



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

### JEFFERSON MIDDLE SCHOOL

2017-2018

#### OUR MISSION

##### OUR MISSION

To provide each student with a comprehensive educational experience that promotes academic excellence, fosters creativity, infuses technology, nurtures human relationships and inspires a life-long passion for learning.

# JEFFERSON MS

## Needs Assessment 2017-2018

### Process

In the textbox below document the process you followed when completing the needs assessment.

On April 25, 2017, all Jefferson staff members were given access to and encouraged to complete a campus needs survey. The survey was open from April 25th - May 4th.

On May 5, 2017 (final early release day for the '16-'17 school year) the results of the staff survey were shared with the entire staff during our early release day staff development session. The ten question survey polled the staff on their perspective on current campus practices, initiatives and areas of interest for staff development for the 2017-2018 school year. Three critical questions were:

- 1) What area(s) of professional development do you feel our campus needs to focus on as priority for the upcoming school year?
- 2) Which component(s) of our current advisory program were most valuable for your students?
- 3) Please identify a campus committee that you feel would be most beneficial to the campus for the '17-'18 school year.

**Data and Campus Practices Review**

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other     Reteach/retest program in all core subjects	
Findings	<p>*8th. grade STAAR scores remained constant (Reading - 94/-2%, Math - 96/+3%, Science - 85%/No change, Social Studies - 75/+5%)</p> <p>7th grade STAAR scores showed minimal changes (Reading - 87%/-2%, Math - 79%/-4%, Writing - 83%/-3%)</p> <p>6th grade STAAR scores showed minimal changes (Reading - 82%/-6%, Math - 89%/+2%)</p> <p>*Sub group opportunity gaps were minimal (less than 5%) with the exception of Special Education. Our target will be to increase Math and Reading achievement in both subgroups by 10%.</p>

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	

<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input checked="" type="checkbox"/> Common Assessments
<input type="checkbox"/> Other
Findings
<p>*Student attendance rate remained consistent w/previous year at 96.9%.</p> <p>*Implementation of Restorative Discipline principles helped continue trend of decreased office referrals as well as student assignments to ISS &amp; OSS.</p> <p>*Reteach/retest pilot in all core content classrooms helped decrease failure rates in each content area and increase retention of critical, TEKS-based content/concepts.</p> <p>*Common assessments implemented in each core content area.</p>

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input checked="" type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input checked="" type="checkbox"/>	Campus goals
<input checked="" type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input checked="" type="checkbox"/>	Other      Grade Level Leader Book Study/monthly support meetings

Findings	<p>*Whole-faculty needs assessment activities (4/25/17 &amp; 5/5/17) to identify areas of needed/desired staff development for 2016-2017 school year.</p> <p>*Continuation of campus practice of rotating Grade Level Leader responsibilities each year.</p> <p>*PAC Committee (campus leadership team - admin., counseling, dept. coor., etc) monthly meetings focused on review of current and future campus instructional practices and ongoing professional development of the leadership team.</p> <p>*CDB and failure rate data shared with grade level teams/individual staff members each 6wks.</p> <p>*Master schedule decisions continue to focus on maximizing learning time for students and teaching &amp; planning/collaboration time for staff.</p> <p>*Leadership Team/PAC committee book study for 2017-2018 (Transforming School Culture Anthony Muhammad)</p>
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<b>CSF 4: Increased Learning Time</b>	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>*RTI update added as agenda item in each core content grade level meeting weekly.</p> <p>*Continuation of multiple opportunities for students to receive remediation and enrichment in every content area: Before/after school, Saturday School, SCE pull-outs (M &amp; R) and weekly content-based enrichment for all students in advisory (every Tues. &amp; Thurs.)</p>

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	

<input type="checkbox"/> Other	
Findings	<p>*Planning meeting w/JMS PTA President on 6/13/17 to identify calendar dates for family/community campus events.</p> <p>*Expanded use of Twitter, School messenger and campus website to keep families and community stakeholders connected to the campus.</p> <p>*JMS students featured on campus video newsletter each 6 weeks.</p>

**CSF 6: School Climate**

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

- Teacher surveys
- Parent surveys
- Student surveys or panels
- Discipline
- Student attendance
- Extra-curricular activities and clubs
- Other Restorative Discipline Plan Implementation

Findings	<p>*Continued use of google surveys for students (advisory based), student advisory committees and student panels.</p> <p>*Expanded use of google surveys w/staff and parents for 2017-2018</p> <p>*Continued implementation of restorative discipline plan including training for both teachers and students in August 2016 and ongoing throughout the 2017-2018 school year.</p> <p>*Continuation/Expansion of clubs offerings to students.</p> <p>*New committees to address student and staff recognition/celebration.</p>
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**CSF 7: Teacher Quality**

