

Midland Independent School District
San Jacinto Jr. High
2019-2020 Campus Improvement Plan

Accountability Rating: D



Mission Statement

The Mission of San Jacinto is that ALL students will leave our campus with the necessary skills for high school, in order to graduate prepared for college or career.

Vision

San Jacinto JHS will prepare our students to advance their academic potential in a safe learning environment.

We will lead them to become productive citizens through the shared responsibility of students, parents, and community.

Core Beliefs

Core values are the fundamental beliefs of a person or organization. The core values are the guiding principles that dictate behavior and action. Core values can help people to know what is right from wrong; they can help organizations to determine if they are on the right path and fulfilling their goals; and they create an unwavering and unchanging guide.

The Twelve Core Action Values

And the Cornerstones that Put Action into those Values

I. Laying a Solid Foundation

The first six Core Action Values and associated cornerstones develop inner strength of character.

1. Authenticity

Self Awareness
Self Mastery
Self Belief
Self Truth

4. Courage

Confrontation
Transformation
Action
Connection

II. Taking Effective Action

The second six Core Action Values and associated cornerstones catalyze action and contribution.

7. Purpose

Aspiration
Intentionality
Selflessness
Balance

10. Enthusiasm

Attitude
Energy
Curiosity
Humor

2. Integrity

Honesty
Reliability
Humility
Stewardship

3. Awareness

Mindfulness
Objectivity
Empathy
Reflection

5. Perseverance

Preparation
Perspective
Toughness
Learning

6. Faith

Gratitude
Forgiveness
Love
Spirituality

8. Vision

Attention
Imagination
Articulation
Belief

9. Focus

Clarity
Concentration
Speed
Momentum

11. Service

Helpfulness
Charity
Compassion
Renewal

12. Leadership

Expectations
Example
Encouragement
Celebration

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Goals	16
Goal 1: The percentage of grade 6th, 7th and 8th grade students "approaching, meeting, and mastering" grade-level standard on both Math and Reading STAAR will increase to an average of at least 70%.	16
Goal 2: San Jacinto will ensure a safe and welcoming environment where 100% of the MISD instructional expectations will be met.	19
Goal 3: San Jacinto will develop and support highly motivated staff members who maximize student success.	24
Comprehensive Support Strategies	29
Campus Education Improvement Committee	31
Campus Funding Summary	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

San Jacinto Junior High School serves 6th, 7th, and 8th grade students located in Midland ISD in Midland County, Texas. Although this improvement plan focuses on the 2019-2020 school year, the demographic information comes from 2018-2019 available information - unless otherwise noted. San Jacinto JHS student enrollment increased from the 2018-2019 school year to a total of 903, with 104 6th graders, 417 7th graders, and 380 8th graders.

San Jacinto JHS enrollment continues to have minimal enrollment shifts among our student demographic groups. The campus demographic group for 2018-2019 were: African American - 7.71%, Hispanic - 66.5% and White - 22.56%.

Attendance rate increased this school year to 95.67%.

San Jacinto JHS student categories also include 10.32% English Language Learners (ELLs), 5.90% Gifted and Talented, 4.20% Special Education, and 53.17% of students in Career and Technical Education. Additionally, 48.19% of students are Economically Disadvantaged and 63.95% are identified as At-Risk.

Demographics Strengths

Hispanic students increased their scores in all 3 categories (approaches, meets, and masters) on 7th grade Math and Writing, as well as 8th grade Math and Reading STAAR.

African American students increased their scores in all 3 categories (listed above) on 8th grade Math STAAR.

Economically Disadvantaged students increased their scores on approaches and meets on Math, Reading, and Writing STAAR.

Hispanic and White students both increased their scores in all 3 categories (listed above) for Writing STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LEP students in Math and Reading trending lower than general ed. students. **Root Cause:** Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.

Problem Statement 2: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency. **Root Cause:** Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms

Student Academic Achievement

Student Academic Achievement Summary

San Jacinto JHS has experienced moderate student achievement success during the 2018-2019 school year. The campus scored a "66" for overall performance, ranking the campus as a "D". According to our TEA ratings, the campus scored a "D" in student achievement, "F" in school progress, "F" in relative performance, and "F" in closing the gaps.

