

Hallettsville Independent School District
Hallettsville Junior High School
2018-2019 Campus Improvement Plan



Mission Statement

Hallettsville Junior High School's philosophy is to **Reach Every Learner** by providing a well-balanced curriculum, differentiated instruction, and a risk-free learning environment that will ensure the success of all students. The junior high staff will empower each student to reach his/her learning potential in preparation for real world applications, which include responsibility, trustworthiness, respect, caring, fairness, and citizenship.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	12
Perceptions	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language. . . .	17
Goal 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.	19
Goal 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.	21
Goal 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.	23
Goal 5: Hallettsville Jr. High School will expand technology through computer literacy and technology integration among staff and students.	25
Goal 6: Hallettsville Jr. High School will provide a positive, safe and secure learning environment.	26
Goal 7: Hallettsville Jr. High School will promote parental involvement and motivate students to strive for success.	27
State Compensatory	28
Budget for Hallettsville Junior High School:	28
Personnel for Hallettsville Junior High School:	30
Title I Schoolwide Elements	31
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	31
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	31
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	31
Title I Schoolwide Element Personnel	32
2018-2019 Campus Site-Based Committee	33
Campus Funding Summary	34

Comprehensive Needs Assessment

Revised/Approved: May 14, 2018

Demographics

Demographics Summary

Student Information	Count	Percentage of Student Population
2017-2018		
Total Students	338	
Student Enrollment by Grade		
5	96	28.4%
6	100	29.59%
7	71	21.01%
8	71	21.021%
Ethnic Distribution		
African American	27	7.99%
Hispanic	85	25.15%
White	211	62.43%
American Indian	1	0.30%
Asian	1	0.30%

Pacific Islander	0	0%
Two or More Races	13	3.85%
Other Group Information		
Bilingual	0	0%
Migrant	0	0%
LEP	3	0.89%
Economic Disadvantage	165	48.82%
Foster Care	4	1.18%
Dyslexia	31	9.17%

Staff Information	Count	Percentage of Staff Population
2016-2017		
Total Staff	26	
Professional Staff	24	92.4%
Teachers	22.1	84.7%
Professional Support	1.	3.8%
Campus Administration (School Leadership)	1	3.8%
Educational Aides	2	7.6%
Ethnic Distribution		
Total Minority Staff	0	0%
African American	0	0%
Hispanic	0	0%
White	22.1	100%

American Indian	0	0%
Asian	0	0%
Pacific Islander	0	0%
Two or More Races	0	0%
Males	4.1	18.7%
Females	18	81.3%
Teachers by Highest Degree Held		
No Degree	0	0%
Bachelors	20.1	91.0%
Masters	2	9.0%
Doctorate	0	0%
Teachers by Years of Experience		
Beginning Teachers	1	4.5%
1-5 Years Experience	2	9.0%
6-10 Years Experience	3	13.5%
11-20 Years Experience	8	36.1%
Over 20 Years Experience	8.1	36.8%
Number of Students per Teacher	14.6	

Student Information	Count	Percentage of Student Population
2016-2017		
Student Enrollment by Program		
Bilingual/ESL Education	3	0.9%
Career & Tech Education	0	0%
Gifted and Talented Education	25	7.7%
Special Education	37	11.4%
Teachers by Program (population served)		
Bilingual/ESL	0.5	2.3%
Career & Tech Education	0.7	3.0%
Compensatory Education	0	0%
Gifted and Talented Education	0	0%
Regular Education	20.5	92.5%
Special Education	0.5	2.3%
Other	0	0%

Demographics Strengths

From 2015 to 2018 the teacher to student ratio has come more in line with the recommended State benchmark numbers of 22-25 per class. HJH ratio went from 12.5 to 18.1, thus becoming more financially efficient.

