

San Benito Consolidated Independent School District

Miller Jordan Middle School

2018-2019 Campus Improvement Plan



San Benito CISD
Miller Jordan
Middle School

Mission Statement

The Mission of Miller Jordan Middle School is to provide a nurturing and safe learning environment that supports the educational achievements and development of all students.

Vision

The vision of Miller Jordan Middle School is to be a gold standard campus through the commitment of integrity, loyalty and excellence. Achieved by the dedication to the belief that all students can meet and excel in their educational endeavors. Our team will continuously work collaboratively to improve our school, teachers, and community culture to mold our students in becoming their best.

“A Miller Jordan Cougar will be Respectful, Responsible, Ready and Righteous.”

Value Statement

Miller Jordan Focuses on these Core Values: Trust, Excellence, Accountability, and Mutual Respect

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Comprehensive Needs Assessment

Revised/Approved: December 04, 2018

Demographics

Demographics Summary

Miller Jordan Middle School is centrally located in the city of San Benito, Texas which is a predominantly rural community surrounded mainly by low socioeconomic neighborhoods. Our education institution houses 851 students, predominantly Hispanic. As a Title I campus, serving students ages 11-15, grades 6th through 8th, 100% of our students qualify for free lunch program. A rich curriculum that encompasses the academic and effective domains is provided to all children 6th through 8th grade. Visitors are welcomed with positive, caring and friendly attitudes from all stake holders. The high expectations from the administration down to the students is helping to shape the culture and develop high achievement in our students.

As per the 2018 State Accountability Report for Miller Jordan Middle School, 85% of students are identified as Economically Disadvantaged; 21.3% are English Language Learners; and the Mobility Rate is 12%. Our Special Education population is 8.7% with a 99.2% Hispanic population. The campus houses 3 Administrators, 1 RTI Teacher, 1 Gear Up Coordinator, 1 Dean of Instruction, 2 Counselors, 31 Core Classroom Teachers, 6 of which are Special Education/Resource Teachers, 17 Elective Teachers, 3 ESL Teachers, 10 Teacher Assistance, 9 of which serve Special Education Students. The teaching staff ethnicity is comprised of 89% Hispanic, 9% Caucasian and 2% African American.

Data from the 2017 school report indicates that the ELL population has increased 1.8% in the last school year. The current ELL enrollment is 21.9%. The economic disadvantaged status has increased 2% in the last school year. The current Economically disadvantaged enrollment is 90.3%. The special education enrollment at our campus is well above the state and district percentage by 2%. The campus has a 10.9% special education population with the state being 8.6% and the district at 7.9%.

Staff Quality, Recruitment, and Retention Strengths Personnel:

After reviewing district and state guidelines, personnel TTESS reports and walkthroughs and teacher data certification records, it was identified that all staff currently teaching in their respective grade levels are considered highly qualified. Efforts to retain qualified teachers by the district include stipends for a Master's Degree; Bilingual Stipends; Technology Representative Stipends; Web Technician Stipend; Bilingual Lead Teacher Stipend; Department Head Stipends, Tutorial Stipends.

Plan of action for 2018-2019 School Year: Staff, Quality, Recruitment, Retention, Strengths

The campus will hire only instructional staff that is highly qualified and certified in the area they have been assigned to. In meeting the needs of our bilingual and regular population students, efforts have been made to hire ESL certified teachers. Efforts by the district to recruit highly qualified teachers will continue.

Miller Jordan Middle School serves 851 students in grades 6 through 8 for the 2018-2019 school year and increase of 24 students from the previous year. The 2017 Accountability Summary gives a Rating of Improvement Required with only meeting 2 out of the 4 Indexes.

Index 1 57 (60 was the Target)

Index 2 29 (30 was the Target)

Index 3 28 (26 was the Target)

Index 4 23 (12 was the Target)

The demographic make up of the campus is:

99.6% percent Hispanic,

0.3% percent African American,

0.1% percent White.

The campus has 88.3% percent of students identified as Economically Disadvantaged,

20.1% percent as English Language Learners [ELL],

12.2% of the students are served by Special Education,

53.47% percent as At-Risk,

15% percent mobility rate,

Drop out rate [2016-2017] was .1

Attendance rate for the campus was 95.3%

The data for discipline indicates less students received referrals in 2017 than 2016, however there's an increase of the same student with multiple incidents.

Demographics Strengths

Miller Jordan Middle School provides a secure and challenging learning environment for all students on a daily basis. RTI is available to all students who are not academically successful, have low attendance, and those who have emotional/ behavioral concerns. Other programs offered at Miller Jordan to help meet student needs include bilingual education, gifted and talented education, migrant services, and special education.

Students have the opportunity to participate in enrichment clubs such as band, cheer, chess, choir, Christian Fellowship Club, Cougarettes Drill Team, LOTC, National Junior Honor Society (NJHS), Orchestra, PALS, Student Council, and UIL Academic Events. Students are also able to access instructional programs which include Brain POP, Britannica School Edition, Edgenuity, iStation, Moodle, STEMscopes, and WriteToLearn.

A few other strengths within the campus include:

1. A culturally diverse student population.
2. Identify students that are at-risk or homeless and provide appropriate services.
3. Identify and serve more students that struggle with dyslexia.
4. Teachers and staff quickly adjust to any/all changes and continue to work with one another in a positive, professional manner.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students. **Root Cause:** Approximately 90.3 % of MJMS students are Economically Disadvantaged.

Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language. **Root Cause:** Approximately 21.9% of our students are English Language Learners.

Problem Statement 3: Difficulty in recruiting teachers with Content Area expertise as well as ESL certification. **Root Cause:** Teachers need help obtaining ESL certification to meet enrollment demands.

Problem Statement 4: The MJMS Special Education student group has a high failure rate. **Root Cause:** At 10.9%, MJMS has the highest population of special education students when compared to all other middle schools within the district.

Student Academic Achievement

Student Academic Achievement Summary

STUDENT OUTCOMES and PERFORMANCES

A review of the curriculum used during the 2017-2018 school year indicated use of resources such as the TEKS Resource System, YAG, Eduphoria, and Lead4ward. Programs being utilized for interventions consisted of Study Island, ESL Reading Smart and Math180. Textbooks utilized consisted of Holt McDougal Literature textbooks and Sirius workbooks for Reading; Motivation Math workbook for regular math classes & Pearson Algebra textbooks with Sirius workbooks for Algebra; Pearson online and Mentoring Science for Science; and McGraw Hill, Sirius & Jared textbooks for Social Studies. Unit assessments were created by district lead teachers in every subject area using Eduphoria and administered every 6 weeks. Scores were gathered, shared and analyzed amongst teachers during PLCs. A district benchmark was administered in Spring 2018 for grades 6th - 8th.