San Jacinto will continue to refine our practices around the learning process to increase performance for all students, as well as the participation and performance of all demographic sub-groups.

Student Academic Achievement Strengths

Algebra had 100% of students approach, 92% of students meet, and 73% of students master their STAAR.

Overall, Science had the greatest increase within approaches from 2018-2019.

Science and Social Studies increased in all 3 categories (approaches, meets, and masters) overall with students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category. **Root Cause:** TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs

Problem Statement 2: More than 35% of our students made "limited progress" of growth for Reading and Math in grades 6, 7, and 8 (which is the 2nd largest impact for Domain 3). **Root Cause:** Intentional interventions, high-quality usage of instructional minutes, grade-level instruction, CFA serving as instructional guiding tool, data analysis, and proactive planning within PLCs

Problem Statement 3: The "achievement gap" for Sped students in Math is 55% and 43% for Reading Sped students. **Root Cause:** Lack of differentiation and scaffolding, effective usage of Co-Teach model, consistent support for Tier 3 learners, and intentional intervention

School Processes & Programs

School Processes & Programs Summary

The lack of growth in student achievement indicates that there is a weakness regarding school processes. However, there is not specific data to analyze from last year's work. Moving forward, this data will be tracked and analyzed for this school year to demonstrate specific trends, strengths, and areas of progress needed.

- 1) San Jacinto JHS Teachers are encouraged to be risk-takers. They are willing to try new strategies to engage students and improve student learning. Some of the innovative methods include: project-based learning, Google classroom, 1:1 technology program, Lead4ward strategies, Laying the Foundation strategies, and Sheltered Instruction strategies.
- 2) The master schedule is built with specific time for teams to plan together within PLCs at least 1x per week.
- 3) Professional learning opportunities are scheduled through instructional focus meetings by departments. The learning opportunities are developed around the campus focus, technology, growth of PLCs, and/or teacher feedback on their needs.
- 4) Tutorials are scheduled and shared within a team to ensure availability of support for students throughout the week. 1:1 tutorials are offered every Tuesday, for students to receive instructional support from volunteers.
- 5) Positive Behavior Supports are in place with our Mustang Motivator program and tiered behavioral expectations.
- 6) All students are encouraged to join extracurricular programs and/or "Club Day".
- 7) High School credit courses are offered to help student earn high school credits before they enter 9th grade: Algebra, Art 1, and Spanish I and II.
- 8) The master schedule is built to offer extended learning time for most 6th, 7th, and 8th graders in Reading with double blocked classes of Balanced Literacy and for 6th, 7th, and 8th graders in Math.
- 9) 900 Chromebooks have been purchased to support the classroom instruction, with the intent to continually purchase more.
- 10) AVID is continuing at San Jacinto, as well as 105 6th graders with an option of an AVID Elective class.
- 11) Parent Involvement (with both parents and community stakeholders) serves as a dynamic factor to our successes through: PTA, Parent Nnights, Lunch with Parents, Career Day, etc.
- 12) Electives adhere to a high standard of instructional factors, while being supportive of our core contents and their accountability.

School Processes & Programs Strengths

The focus for San Jacinto Junior High School during the 2018-2019 school year revolves around equipping, empowering, and encouraging students and staff.

Our campus strives to ensure all staff are engaged in high-performing collaborative teams, that are focused on extending the learning and developing the capacity of both students and staff. Furthermore, we recognize the success of our campus is contingent upon the strengths of the relationships we foster, and thus strive to provide the highest quality internal and external customer service. It is our goal that when a student leaves San Jacinto JHS, they are effective communicators and problem-solvers who are prepared for their future and actively engage in the process of adding value to the greater community.

Within the area of learning, an emphasis will continue to be placed on our professional learning communities with regard to their structure, proactive planning, and data analysis/disaggregation. PLCs have been tasked with concentrating on the four critical questions which drive the work of a PLC:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLCs weren't utilized consistently, with a continual goal of proactive planning and instructional refinement. **Root Cause:** Lack of agendas tracked in binders, lack of consistent administrative presence to lead the meetings, and lack of teamwork/collaboration centered around instruction (equal effort among members).

Problem Statement 2: AVID wasn't utilized with fidelity and/or grade-level consistency. **Root Cause:** Lack of resources (binders and agendas) for each grade-level, and a lack of expectations related to college-prep and future planning from teachers to students.