Student Academic Achievement

Student Academic Achievement Summary

HJHS STAAR Comparison

Overall Passing Rates

	2012	2013	2014	2015	2016	2017	2018
Grade 5 Reading	74%	85%	80%	82%	80%	73%	77%
Grade 5 Math	66%	63%	76%	73%	71%	90%	89%
Grade 5 Science	62%	70%	65%	66%	50%	62%	65%
Grade 6 Reading	71%	73%	80%	77%	80%	68%	58%
Grade 6 Math	75%	88%	84%	72%	74%	83%	90%
Grade 7 Reading	68%	76%	89%	84%	71%	79%	80%
Grade 7 Math	66%	77%	79%	88%	67%	75%	74%
Grade 7 Writing	64%	71%	83%	86%	86%	78%	70%
Grade 8 Reading	84%	91%	77%	94%	94%	84%	87%
Grade 8 Math	56%	89%	75%	84%	93%	87%	97%
Grade 8 Science	79%	83%	73%	78%	85%	80%	84%
Grade 8 SS	65%	67%	64%	72%	70%	66%	76%

Overall Passing Rates – Campus/State Comparison

	HISD 2012	TX 2012	HISD 2013	TX 2013	HISD 2014	TX 2014	HISD 2015	TX 2015	HISD 2016	TX 2016	HISD 2017	TX 2017	HISD 2018	TX 2018
Grade 5 Reading	74%	77%	85%	77%	80%	76%	82%	78%	80%	75%	73%	71%	77%	78%
Grade 5 Math	66%	77%	63%	75%	76%	79%	73%	79%	71%	79%	90%	81%	89%	84%
Grade 5 Science	62%	73%	70%	73%	65%	73%	66%	72%	50%	75%	62%	73%	65%	75%
Grade 6 Reading	71%	75%	73%	71%	80%	77%	77%	76%	80%	71%	68%	67%	58%	66%
Grade 6 Math	75%	77%	88%	74%	84%	78%	72%	75%	74%	74%	83%	75%	90%	76%
Grade 7 Reading	68%	76%	76%	77%	89%	75%	84%	75%	71%	72%	79%	72%	80%	72%

Grade 7 Math	66%	71%	77%	71%	79%	67%	88%	72%	67%	71%	75%	68%	74%	71%
Grade 7 Writing	64%	71%	71%	70%	83%	70%	86%	72%	86%	70%	78%	68%	70%	67%
Grade 8 Reading	84%	84%	91%	84%	77%	82%	94%	78%	94%	82%	84%	76%	87%	76%
Grade 8 Math	78%	76%	89%	77%	75%	79%	84%	75%	93%	73%	87%	74%	97%	78%
Grade 8 Science	79%	70%	83%	75%	73%	70%	78%	70%	85%	76%	80%	74%	84%	74%
Grade 8 SS	65%	59%	67%	63%	64%	61%	72%	64%	70%	65%	66%	62%	76%	64%

Student Academic Achievement Strengths

There has been an gradual increase in STAAR scores with regards to same-student groups from 2014-2018.

In 2016, seven out of twelve STAAR tested areas/grades scores were above the State average.

In 2017, four out of twelve STAAR tested areas/grades scores were above the State average.

In 2018 , nine out of twelve STAAR tested areas/grades scores were above the State average.

Of the students enrolled in Reading/Math Intervention classes (having failed the prior year's STAAR), 69% passed the 2018 STAAR test(s) in Reading and/or Math. Reading passing rate = 51.2%. Math passing rate = 87%. All students in Reading/math Intervention classes are identified as At-Risk.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 5th Grade Science STAAR Scores (overall scores) are consistently below the State Average.

Problem Statement 2: 6th and 7th Grade Math STAAR Scores (overall scores) are below the State Average.