Miller Jordan MS received a rating of "Improvement Required" for the 2017 - 2018 school year. The scores are as follows:

STAAR Results		
6 th GR – Reading	2018	2017
All Students	53%	48%
ELL	26%	9%
SPED	15%	4%
7 th GR – Reading		
All Students	58%	
ELL	29%	
SPED	16%	
8 th GR – Reading		
All Students	61%	62%
ELL	32%	11%
SPED	17%	23%
6 th GR – Math		
All Students	59%	55%

ELL	44%	32%
SPED	20%	16%
7th GR – Math		
All Students	62%	
ELL	49%	
SPED	24%	
8th GR – Math		
All Students	52%	64%
ELL	45%	29%
SPED	17%	27%
7th GR – Writing		
All Students	56%	
ELL	31%	
SPED	12%	
8th GR – Science		
All Students	50%	54%
ELL	18%	11%
SPED	7%	14%
8th GR – Soc. Studies		
All Students	40%	34%
ELL	13%	4%
SPED	14%	11%

The campus met 2 out of the 4 Indexes:

Index 1	Student Achievement – Target Score = 60%	57%
Index 2	Student Progress – Target Score = 30%	29%
Index 3	Closing Performance Gaps – Target Score = 26%	28%
Index 4	Post Secondary Readiness – Target Score = 13%	23%

The campus missed System Safeguards in Social Studies, Writing and Science. The campus offers ESL classrooms and sheltered English instruction for

approximately 188 students with a total of 169 ELL students on campus. They have instituted the SIOP model campus wide and trained staff during implementation. For students identified to receive Special Education services, MJMS noted the campus currently has approximately 91 students. The campus houses an AU and behavioral unit. There is a need for some professional development on applicable accommodations along with additional instructional staff to assist with inclusion. Students who have been mainstreamed were identified as struggling at times. The committee reported the recently implemented SIOP instructional strategies are anticipated to help this group's achievement as well. The campus is implementing MTA as it's dyslexia program. The committee noted there are currently 25 students in the GT program at MJMS. GT students focus on the Texas Performance Standards Project (TPSP) during the year. The Dean of Instruction and teachers guide GT students through the process. MJMS has about 70 Migrant students that are provided assistance through a pull out program.

Student Academic Achievement Strengths

1. 100% of the students, (13 out of 13 students) taking the Algebra I EOC test met the Master Level Standard in 2017-2018.

MJMS is the only campus in our district to have 100% of students taking Algebra I EOC meeting Masters Level Standard.

85% of the students (11 out of 13 students) met Accelerated Progress.

2. Students continue to demonstrate progress on TELPAS.

A large percentage of ELL students scored Advanced and Advanced High on TELPAS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%. **Root Cause:** The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.

Problem Statement 2: Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a 43%. **Root Cause:** Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.

Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. **Root Cause:** Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. **Root Cause:** The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

Problem Statement 5: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low. **Root Cause:** Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.

School Processes & Programs

School Processes & Programs Summary

Teachers meet each summer or during in-service to realign core subject curriculum. Teachers also meet throughout the school year to make adjustments as needs are identified. The campus administrators meet at least once a month to discuss student progress, staffing, facilities, programs etc. Students are discussed individually or progress towards assessment goals at administrative meetings or program planning meetings.

Curriculum is clearly linked to the TEKS and other standards for student learning. It is evident in classroom instruction and student performance. Take into consideration the last 2 TEA School Report Cards. Miller Jordan Middle School has received an accountability rating of "Met Standard" for the last 2 years. While Indexes 1 & 2 remained the same for both years, there was significant growth in Indexes 3 & 4. This is a direct result of educators aligning curriculum to the TEKS. Educators also use data to assess and evaluate student performance and participation. With data from formal and informal assessments, teachers are able to determine whether students have learned a particular skill or concept and/or if it must be retaught or reviewed. Data reflects when students are learning or struggling. If curriculum, instruction, and assessment are aligned, students are continuously learning and growing because teachers are continuously modifying and adjusting their instruction to meet the needs of all students. Teachers use data to determine when and how to differentiate instruction to support and challenge all students.

All technology is used to support curriculum, instruction, and assessment integration and implementation as well as different software that the district offers. For example, teachers as well as students have Google accounts. Through these Google accounts teachers are able to turn in lesson plans and work on lesson plans at the same time with other teachers. Students also are able to log into a virtual classroom where instruction can be posted, where students can work on group work simultaneously, and where students can turn in assignments online. Some teachers are not quite sure how to integrate technology and instruction. They are not sure how to align the technology to the curriculum. Many have not even used it for integration into assessment. The technology supports curriculum by providing multiple resource sites that give visual examples and access to digital literature. In math the students are given quick polls (Ti Nspire) to assess their understanding. The Ti Nspire calculators have preset applications that provide the student with hands on curriculum support. Students are being taught 21st Century Learning Skills daily and in all subject areas. However, this is the area that our educators struggle with most. Although all 21st century skills are taught, students do not completely understand or respond well to them due to their cultures and backgrounds. Students are also more interested in literacy skills, which involve more technology, than learning & life skills. Their lack of interest in skills such as critical thinking, social skills, productivity and leadership certainly hinders their educational growth and success. To meet the needs of all learners, educators should follow a process of monitoring, evaluating and reviewing. First, you teach. You monitor student learning as you teach by accessing student background knowledge, asking HOTS questions, promoting student participation/ discussion, and collaboration. Teachers then evaluate student learning through formal and informal assessments. The data gathered from the assessments determines whether a teacher reviews and/or reteaches a lesson to meet the needs of all learners. However, at Miller Jordan Middle School, instructional strategies and activities are not aligned with student learning needs and expected outcomes for achievement. Most educators at our campus believe that repeating information qualifies as differentiated instruction. Most educators have said they don't have time for small groups. During the 2017-2018 school year, many educators were seen teaching all students in the same way, and in a manner in which the educators were comfortable with themselves. This is certainly not consistent across the district/ school. Instructional strategies/ activities do not need to be aligned across the district/ school for students to succeed, but our curricular programs should be. Otherwise, how can we expect our educators to support

one another when each campus has its own set of curriculum/ programs. This results in large differences amongst student achievement within each school in the district as one program may be more effective than another. Lack of collaboration amongst schools certainly impacts all student learning.

Students in need of assistance beyond the primary classroom have been enrolled in intervention programs such as Math180, RtI, iStation and Edgenuity. Math180 is an intervention program that involves a blended learning approach. The program consists of online digital media with traditional classroom methods. Lessons are introduced in whole-group instruction. Students are then split into 2-3 small groups. One group works on Math180 online software at the student's performance level. Another group works independently. A third group receives one-on-one instruction. Students that have failed the STAAR Reading/ Math for 2 consecutive years receive this type of instruction. Over time, students have shown anywhere from 1-3 years of growth. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education. In iStation, students are assessed in reading using an engaging computer-adaptive assessment. Based on their results, learners are seamlessly placed in interactive online instruction. Struggling students are routed through reteach lessons, and teachers are given instant reports to monitor student progress. Each Priority Report directs teachers to specific skills-based, small-group lessons for targeted reading intervention (<https://www.istation.com/Reading>). Edgenuity's helps educators, schools, and districts give students a rigorous, high-quality education built for the 21st century. Engaging, direct-instruction videos and a mix of supported and independent practice keep students motivated as they learn, and help them master skills so they can move on to more complex concepts. And educators can quickly see how students are performing, and if they could benefit from small-group or one-on-one instruction (<https://www.edgenuity.com/solutions/middle-school/>). Instructional design and delivery are key in engaging students. The more knowledgeable and entertaining the teacher is in delivering his/her message, the more interested the students are. Keeping students engaged in today's classrooms is quite difficult as teachers cannot compete with technology. And, since students cannot learn from technology alone, teachers must be creative themselves. To help keep students engaged, teachers must be willing to grow in their profession and provide a positive learning climate which includes the teacher remaining positive. Students feed off of their teacher's behavior and attitude. If the teacher remains professional, confident and kind, the students respond accordingly which later leads to growth in 21st century learning skills. Per the T-TESS Triangle - Evaluation Focus, the cause of teacher & student behavior effects the learner outcomes. With a positive learning climate, students are more open and receptive to their teacher's instruction.

