring program has created little time for students to work on assignments.

Goal 6: Eddie Finley Sr. Junior High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: Finley will efficiently and effectively manage and further develop financial resources and allocate those resources to areas of greatest need.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Title 1 funds will be allocated for curricular needs in Math and Reading based on students' academic performance on the STAAR Test, educational success, and growth of each student.</p>	Administration, Federal Programs Coordinators, Superintendent of Finance, Department Heads, Curriculum Department.	Teachers and students will be allowed and given additional tools and support to better instruction that will result an increase in STAAR scores.				
<p>2) Materials and trainings needed for ELAR, Social Studies, Math, and Science are collected and priorities to support instructional needs through documentation including state standards being met.</p>	Administration, Superintendent of Finance, Department Heads, Staff, and Curriculum Department.	Teachers and students will be allowed and given additional tools and support to better instruction that will result an increase in STAAR scores.				
<p>3) Make data-driven decisions for spending the allocated fundings to ensure the students academic needs are met.</p>	Principal, Superintendent of Finance, Curriculum Department, Staff, Department Chairs.	Student achievement will increase on state assessments and all students educational needs will be met.				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	7	77% of All Special Education students will pass the STAAR test in Reading.
3	1	8	77% of Special Education students will pass the math STAAR test.
3	1	9	77% of all Special Education students will pass the science STAAR Test.
3	1	12	77% of all Special Education students pass the Science STAAR Test
3	1	13	77% of all Special Education Students pass the Social Studies STAAR Test.
3	1	14	77% of all Economically Disadvantaged Students pass the Social Studies STAAR Test.
3	1	15	77% of all Hispanic Students pass the Social Studies STAAR Test.
3	1	16	77% of African American Students pass the Social Studies STAAR Test.
3	1	17	77% of All Students pass the Social Studies STAAR Test.
3	1	18	91% of All Students pass the Reading STAAR Test.
3	1	19	91% of All Students pass the Math STAAR Test.
3	1	20	91% of African American Students pass the Reading STAAR Test.
3	1	21	91% of African American Students pass the Math STAAR Test.
3	1	22	91% of Hispanic Students pass the Reading STARR TEST.
3	1	23	91% of Hispanic Students pass the Math STARR Test.
3	1	24	91% of White Students pass the Reading STAAR Test.
3	1	25	91% of Economically Disadvantaged Students pass the Reading STAAR Test.
3	1	26	91% of Economically Disadvantaged Students pass the Math STAAR Test.
3	1	27	91% of Special Education Students pass the Reading STAAR Test.
3	1	28	91% of Special Education Students pass the Math STAAR Test.
3	1	29	91% of ELL Students pass the Reading STAAR Test.
3	1	30	91% of Ell Students pass the Math STAAR Test.
3	1	31	91% of White Students pass the Math STAAR Test.
3	1	35	Utilize Tribe time to support our struggling students in Math. Small group instruction and planning through 'Math Matters'.

Goal	Objective	Strategy	Description
3	1	36	Increase student student Performance on the STAAR test by focusing on vocabulary levels, key concepts, hands on activities, and reading levels.
3	1	37	Continue to provide inclusion support to our course class subjects to improve Special Education scores on the STAAR test.
3	1	38	Utilize Tutoring opportunities for students to maintain a passing grade level and progress throughout the year. Tutoring will be daily from 7:50 am - 8:15 am and also after school tutoring from 3:55-4:55.
4	1	2	Utilize staff for enrichment and tutorial programs. Based on class size and educational gaps.
6	1	3	Title I funds will be allocated for curricular needs based on student academic needs following performance on state assessments.
6	1	4	Tutoring opportunities will be available in the morning and afternoon to meet the needs of all students.
6	2	1	Title 1 funds will be allocated for curricular needs in Math and Reading based on students' academic performance on the STAAR Test, educational success, and growth of each student.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNP Initial Training/Meeting - April 19, 2018

CNA Meeting -

Family and Community Engagement, May 9, 2018

Staff Quality, Recruitment, and Retention, May 1, 2018

Technology, May 3-4, 2018

Demographics, May 4, 2018

Curriculum, May 4, 2018

School Culture and Climate, May 3, 2018

Processes, May 4, 2018

CNA Meeting to develop CNA - July 17, 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CNA Meeting List:

Derek Zandt - Principal

Ashley Huber - Teacher

Jerry Leggett - Teacher

Jenni McLemore - Assistant Principal

Brittany Griffith - Teacher

Amy McCuskey - Teacher

Robin Ruthart - Counselor

Denise Armstrong - Teacher

Deke Jones - Teacher

Paul Toal - Teacher

Amy Newsom - Special Education Teacher

Nickie Weyrauch - Business Representative

Hillary Zandt - Parent

Holly Oliver - Community Representative

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

The Finley Junior High Campus Improvement Plan was developed on August 24, 2018 and is edited throughout the school year.

The Finley Junior High Campus Improvement Plan will be posted on our Finley Junior High website.

The Finley Junior High Campus Improvement Plan will be made available in English and other languages upon request.

2.4: Opportunities for all children to meet State standards

Using effective instructional strategies that are scientific research based

Using effective instructional strategies to meet the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners

2.5: Increased learning time and well-rounded education

After school tutoring will be provided to increase learning time.

Extra curricular activities and programs will be introduced to provide a well-rounded education

Tutoring will be available Tuesday - Friday during advisory for students that are not able to attend afterschool.

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

Finley Junior High will work with Curriculum Coordinators to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students with an emphasis on students who are at risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy will be posted to the campus website.

Parent and Family Engagement Policy will be in English and made available to parents in other languages upon request.

3.2: Offer flexible number of parent involvement meetings

Parent Teacher Organization Meeting Dates:

August 27, 2018

September 25, 2018

October 23, 2018

November 26, 2018

January 28, 2019

February 25, 2019

March 25, 2018

April 29, 2018

May 27, 2018

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gregory Watkins	Math Intervention Teacher	Title I/Math/Reading	1.0
Jena Caddell	Reading Intervention Teacher	Title I/Reading	1.0

Campus Advisory Team

Committee Role	Name	Position
Administrator	Derek Zandt	Prinicpal

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Math and Reading Intervention Teachers		\$134,586.00
3	1	38	Math teachers provide after school tutoring.		\$1,500.00
Sub-Total					\$136,086.00
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	practical parent education curriculum		\$59.00
Sub-Total					\$59.00
Grand Total					\$136,145.00