Perceptions

Perceptions Summary

Our focus is to nurture and sustain a sense of community and pride that with building relationship with student, parents, and staff. The staff of San Jacinto JHS works diligently to ensure every student receives individualized attention, high-quality instruction, and a vast array of extra-curricular opportunities. Our campus strives to ensure all staff are engaged in high-performing collaborative teams, that are focused on extending the learning and developing the capacity of both students and staff. Furthermore, we recognize the success of our campus is contingent upon the strengths of the relationships we foster, and thus strive to provide the highest quality internal and external customer service.

Perceptions Strengths

San Jacinto JHS portrays strong campus culture and climate characteristics through the following attributes:

- 1) A master schedule that embeds professional learning time to allow for high-levels of collaboration.
- 2) A master schedule that maximizes learning time and offers a wide range of learning opportunities to ensure students have access to courses that align with student interest and goals.
- 3) A broad range of clubs and organizations for students to participate, and the opportunity to establish new clubs and organizations to meet the needs and interest of all student groups during Summit/"Club Day".
- 4) A variety of opportunities for parents to remain engaged through focused events that celebrate the success of our students or provide information to support college and career choices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline referrals and out of school placements for African American students is still higher than the other sub-pop groups. **Root Cause:** Relationships are not built effectively between students, teachers, parents and staff to encourage restorative discipline, classroom tiered behaviors aren't adequately followed and managed, and cultural norms aren't fully met and encouraged.

Priority Problem Statements

Problem Statement 1: LEP students in Math and Reading trending lower than general ed. students.

Root Cause 1: Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category.

Root Cause 2: TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency.

Root Cause 3: Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms

Problem Statement 3 Areas: Demographics

Problem Statement 4: More than 35% of our students made "limited progress" of growth for Reading and Math in grades 6, 7, and 8 (which is the 2nd largest impact for Domain 3).

Root Cause 4: Intentional interventions, high-quality usage of instructional minutes, grade-level instruction, CFA serving as instructional guiding tool, data analysis, and proactive planning within PLCs

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: The "achievement gap" for Sped students in Math is 55% and 43% for Reading Sped students.

Root Cause 5: Lack of differentiation and scaffolding, effective usage of Co-Teach model, consistent support for Tier 3 learners, and intentional intervention

Problem Statement 5 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Goal 1: The percentage of grade 6th, 7th and 8th grade students "approaching, meeting, and mastering" grade-level standard on both Math and Reading STAAR will increase to an average of at least 70%.





Performance Objective 1: Increase STAAR-EOC approaches grade level, meets grade level and masters grade level performance by 10%

Evaluation Data Source(s) 1: CFAs, checkpoints, benchmarks, STAAR, and TELPAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Teachers will utilize data from assessments to develop materials and lessons for small group instruction using PLC, Lead4Ward, Eduphoria and best-practice strategies. Supplies will be needed to supplement the small group instruction and differentiated classroom activities.</p>	Administration, instructional specialist, teachers leadership team	Increase in common assessment scores and STAAR results				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title 1 - 500.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Continue using effective instructional strategies build organizational skills and vocabulary knowledge, using binders, agendas, and focused-notetaking strategies consistently.	Administration, leadership team, teachers, instructional specialist and AVID Coordinator	Improvement on academic scores in both report card grades, formative assessments and STAAR, grade-level binder/planner checks				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Title 1 will provide funding resources to acquire technology to supplement the curriculum and assist in parent/student need: laptops/notebooks, computers, software, LCD projectors, bulbs, mounts, carts, document cameras, turnkeys, calculators, printers, electronic dictionaries, headphones and any other technology as deemed necessary to enhance instruction.	Administration, teachers, Department Chairs, Directors, T&L Department	STAAR growth table, increase on STAAR scores for "meets", "masters", and "approaches"				
Comprehensive Support Strategy Additional Targeted Support Strategy ESF Levers Lever 2: Effective, Well-Supported Teachers 4) Title 1, Local, SCE and Campus funds will be utilized to supplement capital outlays, supplies, office supplies based on campus need, testing supplies, fine arts equipment, office equipment supplies, classroom supplies and staff development based on campus achievement needs, students initiatives, parents activities, and student incentives for all core area of our school. State funds such as SCE, ELL, CTE, GT, etc. will be utilized to extend student learning and staff development.	Administration, counselors, teachers, technologist	Grade reports each 6 weeks, STAAR scores increased by at least 10%, conference certificates				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LEP students in Math and Reading trending lower than general ed. students. Root Cause 1: Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.
Problem Statement 2: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency. Root Cause 2: Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms
Student Academic Achievement
Problem Statement 1: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category. Root Cause 1: TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs
Problem Statement 2: More than 35% of our students made "limited progress" of growth for Reading and Math in grades 6, 7, and 8 (which is the 2nd largest impact for Domain 3). Root Cause 2: Intentional interventions, high-quality usage of instructional minutes, grade-level instruction, CFA serving as instructional guiding tool, data analysis, and proactive planning within PLCs
Problem Statement 3: The "achievement gap" for Sped students in Math is 55% and 43% for Reading Sped students. Root Cause 3: Lack of differentiation and scaffolding, effective usage of Co-Teach model, consistent support for Tier 3 learners, and intentional intervention