Assessments are aligned with clearly specified and appropriate achievement expectations if teachers are properly following the T-TESS rubric and meeting TEKS standards. Data collection from assessments measures the effect of curriculum and instruction by providing evidence of student learning outcomes. Assessments are intended to be designed, developed and used in a fair and equitable manner but that isn't always the case. Take for instance STAAR assessments. The committees that design the tests have no clue that a large portion of our students are ELLs. The STAAR tests are created to meet the learning styles of American born students that have spoken English since they were a year old. The test is biased whether intentional or not. Students are aware, going in, that the test is going to be way too difficult for them to comprehend and/or relate to. They know they are being set up to fail. Still, they are required to take the test. In the regular classrooms, ELL students are required to understand and keep up with their English speaking teachers. They are provided with a ton of information on a daily basis that they cannot understand or relate to. Still, they are required to test on any information taught. Students perceive these assessments as a form of fear and failure. Overall, assessments give us a good estimate as to the number of students learning and/or struggling. The results from a test tell us if instruction has been effective and/or if a lesson or skill needs to be retaught.

School Processes & Programs Strengths

For the areas of State standardized testing, the strengths will be reevaluated once the STAAR scores are released to campus in June.

1. Data is used to assess and evaluate student performance and participation.
2. Students are continuously learning and growing because teachers are continuously modifying and adjusting their instruction to meet the needs of all students.
3. Assessments are aligned with clearly specified and appropriate achievement expectations.

Regarding technology, one of the most significant strengths with the use of technology is that the teachers and staff are eager to learn and use technology within the classroom. For the most part, the staff is self taught and will seek help when needed to aid in their integration of technology within the classroom. Teachers are not afraid to request help with any limitation they may have when it comes to using technology within the classroom. The teachers work together with ideas and suggestions on how and when to integrate technology within the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not use district offered programs with fidelity. **Root Cause:** Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.

Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. **Root Cause:** Systems need to be communicated in writing and must be implemented with fidelity by staff.

Problem Statement 3: Teachers continue to have issues with copiers in all lounge areas which can keep them from having instructional materials prepared in advance. **Root Cause:** Functional equipment must be provided in order to help educators keep up with daily instructional demands.

Problem Statement 4: There is a need for improvements to the d-hall facilities, maintenance of the restrooms, and the campus grounds. **Root Cause:** There is a need to improve the cleaning procedures and inspections to ensure facilities are a clean and safe learning environment.

Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. **Root Cause:** Minimal PD in the areas of instructional technology implementation.

Perceptions

Perceptions Summary

There were many strengths noted in the campus facilities: all current facilities are continuously maintained by dedicated maintenance staff; and the PBIS system provides for a diverse and supportive learning environment. Overall the campus survey indicated teachers are content with their school climate; however, they would like to have more communication with administration. They feel the administrators are supportive. The teachers do have some trust concerns with colleagues and would like to work on building those relationships.

MJMS Attendance at parent involvement events where food and/or entertainment is offered was noted as higher than at other events. Communication was reported as good with parents receiving information via School Messenger, the campus website, district website, parent notices, the marquee, and home visits. Parent Involvement on campus committees and school decisions is needing improvement. MJMS created an Outreach program to assist school and families with attendance and behavior concerns with students through an Astronomy Night, Cougar Camp for incoming 6th graders, music concerts for band, choir, orchestra, and conjunto. The family/school and community fair was a success and the campus will continue with the program. The parent center is available on Thursdays.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff, students and parents need to more easily communicate with one another. **Root Cause:** Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus **Root Cause:** High rate of Principal turn over and change in student populations.

Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. **Root Cause:** Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Priority Problem Statements

Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students.

Root Cause 1: Approximately 90.3 % of MJMS students are Economically Disadvantaged.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language.

Root Cause 2: Approximately 21.9% of our students are English Language Learners.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Difficulty in recruiting teachers with Content Area expertise as well as ESL certification.

Root Cause 3: Teachers need help obtaining ESL certification to meet enrollment demands.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The MJMS Special Education student group has a high failure rate.

Root Cause 4: At 10.9%, MJMS has the highest population of special education students when compared to all other middle schools within the district.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%.

Root Cause 5: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a 43%.

Root Cause 6: Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR.

Root Cause 7: Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR.

Root Cause 8: The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low.

Root Cause 9: Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Teachers do not use district offered programs with fidelity.

Root Cause 10: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Systems for teachers and administration are not provided or communicated in writing.

Root Cause 11: Systems need to be communicated in writing and must be implemented with fidelity by staff.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Teachers continue to have issues with copiers in all lounge areas which can keep them from having instructional materials prepared in advance.

Root Cause 12: Functional equipment must be provided in order to help educators keep up with daily instructional demands.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Staff, students and parents need to more easily communicate with one another.

Root Cause 13: Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus

Root Cause 14: High rate of Principal turn over and change in student populations.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Minimal involvement of parents and the community in all aspects of the campus processes.

Root Cause 15: Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Faculty & Staff have a wide range of technology skills; from very low to very high.

Root Cause 16: Minimal PD in the areas of instructional technology implementation.

Problem Statement 16 Areas: School Processes & Programs

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
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (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

- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

Support Systems and Other Data

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

Goals

Revised/Approved: December 07, 2018

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance to obtain a meets standard in Domains 1 and 2.

Performance Objective 1: MJMS 6th, 7th & 8th gr. students will achieve 70% passing rate on the ELAR STAAR Assessment for 2018-2019.

DISTRICT: By June 2019, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source(s) 1: PLC tracking binders

Lesson plans

CFAs

Benchmarks

Usage Reports

Confidential Student Reports

Campus Report Card

TAPR: Texas Academic Performance Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 1) System Safeguard Strategy PBMAS</p> <p>2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement</p> <p>Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, online programs such as, Edgenuity, Accelerated Reader program and the Write to Learn curriculum .</p>	2.4, 2.5, 2.6	Principal Assistant Principal(s) Master Teachers Mentor Teachers Teachers Dean of Instruction	<p>Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds</p> <p>Increased student engagement</p> <p>Increased student learning as measured on CFAs, Benchmarks and STAAR.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 211 - Title I, Part A - 50000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Consistent Classroom Logistics Across the Campus:</p> <ol style="list-style-type: none"> Daily content and language objectives posted where students can view them and use them Daily bell-to-bell instruction Read & Write across content areas Student-centered desk configurations that facilitate cooperate learning and traffic flow 	2.4, 2.5, 2.6	Walk-throughs by 1. Administrators 2. Master Teachers 3. Mentor Teachers	Improved student learning as measured on CFA, Benchmarks, and STAAR				
<p>Problem Statements: School Processes & Programs 1, 2</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction.</p> <p>During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria</p>	2.4, 2.5, 2.6	Dean of Instruction	<p>Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds</p> <p>Increased student engagement</p> <p>Increased student learning as measured on CFAs, Benchmarks and STAAR.</p>				
<p>Problem Statements: School Processes & Programs 1, 2, 5 - Perceptions 1</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) 3)) 4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walk-throughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walk-throughs.</p>	2.4, 2.5, 2.6	Region One Project Rise R. Martinez, RtI Teacher Master Teachers Mentor Teachers Principal Asst. Principals Dean of Instruction	Increase Teacher Knowledge Improve Instruction Improve student learning and achievement				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1, 2, 5							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations. MJMS 6th-8th grade ELAR teachers will also attend staff development targeting ELAR concepts.</p>	2.4, 2.5, 2.6	Principal Asst Principals Dean Teachers Master/ Mentor Teachers	Extend learning time, increase student learning, increase student achievement; and increase teacher knowledge thereby improving student learning and achievement.				
Problem Statements: Demographics 1, 2							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) MJMS 6th-8th grade ELAR teachers will attend staff development targeting ELAR concepts.</p>	2.4, 2.5, 2.6	Principal Asst Principals Dean of instruction Master Teachers Mentor Teachers Teachers	Increase teacher knowledge thereby improved student learning and achievement				
Problem Statements: School Processes & Programs 1, 2 - Perceptions 2							
<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>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students. Root Cause 1: Approximately 90.3 % of MJMS students are Economically Disadvantaged.
Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language. Root Cause 2: Approximately 21.9% of our students are English Language Learners.
Student Academic Achievement

Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%.
Root Cause 1: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.

