

Waxahachie Independent School District

Howard 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

WISD strives to continue our tradition of “excellence in education,” the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated responsible citizens who can excel in a complex world.

Howard Junior High will develop responsible, well-educated students who are capable of achieving their highest potential in a changing world.

Vision

Waxahachie ISD and Howard Junior High will support and empower our community of learners for success in the 21st century.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	11
Comprehensive Needs Assessment Data Documentation	13
Goals	16
Goal 1: Howard Junior High will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.	15
Goal 2: Howard Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.	19
Goal 3: Howard Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.	23
Goal 4: Howard Junior High will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.	32
Goal 5: Howard Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.	35
Goal 6: Howard Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.	36
Comprehensive Support Strategies	38
Title I Schoolwide Elements	40
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	40
1.1: Comprehensive Needs Assessment	40
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	40
2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	41
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	41
3.1: Develop and distribute Parent and Family Engagement Policy	41
3.2: Offer flexible number of parent involvement meetings	42
Title I Schoolwide Element Personnel	43
Campus Advisory Team	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Howard Junior High is fortunate to have a varied student population that offers many groups in which students can belong. Howard is one of 15 campuses in Waxahachie Independent School District and is a Title I schoolwide campus. Howard opened its doors in 2008 and serves student in grades 6-8. The student population totals 632 students. The make-up of the student body is approximately 13.6% African American, 28.4% Hispanic, 2.8% Two or more races, 3.6% American Indian, 0.6 Asian, 0.1 % Pacific Islander, and 53.6% White. The average daily attendance rate is 96.8%. There are 48.8% students identified as At-Risk with 41.9% identified as economically disadvantaged. Howard Jr. High has 3.6% students identified as Limited English Proficient and 4.8% in the Gifted and Talented program. There are 72 professional staff members with an average of 11.7 years of teaching experience. Howard JH desires to increase community and family partnerships for the 2018-2019 school year.

Howard Jr. High is equipped with a highly qualified staff that is committed to improving the lives of the students they teach. With over 42% of staff members having 11-20+ years experience, there is depth in instruction and mentoring of new staff members. Howard Junior High will continue to work to retain, hire and recruit a highly-effective staff for effective student learning.

Demographics Strengths

- Annual Student Dropout Rate is below state average.
- Number of students participating in Gifted and Talented Classes is at 4.9% which is above the district percent of 4.0%.
- Reading and math intervention teachers increased with Title I funding to better support the needs of at-risk students. Gains were made on 6th/8th grade Math STAAR 2016 and 8th grade Reading STAAR scores due to this increased support.
- Special education classes continue to strengthen in all areas.

- No Child Left Behind (NCLB) Highly Qualified Report: 100%
- 74% of staff bring 6-20 years of experience which impacts large gains in student achievement.
- Minority staff increased from 16.9*% to roughly 24.3%, moving toward better representation of the student population.
- Teachers are highly qualified with many holding extra certifications in their content area and in gifted and talented education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American Students missed standard safeguard of 60% in Social Studies scoring 38%. **Root Cause:** 1. Lack of participation in Honors Level S.S. classes. 2. Lack of solid foundation in S.S. coming from the elementary levels of school. 3. Expectations of S.S. are not where they need to be in the lower levels and in 8th grade they are expected/required to pass a STAAR test of the subject of US History.

Problem Statement 2: African American Students missed standard safeguard of 60% in Writing scoring 56%.

Problem Statement 3: African American Students missed standard safeguard of 60% in Science scoring 45%.

Problem Statement 4: Hispanic Students missed standard safeguard of 60% in Social Studies scoring 53%. **Root Cause:** 1. Lack of participation in Honors Level S.S. classes. 2. Lack of solid foundation in S.S. coming from the elementary levels of school. 3. Expectations of S.S. are not where they need to be in the lower levels and in 8th grade they are expected/required to pass a STAAR test of the subject of US History.

Problem Statement 5: Economically Disadvantaged students missed standard safeguard of 60% in Social Studies scoring 49%. **Root Cause:** 1. Lack of participation in Honors Level S.S. classes. 2. Lack of solid foundation in S.S. coming from the elementary levels of school. 3. Expectations of S.S. are not where they need to be in the lower levels and in 8th grade they are expected/required to pass a STAAR test of the subject of US History.

Problem Statement 6: Special Education students missed standard safeguard of 60% in Reading (40%), Math (58%), Writing (26%), Science (38%), and Social Studies (32%). **Root Cause:** Basic Reading skills impacts ALL of the academic areas for our SpEd students. Teachers in the SpEd area of school are having to teach basic reading skills on top of the material for the specific subjects. This causes a loss of material over the years.

Student Academic Achievement

Student Academic Achievement Summary

Howard Jr. High will provide challenging, active, and engaged learning in the classroom for student success. In the 2017-2018 school year, Howard Junior High saw gains in many academic areas. Through the use of varied interventions and rigorous daily instruction, Howard Junior High School received a Distinction Designation for Academic Achievement in Mathematics. Our teachers assess student progress regularly and provide appropriate support as needed.

Data provided in this section are based on 2016-2017 TAPR achievement data, in addition to historical findings over 2011-2017 school years.