Goal 2: San Jacinto will ensure a safe and welcoming environment where 100% of the MISD instructional expectations will be met.

Performance Objective 1: Plan and schedule meeting/events that will provide opportunities for parent involvement and provide information about the school and school programs

Evaluation Data Source(s) 1: Student and parent interviews through Climate Survey, feedback through student cohort, instructional materials purchased for teachers and students

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 1) Offer multiple opportunities for parents to be provided with information regarding academics, school processes/procedures, and enhance the culture/climate through: Open House, Mustang Mania, Title 1, enrollment processes, SKYWARD, ELL information, "Take Your Parents to Lunch" days, 1 to 1 tutorial program, Affective Mentor support while providing refreshments.</p>	Principals, counselors department chairs, team leaders, Parent Liaison, and Instructional Specialist	Improved parental involvement, parent surveys, agendas, sign-in sheets,				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title 1 - 900.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Use Title 1 funds for a Parent Liaison to conduct informational parent meetings, assist in conferences and contacts, mail-outs to parents with information regarding the school and district, and host quarterly "Parent Nights" (with refreshments) to build our school community through parent involvement. We plan to actively seek out Partners in Educations to help provide additional support for the school. Liaison will receive a stipend of \$1000 per semester for this work, on top of regular full-time duties of ISP.	Principal, Assistant Principals and Leadership Team, Parent Liaison	Increase in parental involvement as indicated by sign-in sheets, increase in student academic performance at 6 week grading periods, decrease in absences in attendance, decrease in discipline issues, and acquire multiple Partners in Education				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title 1 - 2000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 3) Provide school information through electronic newsletters, call-outs, updated webpage, and social media to keep parents and community members updated about school events and programs.	Counselors, Parent Liaison, Leadership Team, and Administration	improved staff, student, and community involvement				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title 1 - 500.00						
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LEP students in Math and Reading trending lower than general ed. students. Root Cause 1: Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.
Problem Statement 2: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency. Root Cause 2: Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms

Student Academic Achievement

Problem Statement 1: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category. **Root Cause 1:** TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs

Problem Statement 2: More than 35% of our students made "limited progress" of growth for Reading and Math in grades 6, 7, and 8 (which is the 2nd largest impact for Domain 3). **Root Cause 2:** Intentional interventions, high-quality usage of instructional minutes, grade-level instruction, CFA serving as instructional guiding tool, data analysis, and proactive planning within PLCs

Problem Statement 3: The "achievement gap" for Sped students in Math is 55% and 43% for Reading Sped students. **Root Cause 3:** Lack of differentiation and scaffolding, effective usage of Co-Teach model, consistent support for Tier 3 learners, and intentional intervention

Goal 2: San Jacinto will ensure a safe and welcoming environment where 100% of the MISD instructional expectations will be met.