Problem Statement 2: Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a 43%. **Root Cause 2:** Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.

Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. **Root Cause 3:** Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. **Root Cause 4:** The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

School Processes & Programs

Problem Statement 1: Teachers do not use district offered programs with fidelity. **Root Cause 1:** Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.

Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. **Root Cause 2:** Systems need to be communicated in writing and must be implemented with fidelity by staff.

Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. **Root Cause 5:** Minimal PD in the areas of instructional technology implementation.

Perceptions

Problem Statement 1: Staff, students and parents need to more easily communicate with one another. **Root Cause 1:** Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus **Root Cause 2:** High rate of Principal turn over and change in student populations.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance to obtain a meets standard in Domains 1 and 2.

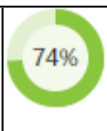
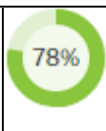
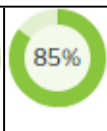
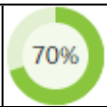
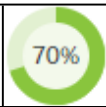
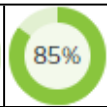
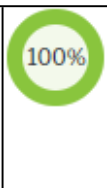
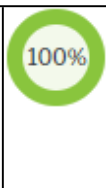
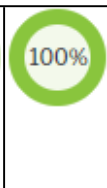
Performance Objective 2: MJMS 6th, 7th & 8th gr. students will achieve 70% passing rate on the Mathematics STAAR Assessment for 2018-2019. ESSA: By June 2018 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source(s) 2: PLC tracking binders

- Lesson plans
- CFAs
- Benchmarks
- Confidential Student Reports
- Campus Report Card
- TAPR: Texas Academic Performance Report

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 1) System Safeguard Strategy PBMAS</p> <p>2) Increase effective Math instruction by ensuring teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement</p> <p>Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and Math manipulatives, and workbooks as needed.</p>	2.4	Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Math Department Chair, Principal, Teachers	<p>Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds</p> <p>Increased student engagement</p> <p>Increased student learning as measured on CFAs, Benchmarks and STAAR.</p>				
<p>Problem Statements: Demographics 1, 2, 4</p> <p>Funding Sources: 199 - General Fund - 5000.00</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) 2) Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Read & Write across content areas 4. Student-centered desk configurations that facilitate cooperate learning and traffic flow</p>	2.4, 2.5, 2.6	Walk-throughs by: 1. Administrators 2. Master Teachers 3. Mentor Teachers	Improved student learning as measured on CFA, Benchmarks, and STAAR				
Problem Statements: Demographics 3 - School Processes & Programs 1, 2, 5 - Perceptions 1							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) 2) 2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction.</p> <p>During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria</p>	2.4, 2.5, 2.6	Dean of Instruction	Improve data-decision making to focus instruction in order to improve student learning.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 1							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) 4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.</p>	2.4, 2.5, 2.6	RtI Teacher Master Teachers Mentor Teachers Principal Asst. Principal Dean of Instruction	Increase Teacher knowledge Increase Teacher Effectiveness Increase student learning Increase student achievement Increase STAAR Scores				
Problem Statements: School Processes & Programs 5							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 5) Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations.	2.4, 2.5, 2.6	Principal Assistant Principal(s) Teachers Dean of Instruction Secretary Custodian Transportation	Increase student learning Increase student achievement				
	Problem Statements: Demographics 1, 2 Funding Sources: 199 - General Fund - 50000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 6) MJMS Math teachers will attend staff development targeting Math concepts.	2.4, 2.5, 2.6	Principal Asst. Principals Dean of Instruction Master Teachers Mentor Teachers Teachers	Improved teacher knowledge thereby increasing student learning and achievement				
	Problem Statements: School Processes & Programs 1, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: The MJMS Special Education student group has a high failure rate. Root Cause 4: At 10.9%, MJMS has the highest population of special education students when compared to all other middle schools within the district.
Problem Statement 3: Difficulty in recruiting teachers with Content Area expertise as well as ESL certification. Root Cause 3: Teachers need help obtaining ESL certification to meet enrollment demands.
Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students. Root Cause 1: Approximately 90.3 % of MJMS students are Economically Disadvantaged.
Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language. Root Cause 2: Approximately 21.9% of our students are English Language Learners.
Student Academic Achievement
Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%. Root Cause 1: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.
Problem Statement 2: Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a 43%. Root Cause 2: Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.
Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. Root Cause 3: Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. **Root Cause 4:** The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

Problem Statement 5: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low. **Root Cause 5:** Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.

School Processes & Programs

Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. **Root Cause 2:** Systems need to be communicated in writing and must be implemented with fidelity by staff.

Problem Statement 1: Teachers do not use district offered programs with fidelity. **Root Cause 1:** Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.

Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. **Root Cause 5:** Minimal PD in the areas of instructional technology implementation.

Perceptions

Problem Statement 1: Staff, students and parents need to more easily communicate with one another. **Root Cause 1:** Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance to obtain a meets standard in Domains 1 and 2.

Performance Objective 3: MJMS 8th gr. students will achieve 70% passing rate on the Science Assessment for 2018-2019. ESSA: By June 2018 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Target Element 1. Domain 1: Raising student achievement to obtain a meets standard in Domain 1. Target all areas of STAAR tested subjects especially in the area of 8th Grade Science and Social Studies.

Evaluation Data Source(s) 3: PLC tracking binders

- Lesson plans
- CFAs
- Benchmarks
- Usage Reports
- Confidential Student Reports
- Campus Report Card
- TAPR: Texas Academic Performance Report