Student Academic Achievement Strengths

- Gain of 2% in 6th grade Mathematics scores from 2016 to 2017 for African American students.
- Gain of 8% in 7th grade Mathematics scores from 2016 to 2017 for all students.
 - Gain of 11% in Mathematics scores from 2016 to 2017 for Hispanic students.
 - Gain of 12% in Mathematics scores from 2016 to 2017 for White students.
- Gain of 1% in 7th grade Writing scores from 2016 to 2017 for all students.
- Gain of 6% in 8th grade Reading scores from 2016 to 2017 for Hispanic students.
- Gain of 7% in 8th grade Mathematics scores from 2016 to 2017 for Hispanic students.
- Gain of 10% in 8th grade Mathematics scores from 2016 to 2017 for African American students.
- Gain of 1% in 8th grade Science scores from 2016 to 2017 for all students.
 - Gain of 10% in 8th grade Science scores from 2016 to 2017 for Hispanic students.
- Gain of 2% in 8th grade Social Studies scores from 2016 to 2017 for Hispanic students.
- 100% passing rate for all students for Algebra I.
- Students performing above state average for:
 - 6th grade Reading (8% higher)
 - 6th grade Mathematics (12% higher)
 - 7th grade Reading (4% higher)
 - 7th grade Mathematics (5% higher)
 - 7th grade Writing (7% higher)
 - 8th grade Reading (6% higher)
 - 8th grade Mathematics (7% higher)
 - 8th grade Science (2% higher)
 - Algebra I (17% higher)

- Earned a Distinction Designation for **Academic Achievement in Mathematics**

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are performing below state average in eighth grade Social Studies (14%lower). **Root Cause:** A higher emphasis has been placed on Mathematics 8 STAAR and Reading 8 STAAR because passing Social Studies 8 STAAR is not required for promotion to ninth grade.

Problem Statement 2: Percentage of students who met or exceeded progress in "all subjects" considered is lower (3%) than the state average. **Root Cause:** Advanced courses are large, and not all students enrolled in advanced courses meet all of the predictors of success recommended in the course catalog.

Problem Statement 3: ELL students are performing lower than their peers on Reading 6 STAAR Writing 7 STAAR, and Reading 7 STAAR. **Root Cause:** There was only a half time ESL teacher in place for 2017-2018 and no ESL teacher in place for 2018-2019.

School Processes & Programs

School Processes & Programs Summary

Howard Jr. High staff are knowledgeable of the state standards and research-based methods for implementation of these critical learning standards. The Howard staff ensures the teaching, learning, and assessment materials and resources are available for a given course of study according to the district scope and sequence. Courses are aligned with the Texas Essential Knowledge and Skills (TEKS) and will incorporate instruction and assessment processes into valuable learning opportunities on a daily basis.

Howard Jr. High staff will provide leadership and model a collaborative decision making process among staff and students. Use of a collaborative problem solving model leads to quality teaching, improved campus culture/climate and engaged learning for students.

WISD and Howard Jr. High will use to its fullest extent all available technology for student success. To enhance student learning, Howard is a Bring Your Own Device environment and students are encouraged to utilize digital resources both in and out of school to support academics. Students are taught digital citizenship lessons throughout the school year in an effort to raise healthy digital citizens. Teachers seek out innovative uses for iPads, Google Chromebooks and desktop resources, as well as those that can be supported on students' smart phones.

School Processes & Programs Strengths

- Class sizes ratio is 30:1 in core subjects due to added positions.
- TEKS Resource System curriculum management storehouse for the district's Guaranteed Viable Curriculum (GVC) aligns teachers on the campus and across the district.
- Mathematics, science, and social studies resources available through digital and printed versions to support students and parents.
- Advanced courses are offered to meet the needs of all students in math, reading, science and social studies.
- A three tiered mathematics courses at grade 8 provides flexibility in students' needs in mathematics and to provide early support in Algebra I at the high school level.
- Advanced electives provide opportunities for students of varied ability to seek interests at higher levels.
- Purposeful Planning provides opportunities for teachers to review student performance on common assessments and state assessments.

- Campus committees allow voice for the teachers, staff, parents, and community.
- Purposeful Planning time provides a forum for Howard teachers to share successes and concerns with fellow professional staff through a shared interest and common teaching areas.
- Eduphoria provides teachers an easy method to collect and maintain trainings, certifications, and enrollments.
- Digital collection of student records though Eduphoria platform provides teachers and administrators immediate access to student records, intervention plans, assessment scores and other valuable records to impact instruction. This makes student success teams and Response to Intervention committees

more efficient.

- Content area teams provide opportunities for professional communities and shared dialogue among staff members.
- Consistent classroom management is supported through engaged learning and teaching and with use of the Positive Behavior Intervention Supports structure across the campus.
- G.U.I.D.E. Mentoring program supports new Howard staff through trainings and observations.

- Howard teachers access Eduphoria for online forms and district common assessments to enhance teaching and intervention with data.
- Google Apps for Education training and online space for professional digital shared content provided training for teachers to develop a shared learning environment for students.
- Students can go digital in a safe, secure, and efficient technological environment using enhanced web filters and firewalls to prevent students from venturing to inappropriate content while on district guest network.
- Teachers engage in self-selected technology professional learning at Camp iNation conference.
- Howard experienced increased availability to technology for students for academic use through BYOD access, mobile device classroom devices, and campus computer access.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not have the ability to have consistent vertical planning meetings. **Root Cause:** Teachers teach more than one subject or grade level.

Problem Statement 2: Some students do not have access to mobile technology in the classroom. **Root Cause:** There is lack of funding to support 1-1 access or additional mobile instructional carts.