Problem Statement 3: 5th and 6th Grade Reading, there has been a decrease in STAAR passing scores and are below the State Average.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for State Assessments and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Providing high quality staff development
- Maintaining curricular alignment

Staff Quality, Recruitment and Retention

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high, especially in these difficult economic times, staff reduction, and increased work load
- Mentoring and new teacher training are vital to developing high quality staff
- Staff development must be meaningful and purposeful

School Context and Organization

- Maintaining a risk-free learning environment for all students.
- Providing opportunities for technology integration into the learning process.
- Continued communication between school staff and the stake-holders: student, parents, community members.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Differentiation of Instruction
- Time allotted for Intervention
- Grade level and departmental collaboration
- Daily tutorials offered

Staff Quality, Recruitment and Retention Strengths

- 100% Highly Qualified staff
- Feedback from Administrators from walkthroughs and TTESS
- High Quality Staff Development activities

School Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Resources
- Learning Environment
- Technology
- Response to Intervention (RTI)
- Opportunities for teachers, parents, support staff, and students to be heard and to be part of solutions at grade level meetings, parent conferences, school board meetings
- Adequate time is devoted to struggling students
- Teachers have a voice in decision making policies via faculty meetings, being members of campus committees, evaluating computer software and curriculum by providing input about the effectiveness in meeting the students' needs, Principal/Teacher conferences, online needs assessment surveys
- Teachers have a voice in identifying solutions to problems

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parent involvement at the JH level is very limited.

Perceptions

Perceptions Summary

School Culture and Climate

School culture and climate was addressed in the form of staff, student, and parent surveys. The data obtained from these surveys, combined with data obtained from Principal walk throughs, parent meetings, and community feedback, provided Hallettsville Jr. High School with the tools to assess and evaluate differing perspectives of the school system and process.

Perceptions Strengths

School Culture and Climate Strengths

- Administration and administrative support
- High quality instruction
- Technology
- Resources
- Curriculum
- Atmosphere
- Learning environment
- Teachers and community feel safe
- Positive climate
- Parental and community involvement when asked
- Student/Teacher rapport
- Bullying program
- Character Education

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
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- 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.
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals




Revised/Approved: September 20, 2015





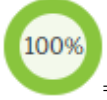



Goal 1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Performance Objective 1: Students will be encouraged and challenged to meet their full potential. A well-balanced and appropriate curriculum will be provided to all students. Qualified and highly effective personnel will be recruited, developed and retained. The state's students will demonstrate exemplary performance in the reading and writing of the English language in the comparison to national and international standards.

Evaluation Data Source(s) 1: STAAR, STAR, Benchmarks, Checkpoints, Eduphoria Heat Maps and Performance Progress Matrix, Compass Learning/iStation, IEP's

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use Eduphoria Aware data to identify strengths and weaknesses and plan instruction and improve reading and writing scores.	English Language Arts Reading teachers, Special Education teachers, Instructional Aides, Administrators	Targeted students will demonstrate "Masters Grade Level" of reading and writing scores.				
2) Provide reading and writing assistance to Special Education and Gifted and Talented students through the use of highly qualified inclusion staff, Special Education staff, and GT- certified teachers.	English Language Arts Reading teachers, Administrators, Support Teach Aide	Certificates and support teach logs to show qualifications. Lesson plans, teacher records, test scores, writing portfolios, benchmark scores, and AR logs will show assistance.				
Funding Sources: Title I (Fund 211) - 5465.00						
3) Provide tutoring for students who did not meet standard on STAAR benchmark assessments and or students who fail Reading/ ELA, or ELAR.	English Language Arts Reading teachers	Targeted students will demonstrate "Masters Grade Level" of reading and writing scores.				
Funding Sources: State Comp Ed (PIC 24 or 30) - 1000.00						