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1) System Safeguard Strategy PBMAS</p> <p>2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement</p> <p>Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and 40% lab work to the Science curriculum that are necessary to increase student performance.</p>	2.4, 2.5, 2.6	Administrators Master Teachers Mentor Teachers Teachers	<p>Improve instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds</p> <p>Increased student engagement Increased student learning as measured on CFAs, Benchmarks and STAAR.</p>				
<p>Problem Statements: Demographics 2, 4</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) 2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction.</p> <p>During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria</p>	2.4, 2.5, 2.6	Administrators Dean Master Teachers Mentor Teachers	<p>Identify student achievement and learning gaps in order to better focus instruction to improve learning.</p> <p>Identify gaps in instruction to better focus professional development on the needs of the students</p>				
<p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Purchase necessary curriculum and supplementary materials to support instruction such as Pearson Realize, Thinking Maps, Graphic Organizers, STAAR practice Materials, etc</p>	2.4, 2.5, 2.6	Principal, Assistant Principal(s), Teacher(s)	<p>purchase requisitions student work samples</p>				
<p>Problem Statements: School Processes & Programs 1, 5</p> <p>Funding Sources: 199 - General Fund - 7000.00, 211 - Title I, Part A - 10000.00</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) 6) Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal(s), Dean of Instruction, Teachers	Increase student learning Increase student achievement				
<p>Problem Statements: Demographics 1, 2, 3, 4</p>							
<p>Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund - 50000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) 4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.</p>	2.4, 2.5, 2.6	Administrators Region One Specialist Master teachers Mentor Teachers Teachers	Increase collaborative efforts to increase instructional capacity on campus and thus improve student learning and achievement.				
<p>Problem Statements: School Processes & Programs 5</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) MJMS 6th-8th grade science teachers will attend staff development targeting science concepts.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Principal, Teacher(s)	Improve instruction thereby improving student learning and achievement				
<p>Problem Statements: Student Academic Achievement 1, 3, 4, 5</p>							
<p>Funding Sources: 199 - General Fund - 5000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) 2) Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Read & Write across content areas 4. Student-centered desk configurations that facilitate cooperate learning and traffic flow</p>	2.4, 2.5, 2.6	Walk-throughs by: 1. Administrators 2. Master Teachers 3. Mentor Teachers	Improved student learning as measured on CFA, Benchmarks, and STAAR				
<p>Problem Statements: School Processes & Programs 1, 2</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students. Root Cause 1: Approximately 90.3 % of MJMS students are Economically Disadvantaged.
Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language. Root Cause 2: Approximately 21.9% of our students are English Language Learners.
Problem Statement 3: Difficulty in recruiting teachers with Content Area expertise as well as ESL certification. Root Cause 3: Teachers need help obtaining ESL certification to meet enrollment demands.
Problem Statement 4: The MJMS Special Education student group has a high failure rate. Root Cause 4: At 10.9%, MJMS has the highest population of special education students when compared to all other middle schools within the district.
Student Academic Achievement
Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%. Root Cause 1: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.
Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. Root Cause 3: Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.
Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. Root Cause 4: The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.
Problem Statement 5: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low. Root Cause 5: Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.
School Processes & Programs
Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. Root Cause 2: Systems need to be communicated in writing and must be implemented with fidelity by staff.
Problem Statement 1: Teachers do not use district offered programs with fidelity. Root Cause 1: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.
Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. Root Cause 5: Minimal PD in the areas of instructional technology implementation.
Perceptions
Problem Statement 1: Staff, students and parents need to more easily communicate with one another. Root Cause 1: Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance to obtain a meets standard in Domains 1 and 2.

Performance Objective 4: MJMS 8th gr. students will achieve 70% passing rate on the Social Studies Assessment for 2018-2019. ESSA: By June 2018 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

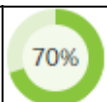
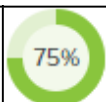
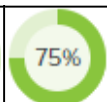
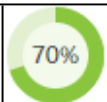
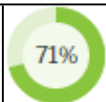
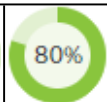
Target Element 1. Domain 1: Raising student achievement to obtain a meets standard in Domain 1. Target all areas of STAAR tested subjects especially in the area of 8th Grade Science and Social Studies.

Evaluation Data Source(s) 4: PLC tracking binders

- Lesson plans
- CFAs
- Benchmarks
- Usage Reports
- Confidential Student Reports
- Campus Report Card
- TAPR: Texas Academic Performance Report

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) System Safeguard Strategy PBMAS</p> <p>2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement</p> <p>Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and the Sirius Workbook to Social Studies curriculum that are necessary to increase student performance.</p>	<p>2.4, 2.5</p>	<p>Principal, Assistant Principal(s), Dean of Instruction, Department Heads, Teacher Assistants, Teacher(s)</p>	<p>Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds</p> <p>Increased student engagement</p> <p>Increased student learning as measured on CFAs, Benchmarks and STAAR.</p>				
<p>Problem Statements: Perceptions 2</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) 2) Consistent Classroom Logistics Across the Campus:</p> <ol style="list-style-type: none"> Daily content and language objectives posted where students can view them and use them Daily bell-to-bell instruction Read & Write across content areas Student-centered desk configurations that facilitate cooperate learning and traffic flow 		<p>Walk-throughs by</p> <ol style="list-style-type: none"> Administrators Master Teachers Mentor Teachers 	<p>Improved student learning as measured on CFA, Benchmarks, and STAAR</p>				
<p>Problem Statements: Perceptions 1, 2, 3</p>							

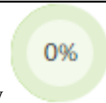
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction.</p> <p>During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria</p>	2.4, 2.5, 2.6	Dean of Instruction	<p>Identify student achievement and learning gaps in order to better focus instruction to improve learning.</p> <p>Identify gaps in instruction to better focus professional development on the needs of the students</p>				
<p>Problem Statements: School Processes & Programs 1, 2, 5 - Perceptions 1</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.</p>	2.4, 2.5, 2.6	Administration, Master Teachers, Mentor Teachers Teachers.	Improved instruction thereby improving student learning and achievement				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1, 2, 5</p> <p>Funding Sources: 287 - Project RISE - 90000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) 6) Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal(s), Dean of Instruction Teacher(s)	<p>Increase student learning</p> <p>Increase student achievement</p>				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: 211 - Title I, Part A - 45000.00, 199 - General Fund - 15000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) 6) 6th-8th grade Social Studies teachers will attend staff development targeting Social Studies concepts.</p>	2.4, 2.5, 2.6	Administrators Dean of Instruction	Improved instruction thereby improving student learning and achievement				
<p>Problem Statements: Student Academic Achievement 1, 3, 4, 5</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students. Root Cause 1: Approximately 90.3 % of MJMS students are Economically Disadvantaged.
Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language. Root Cause 2: Approximately 21.9% of our students are English Language Learners.
Student Academic Achievement
Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. Root Cause 3: Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.
Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%. Root Cause 1: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.
Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. Root Cause 4: The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.
Problem Statement 5: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low. Root Cause 5: Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.
School Processes & Programs
Problem Statement 1: Teachers do not use district offered programs with fidelity. Root Cause 1: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.
Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. Root Cause 2: Systems need to be communicated in writing and must be implemented with fidelity by staff.
Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. Root Cause 5: Minimal PD in the areas of instructional technology implementation.
Perceptions
Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus Root Cause 2: High rate of Principal turn over and change is student populations.
Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. Root Cause 3: Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.
Problem Statement 1: Staff, students and parents need to more easily communicate with one another. Root Cause 1: Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance to obtain a meets standard in Domains 1 and 2.

Performance Objective 5: TECHNOLOGY INTEGRATION : All MJMS students will be immersed in technology throughout their language experiences to build College, Career, and Military Readiness Skills.

Summative Evaluation: 60% (85% Federal Standard) of all students pass all portion of the state and meet ARD expectations.

Evaluation Data Source(s) 5: Increase student performance in all content areas through technology integration, supplemental materials, and assistance.

- PLC tracking binders
- Lesson plans
- CFAs
- Benchmarks
- Usage Reports
- Confidential Student Reports
- Campus Report Card
- TAPR: Texas Academic Performance Report

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1) Integrate and utilize technology hardware and software programs, updates, and licenses including but not limited to: TPT's Discovery Education, iTunes App Store Applications, File Maker Pro, Adobe Professional, Ti Nspire License, Digital Student Book Licenses, Edgenuity, and Eduphoria to implement mastery of the TEKS objectives (Title 1 SW: 2, 3) (Target Group: All) (NCLB: 1, 2, 3, 4, 5)</p>	2.4, 2.5, 2.6	Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Dean of Instruction, Librarian, Principal	Summative - Benchmarks and assessments will be reviewed to monitor student improvement. Usage Reports of electronic programs.				
Problem Statements: School Processes & Programs 1, 3, 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers do not use district offered programs with fidelity. Root Cause 1: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.
Problem Statement 3: Teachers continue to have issues with copiers in all lounge areas which can keep them from having instructional materials prepared in advance. Root Cause 3: Functional equipment must be provided in order to help educators keep up with daily instructional demands.
Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. Root Cause 5: Minimal PD in the areas of instructional technology implementation.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance to obtain a meets standard in Domains 1 and 2.