Problem Statement 3: Teachers have many reservations and questions about Inclusion and Structured Instruction programs. **Root Cause:** Teachers need training and information about the programs.

Perceptions

Perceptions Summary

Howard Junior High strives to meet the needs of our students and those of our families and community members. Many of our parents are actively involved in their student's education both at home and at school. Our campus goal is to provide the support our parents and community needs in order to make an even greater impact on student learning. Howard Junior High experiences high family participation in all extracurricular programs throughout the school year.

Howard Jr. High is has a varied student body with interests in academics, fine arts, athletics and student extracurricular activities. Students are encouraged to advocate fro their interests and needs through open communication with campus staff. The staff works to provide opportunities that meet the need of all students through special interest clubs such as Friends of Rachel, National Junior Honor Society, and Student Council. Many students enhance their junior high years through participation in band, theater, musical theater, choir, drill team and cheerleading. The athletics program offers many sports for both boys and girls while striving to help grow the complete child. Through these programs, teachers and students connect on a level beyond the classroom.

Perceptions Strengths

- Friendly, welcoming environment is evident upon entering the building.
- English to Spanish translation services are provided through support of campus staff on a daily basis.
- School safety is evident with high expectations prevalent throughout the campus, in classrooms and through correspondence provided to families and students.
- School Messenger, Remind, social media announcements, and student planners provide continuous communication opportunities for families to gain awareness of academic and extra-curricular events occurring at the campus.
- Skyward Parent Portal (grades, attendance, enrollment information, and health record) are promoted and viewed by many families on a regular basis.
- Parent Teacher Organization strives to support all students and seeks greater parent involvement.
- Student extra-curricular events and groups promote a positive school image of the school and positive learning environment to the community and families.
- Dads at the Door greet students as they arrive on campus daily.

- Purposeful Planning Time for teachers and instructional staff supports collegial relationships throughout campus and across district.
- Teachers feel supported in the disciplinary process.
- Staff and students feel the campus is safe.
- Climate is described as positive by both staff and students.
- Involved parents find the campus to be welcoming and seek involvement through Parent Teacher Organization and volunteer opportunities.
- Student groups are on the increase and maintain active participation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PTO and Dads at the Door organizations are smaller than in the past years. **Root Cause:** Several active participants were rezoned to another junior high.

Problem Statement 2: Parents and students are not accessing grades on their family access to Skyward. **Root Cause:** Students and parents do not know their passwords or how to gain access to Skyward.

Problem Statement 3: Parents and students believe that bullying is an ongoing issue on campus. **Root Cause:** Some parents and students do not understand the true definition of bullying. Students must be empowered to stand up for others.

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)

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
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

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

Goals

Goal 1: Howard 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: - Parent/Teacher Conferences

- Campus Orientations/Website
- Parent volunteer log/sign-in sheets
- Agendas from parent trainings
- Social Media data
- Survey results

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 the opportunity to receive information about extra-curricular activity opportunities (specifically UIL and Destination ImagiNation).	Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff	* Increased parental involvement * Increased volunteer hours * More followers on social media				
Funding Sources: Supply - Parental Involvement - 0.00						
2) 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.	Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff	* Increased parental involvement * Increased volunteer hours				

3) 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.	Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff	* Increased parental involvement				
4) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by providing opportunities to support student and parent learning at Howard Junior High through Open House and individual parent meetings.	Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff	* Increased parental involvement * Increased volunteer hours				
5) Increase student/parent awareness of and access to career and college planning information through HB 5 meetings in preparation for high school scheduling.	Principal, Counselors, Teachers	* Increased parental involvement * Increased volunteer hours				
6) Use social media (Facebook, Twitter, and Instagram) to share the good things happening on campus.	Principal, Assistant Principals	* Positive communication * Positive public relations * Increase in social media followers				
7) Develop and implement a Parent Compact to engage parents in their child's educational experience.	Principal, Assistant Principals, Counselors, Teachers, Campus Advisory Team	* Increased parental involvement				
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 parent informational meetings regarding advanced courses offered.	HJH Principal, WHS Principal and Global Principal, Counselors, HJH Staff	* Easier transition into high school				
9) 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.	HJH Principal, WHS Principal and Global Principal, Counselors, HJH Staff	* Easier transition onto our campus				
10) 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 HJH in March with sessions offered by Global High and WHS administrators.	HJH Principal, WHS Principal and Global Principal, Counselors, HJH Staff	* Easier transition into high school * Increased parental involvement				

11) 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.	HJH Principal, WHS Principal and Global Principal, Counselors, HJH Staff	* Easier transition into high school				
--	--	--------------------------------------	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


Performance Objective 1: During the 2018-2019 school year, there will be zero breeches of security measures in order to provide a safe environment.


Evaluation Data Source(s) 1: Security reports, staff feedback, EOP guidelines


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze campus safety needs, effectiveness of secured entrances and during student safety during transitions.	Principal, Assistant Principals, Campus Behavior Coordinator, Campus Security Officer	* Students will feel safe on campus				
2) Revise campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrances	-Campus leadership team, -Office staff -Campus security guard -District Director of Security	* Staff will understand and implement the new EOP procedures				
3) Complete newly updated WISD Crisis Management Plan and have on campus.	Principal, Assistant Principals	* Staff will understand the plan				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

Performance Objective 2: There will be a 10% decrease in discipline incidents and a 2% increase in attendance this year.