Performance Objective 2: Create a safe, healthy, and orderly environment for 100% of the students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Implementation and utilization of the district wide CHAMPS/DSC behavioral support by all classroom teachers and administrators.</p>	Principal, Assistant Principals, Leadership Team, teachers	Decrease in office referrals and student assignments to ISS, OSS or DAEP, and decrease in number of expulsions				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3						
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Conduct safety drills (Standard Response Protocol), use Raptor system, use audio visual recording equipment, utilize Crime Stoppers program, administer the safe and drug free survey to a randomly selected student group, train personnel in the use of the AED, CPR, and NCI, and provide a Flu shot to all staff.</p>	Director of Special Education, Nurse, Administration, and Teachers	Reports of drills, Crime Stoppers stats, reduced number of tardies, surveys, and restraint forms (as needed)				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3						
Funding Sources: 211 Title 1 - 800.00						
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 3) Bullying and suicide prevention program for students and staff, continuation of programs like Teen Flow, First Priority, Parents on Campus, physical fitness program, campus-wide vision/hearing screenings, and other programs deemed appropriate for the mental and/or physical health of the student/staff population</p>	Counselors, Administration, Nurse, instructional facilitator, and community members/volunteers	Results of parent, teacher, students surveys, counselor reports, fitness assessment data, and health documentation				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 4) A physical fitness program will be provided to all students enrolled in a physical education class to help them reach a required moderate or vigorous physical activity (MVPA) level. A fitness gram will be conducted on all students enrolled in a physical education class. We will continue to implement CATCH as our designated Campus School Wide Health program, to teach healthy modes of living (exercise, rest, & healthy eating habits). Our goal is to improve physical activity by incorporating activities that keep all students active during PE class and Band class.	Instructional facilitator, Health Services Supervisor, Principal, Assistant Principals, and Coaches	Fitness gram data, health service data, and CATCH surveys				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LEP students in Math and Reading trending lower than general ed. students. Root Cause 1: Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.
Problem Statement 2: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency. Root Cause 2: Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms
Student Academic Achievement
Problem Statement 1: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category. Root Cause 1: TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs
Problem Statement 2: More than 35% of our students made "limited progress" of growth for Reading and Math in grades 6, 7, and 8 (which is the 2nd largest impact for Domain 3). Root Cause 2: Intentional interventions, high-quality usage of instructional minutes, grade-level instruction, CFA serving as instructional guiding tool, data analysis, and proactive planning within PLCs
Problem Statement 3: The "achievement gap" for Sped students in Math is 55% and 43% for Reading Sped students. Root Cause 3: Lack of differentiation and scaffolding, effective usage of Co-Teach model, consistent support for Tier 3 learners, and intentional intervention



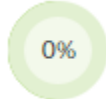

Goal 3: San Jacinto will develop and support highly motivated staff members who maximize student success.

Performance Objective 1: 100% of students served in Enhanced Academic Services, ELL, and Special Education will receive differentiated instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Teachers will utilize Sheltered Instruction, Lead4Ward strategies, and Depth of Knowledge principles learned to differentiate instruction for students as posted in their learning objectives and evidence in their classroom activities. Professional development will be provided through campus-based instruction to enhance student academic growth.</p>	Instructional Specialist, Administration, Leadership Team, Central Office Content-Directors, teachers	STAAR results and TELPAS results at the end of the year will increase by at least 10% for all students and instructional focus visits (IFVs) will show utilization of differentiation that can be measured				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning 2) Administration will attend TASA, and teachers will attend CAST, CAMT, AVID Summer Institute, AVID Pathway PD, and travel to observe top schools in the "40 comparison schools" group, as well as all other staff development deemed appropriate in order to improve instruction, rigor, and relevance for student academic growth	Directors of ESL, ELA, Math, Social Studies, Science, Special Education, Administration and T&L	Improved instruction across the curriculum, continued professional education hours				
			Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title 1 - 5000.00			
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 3) Teachers will receive training in Professional Learning Communities (PLC), Lead4ward, balanced literacy, Restorative Discipline and CHAMPS. The teachers will apply this training through lesson planning and classroom teaching strategies to improve student learning.	Administration, Leadership Team, and Content Directors	Lesson planning, increase in Meets and Mastery on the STAAR by at least 10%				
			Problem Statements: Demographics 1, 2 - Student Academic Achievement 1			
<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: LEP students in Math and Reading trending lower than general ed. students. Root Cause 1: Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.
Problem Statement 2: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency. Root Cause 2: Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms

Student Academic Achievement

Problem Statement 1: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category. **Root Cause 1:** TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs

Problem Statement 2: More than 35% of our students made "limited progress" of growth for Reading and Math in grades 6, 7, and 8 (which is the 2nd largest impact for Domain 3). **Root Cause 2:** Intentional interventions, high-quality usage of instructional minutes, grade-level instruction, CFA serving as instructional guiding tool, data analysis, and proactive planning within PLCs

Problem Statement 3: The "achievement gap" for Sped students in Math is 55% and 43% for Reading Sped students. **Root Cause 3:** Lack of differentiation and scaffolding, effective usage of Co-Teach model, consistent support for Tier 3 learners, and intentional intervention





Goal 3: San Jacinto will develop and support highly motivated staff members who maximize student success.