Performance Objective 6: AFTER SCHOOL PROGRAM (ASP): Implement enrichment activities for at risk students in the areas of physical health and wellness, academic achievement, and college, career and military readiness.

Miller Jordan Middle School will target students that are at risk of failing state assessments for the 2018-2019 school year to increase student attendance, increase student engagement in classroom, and achieve a satisfactory score on district benchmark; state assessments in the 2018-2019 school year by participating in health and wellness activities through the after school program.

Evaluation Data Source(s) 6: ASP sign in sheets
ASP plan of action

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) 1) The students will participate in the JumpStart Program, robotics, droneology, rockband, tutorials and Dance, to re-energize the mind to be prepared for focused instruction.</p>	2.5, 2.6	TEACHERS	Sign-in Sheets Teacher Sign-in Sheets After-school Program Guide				
Problem Statements: Demographics 1, 2 - Perceptions 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students. Root Cause 1: Approximately 90.3 % of MJMS students are Economically Disadvantaged.
Problem Statement 2: ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language. Root Cause 2: Approximately 21.9% of our students are English Language Learners.
Perceptions
Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. Root Cause 3: Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: ESSA: Quality professional development will be provided to 100% instructional staff thus ensuring student success.

Evaluation Data Source(s) 1: Staff development attendance, surveys, and feedback

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) Provide professional development in areas relevant to subject area, areas of need, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & ELL.	2.4, 2.5, 2.6	Principal, Assistant Principal(s), Dean of Instruction, Master Teachers Mentor Teachers Teacher(s)	Increased teacher knowledge and skills Improved teaching and learning Increased student achievement as noted on CFAs, Benchmarks, and STAAR				
				Problem Statements: School Processes & Programs 1, 2, 5 Funding Sources: 199 - General Fund - 5000.00			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 2) Attend Gifted and Talented Update Training (GT Teachers) and the Texas Performance Standards Project (TPSP) Scoring training to improve rigor and relevance of academic instruction.		Campus GT Coordinator Teacher(s)	Teachers' certificate of participation.				
				Problem Statements: School Processes & Programs 1, 2 Funding Sources: 199 - General Fund - 20000.00			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 3) Administrator, dean and counselors at Miller Jordan Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes nature and needs of gifted/talented students and program options.		Assistant Principal(s), Counselor(s), Dean of Instruction, Principal	Expense reports for fees&travel. Certificate(s) of participation.				
				Problem Statements: School Processes & Programs 1, 2 - Perceptions 2 Funding Sources: 199 - General Fund - 5000.00			

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Attend/provide training in areas such as: Eduphoria draw down data, Excel to analyze data and identify student/campus needs, Skyward Gradebook, as well as communication apps, such as ClassDojo and Remind.	2.4, 2.6	Principal, Assistant Principal(s), Counselor(s), Dean of Instruction, Teacher(s)	Agenda, ERO, Sign in Sheets				
	Problem Statements: School Processes & Programs 1, 2, 5 - Perceptions 1 Funding Sources: 199 - General Fund - 2500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 5) Staff will attend the Texas Teachers Evaluation Support System (TTESS) on-going professional development which will review the TEA appraisal process.	2.5	Principal, Assistant Principal(s), Counselor(s), Dean of Instruction, Teacher(s)	Agenda, ERO, Sign In				
	Problem Statements: School Processes & Programs 1, 2, 5 Funding Sources: 199 - General Fund - 5000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 6) Monthly ICLE training and coaching	2.4, 2.5, 2.6	Principal Asst. Principals Dean of Instruction Master Teachers Mentor Teachers	Increased Rigor and Relevance throughout classroom instruction Increase student learning Increase student achievement as noted on CFAs, benchmarks, and STAAR				
	Problem Statements: School Processes & Programs 1, 2, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers do not use district offered programs with fidelity. Root Cause 1: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus.
Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. Root Cause 2: Systems need to be communicated in writing and must be implemented with fidelity by staff.
Problem Statement 5: Faculty & Staff have a wide range of technology skills; from very low to very high. Root Cause 5: Minimal PD in the areas of instructional technology implementation.
Perceptions
Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus Root Cause 2: High rate of Principal turn over and change is student populations.
Problem Statement 1: Staff, students and parents need to more easily communicate with one another. Root Cause 1: Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Source(s) 2: SBEC Certification Records

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>1) In accordance with ESSA, Miller Jordan MS employs only teachers who meet the criteria of being "highly qualified" as fully defined in Section 200.55 34 of CFR Part 200.</p>	2.4, 2.5, 2.6	District Directors, Principal	Summative- personnel Records showing 100% HQ Personnel.				
Problem Statements: Demographics 3 - Perceptions 2							
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>2) Miller Jordan MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the highly qualified teacher and para professional guidelines set down in Section 1119 of P.L. 107-110, NCLB.</p>	2.4, 2.5, 2.6	District Directors, Principal	Summative- District personnel records showing 100% HQ Personnel.				
Problem Statements: Demographics 3 - Perceptions 2							
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>3) Cooperate with university to support student teachers.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal(s) Teacher(s)	Number of student teachers requesting to do internship on campus.				
Problem Statements: Demographics 3 - Perceptions 2, 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Difficulty in recruiting teachers with Content Area expertise as well as ESL certification. **Root Cause 3:** Teachers need help obtaining ESL certification to meet enrollment demands.

Perceptions

Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus **Root Cause 2:** High rate of Principal turn over and change in student populations.

Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. **Root Cause 3:** Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Goal 3: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.





Performance Objective 1: Miller Jordan MS will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Evaluation Data Source(s) 1: PSAT

- Gear-Up
- Xello Program
- Suicide Prevention
- Dating Violence
- Dyslexia Program
- Bullying Policy
- Physical Education/ District Health Fair(s)
- PBIS training, PBIS Implementation with students, Referral Count at the end of the year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) The campus will utilize PBIS Positive Behavioral Intervention Systems. High and low degree referral system to minimize the placements in DAEP settings. Common universal themes such as PAWS and SNAP</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean, Teachers, Faculty and Staff	Lower the amount of student discipline reports and student discipline incidents.				
<p>Problem Statements: Perceptions 1, 2, 3</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 6</p> <p>2) MJMS will follow all district guidelines for Bullying. Administration will document any reported bullying and meet with students and parents to stop the bullying</p>	2.4, 2.5, 2.6	Teachers, Administration, Counselors	Students should feel safe and free from bullying to be productive students.				
<p>Problem Statements: School Processes & Programs 2 - Perceptions 1, 2</p> <p>Funding Sources: 461 - Campus Activity Fund - 500.00</p>							

Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6	2.6, 3.1, 3.2	Counselors, Administration, CIS, Parental Involvement	Signature sheets of event. To Provide information on health strategies and services to students and parents.				
3) MJMS Will provide the community with a Spring Health Fair to provide information on outside services to families.	Problem Statements: Perceptions 1, 3 Funding Sources: 461 - Campus Activity Fund - 500.00						
<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>							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. Root Cause 2: Systems need to be communicated in writing and must be implemented with fidelity by staff.
Perceptions
Problem Statement 1: Staff, students and parents need to more easily communicate with one another. Root Cause 1: Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.
Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus Root Cause 2: High rate of Principal turn over and change is student populations.
Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. Root Cause 3: Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Goal 4: SBCISD will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Miller Jordan MS will communication, collaboration, and involve 100% of staff, parents, and community to support the students of Miller Jordan MS.