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

- Teacher attendance
- Teacher experience and years on campus
- Class size
- Staff retention rates

<input checked="" type="checkbox"/>	Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/>	Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/>	Effectiveness of planning and collaboration
<input checked="" type="checkbox"/>	Professional development experiences and requests
<input checked="" type="checkbox"/>	Other      Specific planning time for collaborative teaching partners (regular and special education)
Findings	<p>*Staff development for 2017-2018 shaped by staff input/involvement in needs assessment activities on 4/25 &amp; 5/5/17.</p> <p>*Continued focus on class size averages below district averages.</p> <p>*GLP meetings embedded in the daily schedule of each core content teacher.</p> <p>*Campus expectation/protocol that common assessments be implemented as appropriate in every content/grade level.</p>

**Priority Needs**

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Increase levels of meaningful student engagement in every classroom.

CSF 1 Academic Performance  
 CSF 4 Increased Learning Time  
 CSF 7 Teacher Quality

Priority Need 2

Increase teacher proficiency in incorporating technology into daily lessons.

CSF 1 Academic Performance  
 CSF 4 Increased Learning Time  
 CSF 7 Teacher Quality

Priority Need 3

Increase teacher capacity to implement differentiated instruction in every classroom/for every student.

CSF 1 Academic Performance  
 CSF 2 Use of Quality Data to Drive Instruction  
 CSF 4 Increased Learning Time  
 CSF 7 Teacher Quality

Priority Need 4

Continued transition to/implementation of a restorative discipline model.

CSF 1 Academic Performance  
CSF 2 Use of Quality Data to Drive Instruction  
CSF 3 Leadership Effectiveness  
CSF 4 Increased Learning Time  
CSF 6 School Climate  
CSF 7 Teacher Quality

Priority Need 5

Increase recognition/celebration of students and staff accomplishments.

CSF 6 School Climate





**CAMPUS: JEFFERSON MS**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

**FOR CERTIFICATION PURPOSES:** Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

**INSTRUCTIONS:** In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		What is your "WHY?" (Simon Senek), T-TESS Goal Setting	Instruction	All Staff	All Students	Campus funds if needed	6
08/22/2017		T-TESS Update and PLC Foundations	Instruction	All Staff	All Students	Campus funds if needed	6
08/23/2017		Campus Procedures, PLC Foundations (cont.), Counseling Updates, Campus Technology	Instruction	All Staff	All Students	Campus funds if needed	6
10/09/2017		Student Engagement, Differentiated Instruction, Technology Integration and Restorative Discipline	Instruction	All Staff	All Students	Campus funds if needed	3
11/20/2017		*Staff trade day					
11/21/2017		*Staff trade day					
02/19/2018		Student Engagement, Differentiated Instruction, Technology Integration and Restorative Discipline	Instruction	All Staff	All Students	Campus funds if needed	3

**CAMPUS:** JEFFERSON MS

**ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES**

**READING (Grades 6-8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	90%	54%	93%	74%	79%	87%	55%	28%	90%
African-American	87%	45%	90%	66%	74%	91%	48%	18%	94%
Hispanic	89%	50%	92%	69%	77%	86%	51%	25%	89%
White	93%	68%	96%	85%	87%	91%	66%	39%	94%
Economically Disadvantaged	87%	42%	90%	66%	71%	84%	44%	20%	87%
Special Education	58%	22%	62%	36%	43%	51%	23%	5%	60%
At-Risk	73%	21%	76%	56%	62%	71%	24%	6%	74%
Limited English Proficient	58%	15%	61%	44%	42%	48%	16%	4%	60%
Asian	95%	65%	98%	91%	81%	93%	56%	29%	96%
American Indian	100%	100%	100%	74%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	0%	100%	76%	81%	100%	33%	0%	100%
Two or More	91%	60%	94%	83%	89%	87%	51%	28%	90%

**WRITING (7)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	85%	57%	88%	68%	70%	82%	51%	18%	85%
African-American	85%	62%	88%	58%	65%	74%	35%	9%	77%
Hispanic	84%	53%	87%	63%	67%	82%	50%	15%	85%

White	89%	67%	92%	79%	81%	84%	55%	25%	87%
Economically Disadvantaged	82%	44%	85%	59%	59%	73%	39%	11%	76%
Special Education	54%	34%	57%	27%	31%	43%	11%	0%	60%
At-Risk	63%	25%	66%	46%	47%	54%	13%	0%	60%
Limited English Proficient	50%	17%	53%	38%	31%	38%	0%	0%	60%
Asian	86%	71%	89%	89%	79%	100%	69%	23%	100%
American Indian	100%	0%	100%	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	0%	53%	71%	75%	100%	100%	0%	100%
Two or More	79%	57%	82%	76%	82%	75%	63%	31%	78%