Performance Objective 2: Provide support for 100% of staff and new staff members to increase retention of good teachers.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) Faculty team building activities, including, but not limited to: Rockhounds, Christmas family dinner, faculty potluck, college painting, mentors and buddies for new teachers to SJ.</p>	Administrators, Department Chairs, CEIC members, Teachers, Leadership Team	Retention of high-quality teachers				
<p>Funding Sources: Other - 0.00</p>						
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Effective integration of an Instructional Specialist to provide additional instruction designed to assist teachers with developing skills in the preparation of effective learning (lesson) plans, presentation of content, classroom management, and school and community communications. Serve as a liaison between the school, and the assigned office or department. ISP will be paid through Title 1 \$1,000 per semester.</p>	Administrators, Leadership Team	Student improvement on academics achievement in formative and summative assessments. Increased teacher professional growth.				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 Funding Sources: 211 Title 1 - 2000.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LEP students in Math and Reading trending lower than general ed. students. Root Cause 1: Lack of PD regarding Sheltered Instruction, lack of CFA with intentional data analysis, and lack of a PLC structure that is proactive, implemented, and sustained.
Problem Statement 2: 1 out of 47 indicators, eligible for Domain 3, were met for proficiency. Root Cause 2: Lack of classroom integration with scaffolded language and ESL instructional strategies, planning/collaboration time, and lack of time spent speaking in classrooms
Student Academic Achievement
Problem Statement 1: Students moving from 6th to 7th grade Math, scored an average of 20% lower for the "approaches" category. Root Cause 1: TEKS range/difficulty, approximately 90 7th grade students took the 8th grade Math test, data usage and disaggregation, intentionality of CFAs, proactive planning in PLCs

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize data from assessments to develop materials and lessons for small group instruction using PLC, Lead4Ward, Eduphoria and best-practice strategies. Supplies will be needed to supplement the small group instruction and differentiated classroom activities.
1	1	2	Continue using effective instructional strategies build organizational skills and vocabulary knowledge, using binders, agendas, and focused-notetaking strategies consistently.
1	1	3	Title 1 will provide funding resources to acquire technology to supplement the curriculum and assist in parent/student need: laptops/notebooks, computers, software, LCD projectors, bulbs, mounts, carts, document cameras, turnkeys, calculators, printers, electronic dictionaries, headphones and any other technology as deemed necessary to enhance instruction.
1	1	4	Title 1, Local, SCE and Campus funds will be utilized to supplement capital outlays, supplies, office supplies based on campus need, testing supplies, fine arts equipment, office equipment supplies, classroom supplies and staff development based on campus achievement needs, students initiatives, parents activities, and student incentives for all core area of our school. State funds such as SCE, ELL, CTE, GT, etc. will be utilized to extend student learning and staff development.
2	1	1	Offer multiple opportunities for parents to be provided with information regarding academics, school processes/procedures, and enhance the culture/climate through: Open House, Mustang Mania, Title 1, enrollment processes, SKYWARD, ELL information, "Take Your Parents to Lunch" days, 1 to 1 tutorial program, Affective Mentor support while providing refreshments.
2	1	2	Use Title 1 funds for a Parent Liaison to conduct informational parent meetings, assist in conferences and contacts, mail-outs to parents with information regarding the school and district, and host quarterly "Parent Nights" (with refreshments) to build our school community through parent involvement. We plan to actively seek out Partners in Educations to help provide additional support for the school. Liaison will receive a stipend of \$1000 per semester for this work, on top of regular full-time duties of ISP.
2	1	3	Provide school information through electronic newsletters, call-outs, updated webpage, and social media to keep parents and community members updated about school events and programs.
2	2	1	Implementation and utilization of the district wide CHAMPS/DSC behavioral support by all classroom teachers and administrators.