4) Increase critical thinking through the use of higher level questioning and academic vocabulary(AVID strategies and Costas Questioning).	English Language Arts Reading teachers	Increase in student learning and test scores. Students will be prepared for AP classes and EOC exams in high school and real world situations.				
5) Provide instructional coaching to all ELAR teachers to increase student growth through differentiated instruction, alignment of curriculum, and student-centered learning activities.	English Language Arts Reading teachers, Administration	Increase in student learning and test scores.				
Funding Sources: Title I (Fund 211) - 3000.00						
6) Provide reading assistance and enrichment to students through a variety of programs (Study Island, Accelerated Reader, Lexia, , Rosetta Stone, iStation, Compass Learning, Family Night, etc.) to strengthen their reading.	English Language Arts Reading teachers, ESL Teacher, Administration	Higher STAAR Reading scores, students reading on grade level.				
Funding Sources: State Comp Ed (PIC 24 or 30) - 12600.00						
7) Provide opportunities for participation in the Teacher Leadership Academy to develop and retain upcoming campus/district leaders.	Principal	Campus leaders will have an opportunity to learn and develop within the district for possible future positions.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						






Goal 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Performance Objective 1: Students will be encouraged and challenged to meet their full potential. A well-balanced and appropriate curriculum will be provided to all students. Qualified and highly effective personnel will be recruited, developed and retained. The state's students will demonstrate exemplary performance in the understanding of mathematics in the comparison to national and international standards.

Evaluation Data Source(s) 1: STAAR, Eduphoria Aware Heat Maps and Performance Progress Matrix, Think Through Math, Benchmarks/Checkpoint tests, IEP's

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Practice problem solving and solution strategies while strengthening academic vocabulary.	Math teachers	Targeted students will demonstrate "Masters Grade Level" of math scores.				
2) Provide math assistance to Special Education and Gifted and Talented students through the use of highly qualified inclusion staff, Special Education staff, and GT- certified teachers.	Math teachers, Support Teach Aide, Administrators	Certificates and support teach logs to show qualifications. Lesson plans, teacher records, test scores, and benchmark scores. Sharon Wells Math for 5th grade Intervention and Resource Math class.				
Funding Sources: Title I (Fund 211) - 5465.00						
3) Provide math assistance and enrichment to students during and after school by maintaining highly qualified staff, including intervention and support teachers who are aware of and address students' needs accordingly.	Math teachers, Administrators	Eduphoria Aware, Teacher records, Teacher feedback, and benchmark/checkpoint test information shows improvement in math scores. Sharon Wells Math for 5th grade Intervention and Resource Math class.				
Funding Sources: State Comp Ed (PIC 24 or 30) - 1000.00						
4) Continue additional staff development for departmental and interdepartmental planning.	Math teachers, Administrators, C&I director.	Calendar of planned activities/meetings, teacher records of PD completion				
5) Increase critical thinking through the use of higher level questioning and academic vocabulary (AVID strategies and Costas Questioning).	Math teachers, Administrators	Increase in student learning and test scores. Students will be more prepared for AP classes and EOC exams in high school and real world situations.				
6) Provide instructional coaching to all Math teachers to increase student growth through differentiated instruction, alignment of curriculum, and student-centered learning activities.	Math teachers, Administrators	Increase in student learning test scores. Sharon Wells Math for 5th grade Intervention class.				
Funding Sources: Title I (Fund 211) - 3000.00						








7) Provide opportunities for participation in the Teacher Leadership Academy to develop and retain upcoming campus/district leaders.	Principal	Campus leaders will have an opportunity to learn and develop within the district for possible future positions.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

Performance Objective 1: Students will be encouraged and challenged to meet their full potential. A well-balanced and appropriate curriculum will be provided to all students. Qualified and highly effective personnel will be recruited, developed and retained. The state's students will demonstrate exemplary performance in the understanding of science in the comparison to national and international standards.