Evaluation Data Source(s) 2: Safety alert forms, staff feedback

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student safety and emotional strength will be monitored by the Howard Staff through Safety Warnings and staff observation with parental input.	Administrative Staff, Teachers, Parents and Students.	* Students will feel safe on campus				
2) A kindness support team will be reinstated this school year.	Principal, Campus Behavior Coordinator, Counselors, Teachers, and Students	* Students will stand up for others who are being mistreated				
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.	Principal, Assistant Principals, Health and PE teachers, Counselors, Teachers	* Students will feel safe * Bullying will decrease on campus * Staff will respond appropriately when a report is filed				
4) Implementation of Restorative Practices to build meaningful relationships with students 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.	Principal, Assistant Principals, Counselors, Office Staff, Teachers, Paraprofessionals	* Decline in student discipline issues * Positive relationships with students will be formed				
5) Implementation of Mediation practices on campus through a "Mediation Team" of trained staff and students will lower the number of student conflict incidents and issues.	Principal, Counselors, Mediation Staff	* Reduced number of conflict incidents between students compared to previous year				
						

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

Performance Objective 3: 100% of students will participate in campus health and wellness programs.

- Evaluation Data Source(s) 3:** - Lesson plans
 - Workbooks
 - District Adopted Curriculum

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review and implement the district's Abstinence Program curriculum grades 6-8. Program to be delivered through Science classes by the counseling staff.	- Science Teachers - Counselors	* Students will receive the abstinence curriculum lessons				


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

Performance Objective 4: Trends in staffing, facility and program needs will be gathered during 2018-2019 to be prepared for the 2019-2020 school year. Necessary adjustments will be reviewed for the implementation of a 28:1 ration in all core classes for 2019-2020.


Evaluation Data Source(s) 4: Class size reports, enrollment data, campus room arrangement, master schedule with shared teaching spaces minimized

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize student enrollment projections for Howard Jr. High in 2019-2020 to provide appropriate plan for master schedule and instructional spaces with traveling instructors minimized.	Principal, Assistant principals, counselors, Assistant Superintendent of HR	* A 28:1 ratio in all core classes				
2) Review building floor plan and use of instructional space for optimization on learning and planning.	Principal, Assistant Principal, Counselor, Department Heads, Teachers	* Increased planning time for teachers with common subjects				
3) 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).	Principal, Director of Support Services	* Less interruptions in student learning				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Howard Junior High 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 meet "Approaches Grade Level" on Math and Reading STAAR and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Source(s) 1: -Response to Intervention documentation of progress monitoring

- Academic Intervention Group attendance records
- Campus Retention data
- Summer Program Enrollment
- STAAR Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all students are provided a quality viable curriculum to support mastery of state standards through high quality lessons.	Principal, Assistant Principals, Teachers	* Increased performance on STAAR				
Comprehensive Support Strategy 2) Decrease the percentage of students retained at the Student Success Initiative (SSI) at grade 8 through early interventions provided during the school day based on current data on formative and summative assessments.	Principal, Assistant Principals, Teachers	* Increased performance from students in SSI				
Funding Sources: Title I (211) - 117538.00						
Comprehensive Support Strategy 3) Decrease the gap in STAAR achievement between student groups in all subject areas by using SIOP/Sheltered Instruction, Title I/STAAR intervention courses in grades 6-8.	Principal, Assistant Principals, Teachers	* Increase percentage of students "approaches grade level" on the Texas Assessment Instruments * Raise "Meets grade level" percent for each student group				
Funding Sources: Title I (211) - 117538.00						
4) Active involvement during "data talk" sessions for grade level leaders, department heads, and district teams in all content areas.	Principal, Assistant Principals, Curriculum team	* Increased student performance on STAAR				
Problem Statements: Demographics 1						
5) Continue to support the Response to Intervention (RtI) layered model of support by utilizing First Steps in Mathematics (in Math Lab classes and core classes in Grades 6-8).	Principal, Assistant Principals, Teachers	* Increase of Advanced levels on Texas Assessment instruments				

6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing Implementation of Fountas and Pinnell Leveled Literacy Intervention (LLI) in Reading Intervention Classes.	Principal, Asst. Principals, Teachers	* Reduced number of students attending summer school due to performance on state assessments * Reduced number of student retentions				
7) Continue to support the Response to Intervention (RtI) layered model of support by utilizing Dyslexia programs.	Principal, Asst. Principals, SST Committees, Region 10	* Increased number of students leaving tiers through RtI process * Reduced number of students attending summer school due to performance on state assessments * Reduced number of referrals to special education * Reduced number of student retentions				
8) Increase staff understanding for steps to access STAAR and other assessment data for improvement of instruction and learning by using the following programs: Eduphoria Aware, Skyward Student Information System, iStation ISIP Assessment system	Principal, Assistant Principals, Librarian	* Improvement of instruction				
9) Increase student use of technology to enhance academic achievement by increasing access to online learning tools that support mastery of the TEKS.	Principal, Assistant Principals, Librarian	- Student Technology Assessment (8th grades) data - Increased percentage of students meeting expectations on the Texas Assessment Instruments - Eduphoria Workshop and Portfolios - TTESS Dimension 1.4 "Activities" applying and using technology.				
10) Increase student mastery of technology TEKS though the academic curriculum within core courses.	Principal, Assistant Principals, Librarian	* Increase the use of technology to enhance academic achievement				
11) Increase student use of technology with the implementation and integration of a "Bring your Own Device: (BYOD) junior high program.	Principal, Assistant Principals, Librarian	*Enhancement of student achievement				
Comprehensive Support Strategy 12) Continue a co-teach/inclusion model by providing training for all staff members on inclusion and special education needs.	Director of Special Education, Campus Diagnostician, Principal, Special Education teachers	*Increased percentage of special education students included in general education classes				
13) Increase the percentage of special education students included in general education classes through co-teach/inclusion model by INCREASING CERTIFIED INCLUSION PERSONNEL NUMBERS.	Director of Special Education, Campus Diagnostician, Principal, Special Education teachers	* Increased student achievement				