Goal	Objective	Strategy	Description
2	2	2	Conduct safety drills (Standard Response Protocol), use Raptor system, use audio visual recording equipment, utilize Crime Stoppers program, administer the safe and drug free survey to a randomly selected student group, train personnel in the use of the AED, CPR, and NCI, and provide a Flu shot to all staff.
2	2	3	Bullying and suicide prevention program for students and staff, continuation of programs like Teen Flow, First Priority, Parents on Campus, physical fitness program, campus-wide vision/hearing screenings, and other programs deemed appropriate for the mental and/or physical health of the student/staff population
2	2	4	A physical fitness program will be provided to all students enrolled in a physical education class to help them reach a required moderate or vigorous physical activity (MVPA) level. A fitness gram will be conducted on all students enrolled in a physical education class. We will continue to implement CATCH as our designated Campus School Wide Health program, to teach healthy modes of living (exercise, rest, & healthy eating habits). Our goal is to improve physical activity by incorporating activities that keep all students active during PE class and Band class.
3	1	1	Teachers will utilize Sheltered Instruction, Lead4Ward strategies, and Depth of Knowledge principles learned to differentiate instruction for students as posted in their learning objectives and evidence in their classroom activities. Professional development will be provided through campus-based instruction to enhance student academic growth.
3	1	2	Administration will attend TASA, and teachers will attend CAST, CAMT, AVID Summer Institute, AVID Pathway PD, and travel to observe top schools in the "40 comparison schools" group, as well as all other staff development deemed appropriate in order to improve instruction, rigor, and relevance for student academic growth
3	1	3	Teachers will receive training in Professional Learning Communities (PLC), Lead4ward, balanced literacy, Restorative Discipline and CHAMPS. The teachers will apply this training through lesson planning and classroom teaching strategies to improve student learning.
3	2	1	Faculty team building activities, including, but not limited to: Rockhounds, Christmas family dinner, faculty potluck, college painting, mentors and buddies for new teachers to SJ.
3	2	2	Effective integration of an Instructional Specialist to provide additional instruction designed to assist teachers with developing skills in the preparation of effective learning (lesson) plans, presentation of content, classroom management, and school and community communications. Serve as a liaison between the school, and the assigned office or department. ISP will be paid through Title 1 \$1,000 per semester.

Campus Education Improvement Committee

Committee Role	Name	Position
Assistant Principal	Lisa Cisneros	Asst. Principal
Assistant Principal	Tommy Duncan	Asst. Principal
Classroom Teacher	Dana Johnson	ELAR teacher
Classroom Teacher	David Thomas	DEIC Member
Classroom Teacher	Vidal Torres	DEIC Alternate (ESL Teacher)
Community Representative	Melissa Wicker	Partners in Education
Principal	Jessica Varner	Principal
Classroom Teacher	Hillary Lovell	Social Studies Teacher
Classroom Teacher	Ashley Chadwick	ELAR Teacher
Classroom Teacher	Matthew Boswell	Social Studies Teacher
Classroom Teacher	Therese Adamson	ELAR Teacher
Classroom Teacher	Miranda Watson	Orchestra Teacher
Classroom Teacher	Angelica Monclova	Band Director (TCC Member)
Classroom Teacher	Kim Taylor	Girl's Athletic Coordinator
District-level Professional	Carol Bamford	ESL Director

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-11-6399-00-045-9-30	\$500.00
1	1	2		211-11-6399-00-045-9-30	\$2,000.00
1	1	3		211-11-6399-00-045-9-30	\$54,500.00
1	1	4		211-11-6399-00-045-9-30	\$3,000.00
2	1	1		211-61-6399-00-045-9-30	\$900.00
2	1	2		211-22-6117-00-045-9-30	\$2,000.00
2	1	3		211-61-6399-00-045-9-30	\$500.00
2	2	2		211-11-6399-00-045-9-30	\$800.00
3	1	2		211-23-6411-00-045-9-99	\$2,500.00
3	1	2	211-13-6411-00-045-9-99		\$2,500.00
3	2	2		211-11-6117-00-045-8-30	\$2,000.00
Sub-Total					\$71,200.00
Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$71,200.00