Evaluation Data Source(s) 1: STAAR, Eduphoria Aware, Benchmarks/Checkpoint tests, IEP's

Summative Evaluation 1:

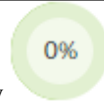
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use Eduphoria Aware data to identify strengths and weaknesses, align curriculum and improve student test scores using Benchmark/checkpoint testing.	Science teachers, Administrators	Lesson plan, curriculum reflections, benchmark/checkpoint testing data				
2) Provide science assistance to Special Education and Gifted and Talented students through the use of highly qualified inclusion staff, Special Education staff, and GT- certified teachers.	Science teachers, Support Teach Aide, Administrators	Certificates and support teach logs to show qualifications. Lesson plans, teacher records, test scores, and benchmark scores.				
Funding Sources: Title I (Fund 211) - 5465.00						
3) Provide tutoring for students identified through coursework, computer assessment, three-week failure, and benchmark/checkpoint assessments.	Science teachers, Administrators	Teacher records, Eduphoria Aware, Teacher feedback, and benchmark/checkpoint test information shows improvement in science scores.				
4) Continue to broaden the learning of students through the use of new equipment, field experiences, hands-on activities(labs), guest speakers, after school science activities, and warm up activities.	Science teachers, Administrators	Approved purchase orders, improved critical thinking and science scores.				
5) Increase critical thinking through the use of higher level questioning and academic vocabulary (AVID strategies and Costas Questioning).	Science teachers, Administrators	Increase in student learning and test scores. Students will be more prepared for AP classes and EOC exams in high school and real world situations.				
6) Provide instructional coaching to all Science teachers to increase student growth through differentiated instruction, alignment of curriculum, and student-centered learning activities.	Science teachers, Administrators	Increase in student learning and test scores				
Funding Sources: Title I (Fund 211) - 2000.00						
7) Provide opportunities for participation in the Teacher Leadership Academy to develop and retain upcoming campus/district leaders.	Principal	Campus leaders will have an opportunity to learn and develop within the district for possible future positions.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue







Goal 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Performance Objective 1: Students will be encouraged and challenged to meet their full potential. A well-balanced and appropriate curriculum will be provided to all students. Qualified and highly effective personnel will be recruited, developed and retained. The state's students will demonstrate exemplary performance in the understanding of social studies in the comparison to national and international standards.

Evaluation Data Source(s) 1: STAAR, Eduphoria Aware, Benchmarks/Checkpoint tests, IEP's

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide continuous alignment and unit development that focuses on issues and events in history incorporating differentiated instructional strategies, learning styles, and integrated technology.	Social Studies Teachers, Administrators, C&I Director	Increased test scores				
2) Provide assistance to Special Education and Gifted and Talented students through the use of highly qualified inclusion staff, Special Education staff, and GT- certified teachers.	Social Studies Teachers, Support Teach Aide, Administrators	Certificates and support teach logs to show qualifications. Lesson plans, teacher records, test scores, writing portfolios, benchmark scores, and AR logs will show assistance.				
Funding Sources: Title I (Fund 211) - 5465.00						
3) Enhance student engagement by incorporating cooperative learning and creative projects to challenge students to higher-level thinking and relating content to real world applications and experiences.	Social Studies Teachers, Administrators	Increased test scores due to improved awareness of world influences on US History and events.				
4) Provide tutoring for students who did not meet standard on STAAR benchmark assessments and or students who fail Social Studies.	Social Studies Teachers, Administrators	Improvement in test scores.				
5) Improve student knowledge of social studies vocabulary, critical thinking, and map and graph skills through a variety of strategies and tools.	Social Studies Teachers, Administrators	Improved test scores. Successful completion of assignments and projects.				
6) Increase Critical thinking through the use of higher level questioning and academic vocabulary (Lead4Ward, AVID strategies and Costas Questioning)	Social Studies Teachers, Administrators	Increase student learning and test scores. Students will be more prepared for AP classes and EOC exams in high school and real world situations.				

7) Provide instructional coaching to all Social Studies teachers to increase student growth through differentiated instruction, alignment of curriculum, and student-centered learning activities.	Social Studies teachers, Administrators	Increase in student learning and test scores.				
Funding Sources: Title I (Fund 211) - 2000.00						
8) Provide opportunities for participation in the Teacher Leadership Academy to develop and retain upcoming campus/district leaders.	Principal	Campus leaders will have an opportunity to learn and develop within the district for possible future positions.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: Hallettsville Jr. High School will expand technology through computer literacy and technology integration among staff and students.