14) Increase the percentage of LEP students earning the Advanced High proficiency rating with Continue the use of SIOP/Sheltered Instruction strategies in the classroom.	Principal, Assistant Principal over TELPAS, General Education teachers and ESL teacher	* Support of LEP students				
15) Increase the percentage of LEP students earning the Advanced High proficiency rating by reviewing and purchasing appropriate resources.	Principal, Assistant Principal over TELPAS, General Education teachers and ESL teacher	* Support of LEP students				
16) Increase the percentage of LEP students earning the Advanced High proficiency rating with the training and implementation of reading strategies.	Principal, Assistant Principal over TELPAS, General Education teachers and ESL teacher	* Support of LEP students				
17) Increase the percentage of students who meet exit requirements from the bilingual and ESL program within three years of entry by providing staff development in Dual Language Framework.	Principal, Assistant Principal over TELPAS, LPAC Committee, Teachers	* Support of LEP students				
18) Increase the percentage of students who meet exit requirements from the bilingual and ESL program within three years of entry by monitoring student performance in core courses.	Principal, Assistant Principal over TELPAS, LPAC Committee, Teachers	* Support of LEP students				
19) Support the effectiveness of the Gifted and Talented program through differentiated lesson plans for GT courses.	Principal, Gifted and Talented teachers, District Gifted and Talented personnel.	* Support GT students				
20) Support the effectiveness of the Gifted and Talented program through the study of methods for obtaining higher achievement by advanced students.	Principal, Gifted and Talented teachers, District Gifted and Talented personnel.	* Support GT students				
21) Support the effectiveness of the Gifted and Talented program through periodic grade-level GT meetings with District GT personnel during PRIDE time.	Principal, Gifted and Talented teachers, District Gifted and Talented personnel.	* Support GT students				
22) Use Career and college awareness in core classes, during announcements, and as part of "College and Career Thursdays" on campus.	Counselors, Principal, Teachers	* Increase the percent of students who attend a 2 or 4 year career/technical school or college/university				

23) Use Personal Graduation Plans guidance for high school path and endorsement planning in grade 8.	Counselors, Principal, Teachers	* Increase the percent of students who attend a 2 or 4 year career/technical school or college/university				
24) Increase the percent of students who attend a 2 or 4 year career/technical school or college/university by exposure to career options through required enrollment in CATE Exploring Careers course.	Counselors, Principal, Teachers	* Increase the percent of students who attend a 2 or 4 year career/technical school or college/university				
25) Provide counseling and assistance to students and parents in path/endorsement selection at grade 8.	WNGA/WHS Counselor, Counselors, Principal, Teachers	* Increase the percentage of students participating in Pre-Ap, AP, and/or Dual Credit courses at the high school				
26) Provide increased exposure to standards assessed on the PSAT through advanced courses.	Counselors, Principal, Advanced/GT Teachers	* Increase student performance on PSAT				
27) Educate parents on the Duke TIP Program.	Counselors, Principal, Advanced/GT Teachers	* Increase student performance on PSAT				
28) Provide Reading and math pull-out intervention.	Principal, Assistant Principals, Counselors, PEIMS Clerk, Teachers, Intervention Teachers, RTI Campus Coordinator	*Decreased dropout rate in grades 6-8				
Funding Sources: Title I Parental Involvement - 885.00						
29) Review the district Framework for Response to Intervention (RtI) by identifying a universal screener for math and reading for all students, 6-8 to aid in placement in intervention classes,	Superintendent, Curriculum and Instruction Department, Principal, Teachers, RTI Campus Coordinator	* Identification of students in need of intervention				
30) Review the district Framework for Response to Intervention (RtI) by reevaluating Tier I and II campus initiatives and programs to the RtI plan.	Superintendent, Curriculum and Instruction Department, Principal, Teachers, RTI Campus Coordinator	* Identification of program needs or changes needed				
Comprehensive Support Strategy 31) Train reading intervention teachers and special education teachers and paraprofessionals in Leveled Literacy Intervention (LLI) for readers below grade 6 and struggling readers in grades 6-8.	Principal, WISD ELAR Coordinators	* Increase in student achievement				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Targeted Support Strategy</p> <p>32) Increase student performance on STAAR Science and Social Studies by making students aware of the importance of the subjects and their impact on success.</p>	<p>Principal, teachers, counselors, assistant principals, Technology department, Curriculum and Instruction department.</p>	<p>* increase in student success (scores) on STAAR Social Studies and Science. * increase in student engagement in classes * increase in understanding based on DCA results</p>				
<p>33) Increase student performance on STAAR Science and Social Studies by initiating 1 day/week focus on these students.</p>	<p>Principal, teachers, counselors, assistant principals, Technology department, Curriculum and Instruction department.</p>	<p>- increase in student success (scores) on STAAR Social Studies and Science. - increase in student engagement in classes - increase in understanding based on DCA results</p>				
<p>34) Increase student performance on STAAR Science and Social Studies by increasing intervention time and focus for Science and Social Studies campus-wide</p>	<p>Principal, teachers, counselors, assistant principals, Technology department, Curriculum and Instruction department.</p>	<p>- increase in student success (scores) on STAAR Social Studies and Science. - increase in student engagement in classes - increase in understanding based on DCA results</p>				
<p>35) Increase student performance on STAAR Science and Social Studies by providing more in-class technology support with the addition of technology for the campus</p>	<p>Principal, teachers, counselors, assistant principals, Technology department, Curriculum and Instruction department.</p>	<p>- increase in student success (scores) on STAAR Social Studies and Science. - increase in student engagement in classes - increase in understanding based on DCA results</p>				
<p>36) Increase student performance on STAAR Science and Social Studies by utilizing Curriculum specialists in development of appropriate vocabulary and lessons for 6-8th grades.</p>	<p>Principal, teachers, counselors, assistant principals, Technology department, Curriculum and Instruction department.</p>	<p>- increase in student success (scores) on STAAR Social Studies and Science. - increase in student engagement in classes - increase in understanding based on DCA results</p>				
<p>37) Decrease the percentage of students retained at the Student Success Initiative (SSI) at grade 8 through early interventions provided before, during and after the school day based on current data on formative and summative assessments by providing tutoring sessions by hiring outside instructors or current staff for the sessions.</p>	<p>Principal, teachers, counselors, assistant principals.</p>	<p>- Increase scores on DCA tests given in the tutored subjects. - Increased scores on STAAR Reading and Math (results determined at later date)</p>				<p>Funding Sources: Title I (211) - 0.00</p>