### MATHEMATICS (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	85%	46%	88%	76%	77%	87%	46%	15%	90%
African-American	80%	39%	83%	65%	70%	88%	43%	8%	91%
Hispanic	84%	42%	87%	72%	75%	86%	41%	11%	89%
White	90%	61%	93%	85%	86%	87%	58%	25%	90%
Economically Disadvantaged	79%	34%	82%	69%	68%	84%	37%	8%	87%
Special Education	58%	26%	61%	44%	47%	61%	20%	3%	64%
At-Risk	66%	17%	69%	61%	62%	74%	17%	2%	77%
Limited English Proficient	55%	15%	58%	58%	54%	68%	11%	4%	71%
Asian	93%	57%	96%	94%	85%	97%	64%	22%	100%
American Indian	100%	50%	100%	75%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	33%	100%	78%	83%	100%	0%	0%	100%
Two or More	97%	56%	100%	82%	85%	88%	51%	26%	91%

### ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	99%	92%	100%	82%	99%	100%	100%	73%	100%

**SCIENCE (Grade 8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	83%	51%	86%	74%	76%	85%	54%	20%	88%
African-American	73%	50%	76%	63%	68%	72%	36%	14%	75%
Hispanic	82%	41%	85%	69%	72%	84%	48%	14%	87%
White	86%	70%	89%	86%	88%	93%	78%	40%	96%
Economically Disadvantaged	79%	39%	82%	66%	66%	79%	40%	10%	82%
Special Education	55%	20%	58%	38%	44%	58%	24%	6%	61%
At-Risk	61%	19%	64%	56%	57%	67%	25%	3%	70%
Limited English Proficient	67%	0%	70%	44%	36%	19%	0%	0%	60%
Asian	92%	92%	95%	92%	84%	100%	58%	25%	100%
American Indian	100%	100%	100%	73%	86%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	84%	50%	50%	0%	60%
Two or More	92%	69%	95%	83%	87%	77%	62%	31%	80%

**SOCIAL STUDIES (Grade 8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	69%	36%	72%	62%	63%	75%	39%	21%	78%
African-American	68%	35%	71%	50%	55%	72%	44%	14%	75%
Hispanic	64%	30%	67%	55%	58%	71%	32%	17%	74%

White	80%	53%	83%	75%	80%	86%	58%	34%	89%
Economically Disadvantaged	60%	25%	63%	51%	51%	66%	28%	13%	69%
Special Education	28%	8%	31%	30%	33%	42%	15%	9%	60%
At-Risk	38%	11%	41%	40%	40%	53%	15%	3%	60%
Limited English Proficient	67%	0%	70%	29%	22%	13%	0%	0%	60%
Asian	92%	54%	95%	87%	76%	83%	58%	25%	86%
American Indian	100%	100%	100%	61%	57%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	84%	100%	0%	0%	100%
Two or More	77%	31%	80%	72%	80%	69%	38%	31%	72%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96%	97%
African-American	95.4%	95.8%	96.7%	97%
Hispanic	95.6%	95%	96%	97%
White	96%	95.8%	95.6%	97%
Economically Disadvantaged	95.4%	94.4%	95.3%	97%
Special Education	94.5%	93.9%	95.3%	97%
Limited English Proficient	96.4%	95.8%	96.1%	97%
Asian	97.8%	96.8%	97.7%	98%
American Indian	95.3%	95.2%	92.5%	97%
Hawaiian Pacific Islander	95.5%	96.1%	98.1%	98%
Two or More	95.9%	96%	96.4%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0%	0%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0%	0%
African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0%	0%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

**PSAT**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	810	815
PSAT Reading/Writing Section Mean	396	406	410
PSAT Math Section Mean	395	404	410

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Increase levels of meaningful student engagement in every classroom.

Goal : Increased levels of meaningful student engagement will result in decreased failure rates, increased student attendance, decreased student office referrals and improved performance on CDB/STAAR assessments.

System Safeguard: Close the gap, in all content areas, between the performance for all students and subpopulation groups (Special Education, English language learners and Economically disadvantaged-in Social studies) by 10%.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Beginning with staff development sessions on 8/21/17, student engagement strategy training will be a focus area for our entire faculty throughout the 2017-2018 school year (10/09, 2/19).
November Progress Check	Conferencing with collaborative pairs every Thursday. Both formal and informal walkthrough observations show a consistent increase of structures being used. Feedback from grade level planning meetings. CDB data from the 1st CDB (ELA/Math show collaborative classes performing slightly below non-collaborative classes. Student engagement is still an area of focus and will continue to be addressed.
March Progress Check	Conferencing with collaborative pairs every Thursday. Both formal and informal walkthrough observations show a consistent increase of structures being used. Feedback from grade level planning meetings. CDB data from the 1st CDB (ELA/Math show collaborative classes performing slightly below non-collaborative classes. Student engagement is still an area of focus and will continue to be addressed.
June Progress Check	Looking at the 2017-2018 STAAR scores in SE sub group, we will need to continue with our goal for next year (M-3%, R-2%).