- Evaluation Data Source(s) 1:** Meet the Teacher Night
 Fall Festival
 Texas Public School Week
 Family Counseling Center
 Christmas Program
 School/Parent Compact
 Communities in Schools (CIS) Program
 Meeting Flyers, Parent Meeting Contact Logs, Parent Meeting Sign in sheets, CIS Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Provide communications to staff regarding campus initiatives, programs, meetings and activities through a variety of media, including weekly campus update email, marquee, campus meetings and other sources such as:</p> <ol style="list-style-type: none"> 1. Class Dojo 2. Remind 3. School Messenger 	2.4, 2.6, 3.1, 3.2	Principal Assistant Principal(s), Dean of Instruction RtI Teacher Master Teachers Mentor Teachers	Increased communication with staff to improve compliance with programs and procedures				
<p>Problem Statements: School Processes & Programs 2 - Perceptions 1, 2, 3</p> <p>Funding Sources: 461 - Campus Activity Fund - 500.00</p>							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Work closely with Campus Parent Liaison to enhance communication and collaboration between school and home. Students who have excessive absences and are not attending school will be targeted to lower the drop out rates.</p>	3.1, 3.2	Principal Assistant Principal(s), At-Risk Counselor, Community In Schools Representative, Deans of Instruction, Campus Parental Liaison	Summative - Parent sign-in sheets Contact logs Home Visit referrals				
Problem Statements: School Processes & Programs 2 - Perceptions 1, 2, 3							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Social Worker will coordinate with local social and health service providers to help meet family needs.</p>	3.1, 3.2	Community In Schools Representative, Counselor(s), Principal	Summative - Referrals to agencies				
Problem Statements: School Processes & Programs 2 - Perceptions 1, 2, 3							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 6</p> <p>4) 5) MJMS Counselors will monitor students that are recommended to seek help when student has communicated self harm. All teachers will be trained in Suicide Prevention. All cases will be looked at in a serious manner.</p>	2.6, 3.1, 3.2	All Campus Staff	Addressing each student's outcry immediately				
Problem Statements: School Processes & Programs 2 - Perceptions 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Systems for teachers and administration are not provided or communicated in writing. Root Cause 2: Systems need to be communicated in writing and must be implemented with fidelity by staff.
Perceptions
Problem Statement 1: Staff, students and parents need to more easily communicate with one another. Root Cause 1: Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Problem Statement 2: Teachers feel overwhelmed with the constant change in administration, district demands, and the responsibilities of an "Improvement Required" campus **Root Cause 2:** High rate of Principal turn over and change in student populations.

Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. **Root Cause 3:** Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Goal 5: SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 1: ESSA: By June 2019, 90% of all graduates will meet college ready requirements.

Evaluation Data Source(s) 1: TSI scores, PSAT & SAT scores, ACT scores, and CTE coherent sequence completion

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 1) Miller Jordan MS will provide all 8th grade students Exploring Career's class where each student will complete an interest inventory and a Personal Graduation Plan (PGP) before the end of the school year.	2.4, 2.5, 2.6	Exploring Career Teacher, Counselors	Build awareness of future opportunities and the meta-cognition to achieve it. Provide a clear plan for accomplishment				
Problem Statements: Perceptions 1							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 2) All MJMS 8th Gr students will take the TSI and PSAT before the end of the school year 2018-2019	2.4, 2.6	Principal, Asst. Principal Testing Coordinator Dean of Instruction	Increase student awareness Increase student achievement				
Problem Statements: Student Academic Achievement 1, 3, 4, 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%. Root Cause 1: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.

Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. **Root Cause 3:** Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. **Root Cause 4:** The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

Problem Statement 5: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low. **Root Cause 5:** Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.

Perceptions

Problem Statement 1: Staff, students and parents need to more easily communicate with one another. **Root Cause 1:** Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Goal 5: SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 2: Miller Jordan School will target students that are at risk of failing state assessments for the 2018-2019 school year by increasing student attendance and preventing drop out events through content area remediation

Evaluation Data Source(s) 2: Student Attendance Records
Drop Out Records

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Academic Advisory Period will be utilized to provide remediation to all students.	2.4, 2.5, 2.6	Principal Asst. Principals Dean of Instruction Teachers	Increase student learning to increase student achievement				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 2) Increase Home Visit Referrals to increase school and parent communication to address individual student needs and concerns regarding attendance, remediation and behaviors	2.4, 2.5, 2.6	Principal Asst. Principals Dean of instruction Teachers Campus Parent Liaison	Improved student attendance and learning				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 1, 3							
Targeted Support Strategy Critical Success Factors CSF 1 3) RtI teacher will ensure students receive RtI interventions.	2.4, 2.5, 2.6	RtI Teacher Dean Campus Principal	Increase student TEKS acquisition				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5							
Funding Sources: 211 - Title I, Part A - 51884.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 48%, nor in Social Studies, scoring a 58%.
Root Cause 1: The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.

Problem Statement 2: Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a 43%. **Root Cause 2:** Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.

Problem Statement 3: 40% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR. **Root Cause 3:** Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

Problem Statement 4: There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR. **Root Cause 4:** The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

Problem Statement 5: The number of Special Education students at Miller Jordan MS being successful on the STARR Test is very Low. **Root Cause 5:** Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.

Perceptions

Problem Statement 1: Staff, students and parents need to more easily communicate with one another. **Root Cause 1:** Lack of coordination of communication for staff, students and parents to instill a sense of pride to the campus.

Problem Statement 3: Minimal involvement of parents and the community in all aspects of the campus processes. **Root Cause 3:** Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) System Safeguard Strategy PBMAS 2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, online programs such as, Edgenuity, Accelerated Reader program and the Write to Learn curriculum .
1	1	2	Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Read & Write across content areas 4. Student-centered desk configurations that facilitate cooperate learning and traffic flow
1	1	3	2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction. During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria
1	1	4	3)) 4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walk-throughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walk-throughs.
1	1	5	Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations. MJMS 6th-8th grade ELAR teachers will also attend staff development targeting ELAR concepts.
1	1	6	MJMS 6th-8th grade ELAR teachers will attend staff development targeting ELAR concepts.
1	2	1	1) 1) System Safeguard Strategy PBMAS 2) Increase effective Math instruction by ensuring teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and Math manipulatives, and workbooks as needed.
1	2	2	2) Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Read & Write across content areas 4. Student-centered desk configurations that facilitate cooperate learning and traffic flow
1	2	3	2) 2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction. During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria
1	2	4) 4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.

Goal	Objective	Strategy	Description
1	2	5	Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations.
1	2	6	MJMS Math teachers will attend staff development targeting Math concepts.
1	3	1	1) System Safeguard Strategy PBMAS 2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and 40% lab work to the Science curriculum that are necessary to increase student performance.
1	3	2	2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction. During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria
1	3	3	Purchase necessary curriculum and supplementary materials to support instruction such as Pearson Realize, Thinking Maps, Graphic Organizers, STAAR practice Materials, etc
1	3	4	6) Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations.
1	3	5	4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.
1	3	6	MJMS 6th-8th grade science teachers will attend staff development targeting science concepts.
1	3	7	2) Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Read & Write across content areas 4. Student-centered desk configurations that facilitate cooperate learning and traffic flow
1	4	1	System Safeguard Strategy PBMAS 2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and the Sirius Workbook to Social Studies curriculum that are necessary to increase student performance.
1	4	2	2) Consistent Classroom Logistics Across the Campus: 1. Daily content and language objectives posted where students can view them and use them 2. Daily bell-to-bell instruction 3. Read & Write across content areas 4. Student-centered desk configurations that facilitate cooperate learning and traffic flow
1	4	3	District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction. During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria

Goal	Objective	Strategy	Description
1	4	4	-Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.
1	4	5	6) Academic Advisory Period, After School and Saturday morning tutorials will be provided for ALL student populations.
1	4	6	6) 6th-8th grade Social Studies teachers will attend staff development targeting Social Studies concepts.
2	1	1	Provide professional development in areas relevant to subject area, areas of need, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & ELL.
2	1	2	Attend Gifted and Talented Update Training (GT Teachers) and the Texas Performance Standards Project (TPSP) Scoring training to improve rigor and relevance of academic instruction.
2	1	3	Administrator, dean and counselors at Miller Jordan Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes nature and needs of gifted/talented students and program options.
2	1	4	Attend/provide training in areas such as: Eduphoria draw down data, Excel to analyze data and identify student/campus needs, Skyward Grade-book, as well as communication apps, such as ClassDojo and Remind.
2	1	5	Staff will attend the Texas Teachers Evaluation Support System (TTESS) on-going professional development which will review the TEA appraisal process.
2	1	6	Monthly ICLE training and coaching
2	2	1	In accordance with ESSA, Miller Jordan MS employs only teachers who meet the criteria of being "highly qualified" as fully defined in Section 200.55 34 of CFR Part 200.
2	2	2	Miller Jordan MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the highly qualified teacher and para professional guidelines set down in Section 1119 of P.L. 107-110, NCLB.
2	2	3	Cooperate with university to support student teachers.
3	1	1	The campus will utilize PBIS Positive Behavioral Intervention Systems. High and low degree referral system to minimize the placements in DAEP settings. Common universal themes such as PAWS and SNAP
3	1	2	MJMS will follow all district guidelines for Bullying. Administration will document any reported bullying and meet with students and parents to stop the bullying
3	1	3	MJMS Will provide the community with a Spring Health Fair to provide information on outside services to families.
4	1	1	Provide communications to staff regarding campus initiatives, programs, meetings and activities through a variety of media, including weekly campus update email, marquee, campus meetings and other sources such as: 1. Class Dojo 2. Remind 3. School Messenger

Goal	Objective	Strategy	Description
4	1	4	5) MJMS Counselors will monitor students that are recommended to seek help when student has communicated self harm. All teachers will be trained in Suicide Prevention. All cases will be looked at in a serious manner.
5	1	1	Miller Jordan MS will provide all 8th grade students Exploring Career's class where each student will complete an interest inventory and a Personal Graduation Plan (PGP) before the end of the school year.
5	1	2	All MJMS 8th Gr students will take the TSI and PSAT before the end of the school year 2018-2019
5	2	1	Academic Advisory Period will be utilized to provide remediation to all students.
5	2	2	Increase Home Visit Referrals to increase school and parent communication to address individual student needs and concerns regarding attendance, remediation and behaviors

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	3	1	1) System Safeguard Strategy PBMAS 2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and 40% lab work to the Science curriculum that are necessary to increase student performance.
1	3	2	2) District Benchmarks and Common Formative Assessments (CFAs) will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction. During PLC period Administration will conduct Data Drilling and Data Conversations with Teachers as teachers learn to extract student data from Eduphoria
1	3	5	4) -Miller Jordan will continue to participate in TIF Grant/Project Rise and will maintain the 4 master Teachers and 6 mentor Teachers. -Miller Jordan MS has 4 teachers designated as Master Teachers that have been trained in TTESS to conduct Walkthroughs. Each Master Teacher has been assigned a Master Teacher Period to conduct walkthroughs.
1	4	1	System Safeguard Strategy PBMAS 2) Increase effective instruction by having teachers use the district developed timelines to teach the TEKS, as well as to incorporate TEKS Resource Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement Incorporate supplemental, research-based materials included but not limited to s3strategies, thinking maps, and the Sirius Workbook to Social Studies curriculum that are necessary to increase student performance.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive school improvement planning process began with collecting data. This step is critical in creating a profile of the campus' successes and areas of improvement. The data has been analyzed in the Comprehensive Needs Assessment, and then the process to outline problem statements that lead to root causes was thoroughly examined. Professional Learning needs were determined within the analysis of our data. An Action Plan that includes how the Leadership Team will develop focused and streamlined SMART goals in the three areas that are of greatest need. Actions, strategies and interventions were identified in this process. Research tells us that our focus must be on instruction for our ultimate goal of improved academic success for our students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, pupil services personnel, technical assistance providers, and school staff. This was accomplished through SBDM meetings.

2.2: Regular monitoring and revision

The CIP will be revised as data is evaluated throughout the school year in order to best support student TEKS acquisition and STAAR mastery. Formative reviews of the campus improvement plan will be conducted in October, January, and March. While the summative evaluation will be completed in June.

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

Campus Improvement Plan will be posted on campus website.

2.4: Opportunities for all children to meet State standards

TIER I Instruction: TEKS Resource System, Exemplar Lessons, Formative Assessments, ICLE strategies, Istation

TIER II: Tutorials and credit recovery

After-school Program Academic Support

2.5: Increased learning time and well-rounded education

Programs to support student learning:

Istation

ICLE

Lead4ward

ENIL/IRLA Reading Kits

Secondary Instructional Coaches

Extended Day Services

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

- At Risk student scores are significantly lower than all students scores. The greatest variance is in U.S. History at meets and masters grade level and for 8th grade at all performance levels.
- Supplemental services: tutorials, academic advisory period in middle schools, credit recovery opportunity built into the school day
- RtI teacher at every campus: directly serves TEIR II and III students 30% to 50% of the day

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. And, monitor that each campus has provided annually, to parents and families, the campus parental engagement policy and school/parent compact.

3.2: Offer flexible number of parent involvement meetings

The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will to bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.

Campus Improvement Decision-Making Committee

Committee Role	Name	Position
RtI Teacher	Rosalyn Martinez	RtI Teacher
Administrator	Elsa Haman	Assistant Principal
Administrator	Eva Bisailon	Dean of Instruction
Administrator	Jo Anne Fernandez	Principal
Administrator	Robert Euvino	Assistant Principal
Classroom Teacher	Julie Mendoza	ELAR Lead Teacher
Classroom Teacher	Jose Angel Villarreal	Math Lead Teacher
Classroom Teacher	Refugio Lira	Science Lead Teacher
Classroom Teacher	Edwin Garza	Social Studies Lead Teacher
Parent	Emma Trevino	Parent
Parent	Esmeralda Cordova	Parent
Classroom Teacher	Carla Ambriz	Lead Electives Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Workbooks		\$5,000.00
1	2	5	Tutorials		\$50,000.00
1	3	3			\$7,000.00
1	3	4			\$50,000.00
1	3	6			\$5,000.00
1	4	5			\$15,000.00
2	1	1			\$5,000.00
2	1	2	GT Training, Pre AP Training		\$20,000.00
2	1	3			\$5,000.00
2	1	4	District Trainings. Campus Trainings		\$2,500.00
2	1	5	Trainings		\$5,000.00
Sub-Total					\$169,500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials, online programs,		\$50,000.00
1	3	3			\$10,000.00
1	3	4			\$10,000.00
1	4	5			\$45,000.00
5	2	3			\$51,884.00
Sub-Total					\$166,884.00
287 - Project RISE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Teachers and Administration will receive yearly stipends		\$90,000.00
Sub-Total					\$90,000.00

461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$500.00
3	1	3			\$500.00
4	1	1	(F)Title I, (L)Grants		\$500.00
Sub-Total					\$1,500.00
Grand Total					\$427,884.00