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: African American Students missed standard safeguard of 60% in Social Studies scoring 38%. **Root Cause 1:** 1. Lack of participation in Honors Level S.S. classes. 2. Lack of solid foundation in S.S. coming from the elementary levels of school. 3. Expectations of S.S. are not where they need to be in the lower levels and in 8th grade they are expected/required to pass a STAAR test of the subject of US History.





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

Performance Objective 2: Howard teachers will provide a challenging curriculum, assess individual student achievement, and support efforts to ensure student success.

Evaluation Data Source(s) 2: TRS scope and sequence as provided by the district and supported by curriculum department personnel. (DCA test data)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 1) Provide an intensive intervention for students through day-embedded tutorials with an average fifteen or less students per class through enrichment/lab classes. In addition, Special Education teachers monitor and target Special Education students for PRIDE help.</p>	Principal, Assistant Principal, All Staff Members, Parents, and Students	- Increased Grades - Increase number of students meeting STAAR "Approaches Grade Level" and "Meets Grade Level"				
<p>Comprehensive Support Strategy 2) Special Education students will receive instruction through inclusion process in core classes while receiving instruction from the general education and special education teacher.</p>	Principal, Special Education Director, Special Education Staff, Teachers	- "Approaches Grade Level" increase to 55% in all core areas on state assessment - Increased student performance on local assessments.				
<p>Comprehensive Support Strategy 3) Students not "Approaching Grade Level" on STAAR receive support through pull-out intervention in mathematics. Special Education and ELL students are pulled out into a lab class or a resource class.</p>	Principal, Department Chair, Teachers, Parents, Counselors, Students	-STAAR "Approaches Grade Level" scores will increase to 87% to meet state and federal requirements for yearly progress. - Increased student performance on local assessments.				
<p>Comprehensive Support Strategy 4) Students not "Approaching Grade Level" on STAAR receive support through Pull-out intervention offering in reading. Special Education and ELL students are pulled out into an enrichment class, or a resource class for this purpose.</p>	Principal, Department Chair, Teachers, Parents, Counselors, Students	-STAAR "Approaches Grade Level" will increase to 87% to meet state and federal requirements for yearly progress. - Increased student performance on local assessments.				
<p>5) Find resources for instructional purposes in Social Studies (grade 8).</p>	Principal, Department Chair, Teachers, Parents, Counselors, Students, Curriculum Content Coordinator	-STAAR "Approaches Grade Level" scores will increase. - Increased student performance on local assessments.				

6) Coordinate with district social studies curriculum personnel.	Principal, Department Chair, Teachers, Parents, Counselors, Students, Curriculum Content Coordinator	-STAAR "Approaches Grade Level" scores will increase. - Increased student performance on local assessments.				
<p align="center">Comprehensive Support Strategy</p> 7) Inclusion staff will support the math classes and assure the students understand the TEKS. Special Education and ELL students that meet criteria are double-blocked in a lab class or placed in a resource class for this purpose.	Administration, Department Chair, Teachers, Diagnostician, Parents, Counselors and Students.	-STAAR "Approaches Grade Level" scores will increase				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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

Performance Objective 3: Howard staff and parents will provide tutoring before school, after school, during the school hours, and Saturdays to increase student performance on state assessment. This will be based upon grades, testing data, and student needs.