Performance Objective 1: HJHS will integrate technology into all content areas to differentiate, accelerate, and extend learning.

Evaluation Data Source(s) 1: Walkthrough/Observation data, computer software purchased, IT documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Integrate technology on a regular basis using a variety of technology equipment (including but not limited to laptop, desktop, iPad) in all classrooms.	Campus IT	Improvement on tests, increased student computer knowledge. ISTE - Net student standards met.				
2) Continue training for teachers in using technology use and classroom implementation including digital safety.	Campus IT	Usage of software and technology in the classroom. ISTE - Net teacher standards met.				
3) Maintain and upgrade existing equipment.	Campus IT	Adequate technology to meet teacher and student needs.				
4) Provide digital safety training for students and teachers.	Campus IT, Campus Administrators	Student awareness of dangers using technology/internet.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Hallettsville Jr. High School will provide a positive, safe and secure learning environment.

Performance Objective 1: HJHS will maintain positive student attitudes and provide a safe and orderly learning environment.

Evaluation Data Source(s) 1: PLC teams, School Nurse, Guest speakers, PEIMS discipline reports,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue use of and update as needed violence intervention/crisis plan for severe disruptions and conduct drills for implementation.	Campus teachers, Counselor, Administrators	Effective implementation of plan during crisis.				
2) Promote character education. (Teen Leadership I&II, Motivational Speakers, Assemblies)	School Nurse, Counselor, Administrators	Increased positive student behaviors.				
3) Provide encouragement to make good choices about grades, behavior and attendance by staff (include Caught Being Good passes and other incentives).	School staff, Counselor, Administrators	Positive feedback, Student motivation activities, Student misbehavior decreased, Discipline referrals decreased, Passing rates increased, Attendance rates increase				
4) Use AVID and Capturing Kids Hearts strategies in the classroom to increase and promote student goal-setting, self-responsibility, and time management.	School staff, Counselor, Administrators	Student motivation, Student misbehavior decreased, Passing rates increased, Career investigation/inquiry				
Funding Sources: State Comp Ed (PIC 24 or 30) - 1000.00						
5) Provide activities for students to encourage healthier lifestyles (drug, alcohol, tobacco, sex education, dating violence prevention, suicide prevention, fitness, and diet).	School nurse, Campus teachers, Counselor, Administrators	Scheduled presenters and programs, end of activity surveys				
6) Through the JH Readiness Class, students will strengthen their organizational skills, develop positive study habits and increase student mastery of core class content.	JH Readiness Teachers, Counselor, Administrators	Student motivation, Fewer incomplete/failing grades in classes, increase in student success on assessments.				
Funding Sources: State Comp Ed (PIC 24 or 30) - 92500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: Hallettsville Jr. High School will promote parental involvement and motivate students to strive for success.

Performance Objective 1: HJHS will promote parental involvement.

Evaluation Data Source(s) 1: Parent Institute information, Campus web page, Social Media, Family Access, Newspaper

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage parents and community members to participate in campus activities (parent night, assemblies, class activities).	Campus staff, Counselor, Administrators	Increase in number of parent/community members participating in campus activities.				
2) Provide information to parents using a variety of media (Facebook, campus web page, blackboard connect, Remind App, Skyward, homework apps, etc.)	Administrator	Increase number of parents involved in school programs.				
3) Increase opportunities for school information to be available to students and parents.	Campus staff, Counselor, Administrator, Campus IT	Increase in newspaper articles and electronic media, increase in number of parents involved in school programs/activities.				
4) Create opportunities for students to get involved in the community.	Campus staff, Counselor, Administrators	Grade levels involved in community activities that benefit the community.				
5) Provide opportunities for students and parents to receive information about higher education and admissions, career education (including Kuder program information) as well as transition to high school.	Counselor, Administrator, Campus Staff	Increase in preparedness for high school and higher education opportunities.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

State Compensatory

Budget for Hallettsville Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6118 02 041 X 30	6118 Extra Duty Stipend - Locally Defined	\$2,500.00
199 11 6118 AB 041 X 30	6118 Extra Duty Stipend - Locally Defined	\$300.00
199 11 6119 00 041 X 30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$98,010.00
199 11 6119 EE 041 X 30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$800.00
199 11 6141 XX 041 X 30	6141 Social Security/Medicare	\$1,378.00
199 11 6142 00 041 X 30	6142 Group Health and Life Insurance	\$4,762.00
199 11 6143 XX 041 X 30	6143 Workers' Compensation	\$89.00
199 11 6144 XX 041 X 30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,330.00
199 11 6146 XX 041 X 30	6146 Teacher Retirement/TRS Care	\$3,111.00
6100 Subtotal:		\$118,280.00
6300 Supplies and Services		
199 11 6399 00 041 X 30	6399 General Supplies	\$2,000.00
199 11 6399 02 041 X 30	6399 General Supplies	\$200.00
199 11 6399 16 041 X 30 0 26	6399 General Supplies	\$2,200.00
199 11 6399 29 041 X 30	6399 General Supplies	\$4,800.00
199 11 6399 49 041 X 30	6399 General Supplies	\$500.00
199 11 6399 FI 041 X 30	6399 General Supplies	\$5,700.00
6300 Subtotal:		\$15,400.00
6400 Other Operating Costs		

199 11 6411 00 041 X 30	6411 Employee Travel	\$500.00
6400 Subtotal:		\$500.00

Personnel for Hallettsville Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A Pustka	Teacher	JH Readiness	.17
C Franta	Teacher	Reading Intervention and JH Readiness	.33
M Maes	Teacher	Math Intervention and JH Readiness	.33
M Steffek	Teacher	Reading Intervention	.33
S Clark	Teacher	Math Intervention and JH Readiness	.33
S Vreeland	Teacher	Reading Intervention	.17
T Garner	Teacher	Math Intervention	.17

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kulah Grant	Instructional Aide		1
Nicole Belicek	Instructional Aide		1

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Sophie Teltschik	Principal
Administrator	Stephanie Rainsosek	Assistant Principal/GT Coordinator
Non-classroom Professional	Aaron Etzler	Counselor
Classroom Teacher	Angela Pustka	Social Studies Teacher
Classroom Teacher	Kourtney Knesek	PE Teacher
Classroom Teacher	Kimberly Hlavac	English Language Arts Teacher
Classroom Teacher	Hunter Hlavaty	Science Teacher
Classroom Teacher	Stefanie Clark	Math Teacher
Classroom Teacher	Karen Darilek	Special Education Teacher
Classroom Teacher	Melissa Simecek	Technology Teacher
Business Representative	Sharesce Sidney	Business
Business Representative	Ashley Caldwell	Business
Community Representative	Chad Lala	Community
Parent	Sandra Armstrong	Parent
Parent	Chris Henke	Parent
Community Representative	Doris Herring	Community
Parent	Christi Pustka	Parent

Campus Funding Summary

State Comp Ed (PIC 24 or 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,000.00
1	1	6			\$12,600.00
2	1	3			\$1,000.00
6	1	4			\$1,000.00
6	1	6			\$92,500.00
Sub-Total					\$108,100.00
Title I (Fund 211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,465.00
1	1	5			\$3,000.00
2	1	2			\$5,465.00
2	1	6			\$3,000.00
3	1	2			\$5,465.00
3	1	6			\$2,000.00
4	1	2			\$5,465.00
4	1	7			\$2,000.00
Sub-Total					\$31,860.00
Grand Total					\$139,960.00