Evaluation Data Source(s) 3: Individual STAAR Scores of students served through supplemental support.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 1) Conduct a campus study of students' attendance at before school and after school. Collect data on student groups attending, frequency of attendance, subject areas and academic performance following tutoring attendance.</p>	Principal, Assistant Principals, Counselors, Teachers	* Increased student performance on STAAR				
<p>Comprehensive Support Strategy 2) Provide targeted intervention to students not making progress in core content area classes using assessment data from all assessments to inform areas of need through the use of all campus staff members, parents and volunteers.</p>	Principal, Assistant Principals, Counselors, Teachers	* Increased student performance on STAAR				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 4: Howard Junior High 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: By November 2018, 100% of the teachers and paraprofessionals will be highly qualified.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze all teacher data in the areas of: (a). certification, (b). testing, and (c). staff development to ensure that teachers are placed in an area that best meets students' needs based on strengths.	Campus Principal	* Certified teachers will be in place in each core classroom				
2) Support Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program) through regular meetings with beginning teachers, department heads and establishment of clear expectations with designated campus GUIDE mentor.	Mentoring Coordinator, Campus G.U.I.D.E.(s)	* New teachers will receive mentoring				
3) Support and/or provide professional development on needed components identified through teacher input and campus 2016-2017 STAAR data.	Principal, Assistant Principals	- Professional Development enrollment information (Eduphoria/Workshop) - Eduphoria Catalog Body report - Learning Walk documentation - Teacher Professional Development Portfolios -Region 10 sign-in sheets				
4) Provide 21st century technology tools and training for teachers and administrators	Principal, Assistant Principals, District Trainers, Instructional Technologist, Technology Department, Teachers	*Increased student engagement *Increased learning opportunities for students				

5) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams providing training on meeting norms and protocols.	Principal, Assistant Principals	- Tribal Council feedback - Campus Annual Survey - Departmental Meeting Minutes - Master Schedule - Campus emails				
6) Support Professional Learning Teams by promoting collaboration on campus/team decisions to improve campus climate.	Principal, Assistant Principals	* Improved positive work culture and collegial, collaborative teamwork				
7) Provide common planning periods on each campus master schedule.	Principal, Assistant Principals	* Improved positive work culture and collegial, collaborative teamwork				
8) Sustain an open-door welcoming environment for all staff members seeking support of campus administrators.	Principal, Assistant Principals	* Improved positive work culture and collegial, collaborative teamwork				
9) Implement and adopt Restorative Practices & Implementation of Respect Contract for Howard staff.	All Staff.	* Improved positive work culture and collegial, collaborative teamwork				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 4: Howard Junior High 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: Goal 3: Howard Junior High will continuously provide support and relevant, quality staff development.


Evaluation Data Source(s) 2:

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	* Improved positive work culture and collegial, collaborative teamwork				
2) Address curricular needs on an individual classroom/department basis dependent upon walk-throughs and TTESS.	Principal, Secretary, Department Heads,	* Improved positive work culture and collegial, collaborative teamwork				
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.	Principal, Special Education Director, Teachers, Curriculum and Instruction Director	* Professional growth that increases student learning				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 5: Howard 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:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Revise and update district, campus, and teacher websites and social media pages to ensure parents have access to pertinent information and news.	Technology Department, Principal, Librarian	* Increased awareness of events * Increased participation * Increased followers and users on social media/website platforms				
2) Evaluate campus technology needs to increase student engagement and provide for 21st Century learning methods to occur regularly in the classrooms.	Technology Department, Principal, Librarian	* Increase in engagement in classrooms				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 1: By June 2019, 100% of the financial management strategies will be completed.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

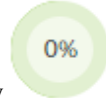
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs	Principal and Secretary over Campuses finances	* Stay within guidelines				
2) Develop staffing priorities and plans based on proposed funding projections to meet student needs	Principal	* Increase in student performance				
3) Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask Campus Advisory Team to review costs and use of funds related to campus student performance	Principal	* Increase in student performance				
4) Seek funding options for technology needs by content area and students' need to support state and district technology standards through: (a.) donated resources, (b.) local, state and national grant sources, (c.) campus funding if available.	Principal, Assistant Principal, Campus Advisory Team, Teachers	* Decrease in unnecessary spending				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 2: Goal 2: Campus administrators 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</p> <p>1) Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.</p>	Principal, Secretary, Assistant Superintendent of Finance, Department Heads	- Increased student performance in STAAR scores in areas where additional funding is provided				
<p>2) Continue to provide Musical Theater to students at Howard Junior High to support involvement in fine arts electives.</p>	Principal, Secretary, Choir Teacher, Theater Arts Teacher	* Involvement in fine arts electives				
<p>Comprehensive Support Strategy</p> <p>3) Materials and trainings needed for ELAR, Social Studies, Math, and Science are collected and prioritized to support instructional needs through documentation including state standards being met.</p>	Principal, Secretary, Assistant Superintendent of Finance, Department Heads, Curriculum Director	* Professional growth that increases student learning				
<p>Comprehensive Support Strategy</p> <p>4) Title 1 funds will be allocated for curricular needs in Math and ELAR based on students' academic needs following performance on yearly state assessments. Special Education and ELL students needs will be addressed, ensuring federal guidelines are followed.</p>	Principal, Secretary, Federal Programs Coordinator Assistant Superintendent of Finance, Department Heads, Curriculum Director	* Professional growth that increases student learning				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	2	Decrease the percentage of students retained at the Student Success Initiative (SSI) at grade 8 through early interventions provided during the school day based on current data on formative and summative assessments.
3	1	3	Decrease the gap in STAAR achievement between student groups in all subject areas by using SIOP/Sheltered Instruction, Title I/STAAR intervention courses in grades 6-8.
3	1	12	Continue a co-teach/inclusion model by providing training for all staff members on inclusion and special education needs.
3	1	31	Train reading intervention teachers and special education teachers and paraprofessionals in Leveled Literacy Intervention (LLI) for readers below grade 6 and struggling readers in grades 6-8.
3	1	32	Increase student performance on STAAR Science and Social Studies by making students aware of the importance of the subjects and their impact on success.
3	2	1	Provide an intensive intervention for students through day-embedded tutorials with an average fifteen or less students per class through enrichment/lab classes. In addition, Special Education teachers monitor and target Special Education students for PRIDE help.
3	2	2	Special Education students will receive instruction through inclusion process in core classes while receiving instruction from the general education and special education teacher.
3	2	3	Students not "Approaching Grade Level" on STAAR receive support through pull-out intervention in mathematics. Special Education and ELL students are pulled out into a lab class or a resource class.
3	2	4	Students not "Approaching Grade Level" on STAAR receive support through Pull-out intervention offering in reading. Special Education and ELL students are pulled out into an enrichment class, or a resource class for this purpose.
3	2	7	Inclusion staff will support the math classes and assure the students understand the TEKS. Special Education and ELL students that meet criteria are double-blocked in a lab class or placed in a resource class for this purpose.
3	3	1	Conduct a campus study of students' attendance at before school and after school. Collect data on student groups attending, frequency of attendance, subject areas and academic performance following tutoring attendance.
3	3	2	Provide targeted intervention to students not making progress in core content area classes using assessment data from all assessments to inform areas of need through the use of all campus staff members, parents and volunteers.
6	2	1	Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.
6	2	3	Materials and trainings needed for ELAR, Social Studies, Math, and Science are collected and prioritized to support instructional needs through documentation including state standards being met.

Goal	Objective	Strategy	Description
6	2	4	Title 1 funds will be allocated for curricular needs in Math and ELAR based on students' academic needs following performance on yearly state assessments. Special Education and ELL students needs will be addressed, ensuring federal guidelines are followed.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Campus Advisory Team meeting to provide initial training to develop CNA - Spring 2018

Campus Advisory Team meeting to develop CNA - Spring 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Ryan Cavazos, Principal

Tyrus Lacey, Assistant Principal

Karina White, Assistant Principal

Mark Boerigter, Parent

Stephanie Cavazos, Parent

Mark White, Community Representative

Robin Willett, Counselor

Elaine Clem, Teacher

Erin Lightsey, Teacher

Julian Garza, Teacher

Donna Freeman, Teacher

Jana Renfro, Teacher

Jason McLaughlin, Teacher

Sara Banda, Paraprofessional

Julie Kazda, Student

2.2: Regular monitoring and revision

Campus Improvement Plan revised and developed - Spring 2018

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

Campus Improvement Plan developed -September 22, 2018.

CIP will be posted to the school website.

CIP is in English and translation will be made available to parents upon request.

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards by:

- 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

- Before and After school tutoring will be provided to increase learning time.
- Extra-curricular activities (sports, UIL, choir, band), mentoring groups and other programs will be introduced to provide a well-rounded education

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

- Before and After school tutoring will be provided to increase learning time and address specific skills deficits.
- Extra curricular activities and Intervention programs provided to enhance instruction

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Involvement Policy was developed with parents and staff members and will be available online in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

The Parent School-Parent Compact and Parent Involvement Policy was held on September 26, 2018 at 5:30 p.m.

Our annual Title 1 Parent Meeting was held September 26, 2018 at 5:30 p.m.

Other parent involvement meetings and activities are as follows:

Daily Dads at the Door

PTO Meeting August 30, 2018

Open House September 4, 2018

Grandfriends Week September 10, 2018

Fall Choir Concert October 22, 2018

Waxahachie Junior High Career Fair October 23, 2018

Spooktacular Dessert Theatre October 30, 2018

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Bone	Math Intervention Teacher	Title I/Math	1.0
Rakel Brandt	Reading Intervention Teacher	Title I/Reading	1.0

Campus Advisory Team

Committee Role	Name	Position
Campus Administrator	Ryan Cavazos	Principal
Campus Administrator	Tyrus Lacey	Assistant Principal
Campus Administrator	Karina White	Assistant Principal
Parent	Mark Boerigter	Father
Parent	Stephanie Cavazos	Mother
Community Representative	Mark White	SAGU
School Counselor	Robin Willett	School Leader
Classroom Teacher	Elaine Clem	ELAR Teacher
Classroom Teacher	Erin Lightsey	ELAR Teacher
Classroom Teacher	Julian Garza	Social Studies Teacher
Classroom Teacher	Donna Freeman	Science Teacher
Classroom Teacher	Jana Renfro	Math Teacher
Classroom Teacher	Jason McLaughlin	SPED Teacher
Paraprofessional	Sara Banda	ISS Paraprofessional
Student	Julia Kazda	Eighth Grader

Campus Funding Summary

Supply - Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Parent resources for study habits, online resources, snacks		\$0.00
Sub-Total					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Reading and Math Intervention Classes		\$117,538.00
3	1	3	Reading and Math Intervention Personnel		\$117,538.00
3	1	37	Approximately \$10,000		\$0.00
Sub-Total					\$235,076.00
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	28	Misc. Supplies and Duty Pay for Parent Night events at Howard JH		\$885.00
Sub-Total					\$885.00
Grand Total					\$235,961.00