Activity 1

Activity	<p>Staff Development training on 8/21/17.</p> <p>Added Activity to reflect Safeguard data:            Teachers' of record along with their collaborative teaching partner will plan together with the Special Education Coordinator every Thursday during their conference period to develop plans on how teaching and learning will look different in the collaborative classroom. Structures, strategies and activities will be purposely designed to meet the needs of the diverse learners present in the class.</p>
Person Responsible	<p>Principal/Academic Dean/Administrative Team/Department Coordinators</p> <p>Principal/Academic Dean/Administrative Team/Department Coordinators/Collaborative teaching pair/Special Education Coordinator</p>
Monitoring Measures	<p>*T-TESS observations &amp; informal walk-throughs</p> <p>*Administrative observation/participation in weekly GLP meetings</p> <p>*Increased Student Achievement (data on failure rates/CDBs/STAAR)</p> <p>*Data reviews (academic &amp; discipline)</p>
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	<p>Staff Development training on 10/09/17.</p> <p>Added Activity to reflect Safeguard data:            Student Engagement, Differentiated Instruction, Technology Integration and Restorative Discipline.</p>
Person Responsible	Principal/Academic Dean/Administrative Team/Department Coordinators

Monitoring Measures	*T-TESS observations & informal walk-throughs *Administrative observation/participation in weekly GLP meetings *Increased Student Achievement (data on failure rates/CDBs/STAAR) *Data reviews (academic & discipline) *Pre/Post assessments of interventions
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Staff Development training on 2/19/18. Added Activity to reflect Safeguard data: Student Engagement, Differentiated Instruction, Technology Integration and Restorative Discipline.
Person Responsible	Principal/Academic Dean/Administrative Team/Department Coordinators
Monitoring Measures	*T-TESS observations & informal walk-throughs *Administrative observation/participation in weekly GLP meetings *Increased Student Achievement (data on failure rates/CDBs/STAAR) *Data reviews (academic & discipline)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 4

Activity	Added Activity to reflect Safeguard data:  Academic Dean and EL teacher will meet with each core content (ELA/Math/Science & History) grade level team to discuss teaching strategies to increase student achievement at the beginning of the 2nd (10/10/17), 4th (1/23/18) and 6th (4/24/18) six weeks.
Person Responsible	Academic Dean, EL Teacher/campus specialist and Principal
Monitoring Measures	*T-TESS observations & informal walk-throughs *Administrative observation/participation in weekly GLP meetings *Increased Student Achievement (data on failure rates/CDBs/STAAR) *Data reviews (academic & discipline)
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Added Activity to reflect Safeguard data:  The JMS Advisory Program will devote each Monday to a content-based, grade level appropriate academic vocabulary mini-lesson throughout the 2017-2018 school year.
Person Responsible	Academic Dean, Principal, 6-8 grade advisory facilitators.
Monitoring Measures	Vocabulary Quiz every 3rd. week in advisory class.
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 2**

Need : Increase teacher proficiency in incorporating technology into daily lessons.

Goal : Technology-laden lessons will result in increased student engagement levels and improved academic performance.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Beginning with staff development sessions on 8/21/17, training on strategies to incorporate technology into daily lessons will be a focus area for our entire faculty throughout the 2017-2018 school year (8/21-8/23, 10/09, 2/19/18).
November Progress Check	Teacher choice technology rotations during staff development, specifically around the Teacher Access Center. During conference periods, faculty attends training conducted by the TSS or the Technology Specialist. Lunch and learn options to engage in technology sessions are being conducted. Videos are sent out to help teacher be self-directed learners in the absence of Early release days. During walkthroughs, we have seen an increase of technology used such as Kahoot, pickers, and chrome books to name a few. Lesson plans reflect an increased efforts to put campus technology into students hands to enhance instruction. ach department has been issued technology carts to use in the classroom on a check-out basis. Carts are being used on a daily basis.

March Progress Check	Teacher choice technology rotations during staff development, specifically around the Teacher Access Center. During conference periods, faculty attends training conducted by the TSS or the Technology Specialist. Lunch and learn options to engage in technology sessions are being conducted. Videos are sent out to help teacher be self-directed learners in the absence of Early release days. During walkthroughs, we have seen an increase of technology used such as Kahoot, pickers, and chrome books to name a few. Lesson plans reflect an increased efforts to put campus technology into students hands to enhance instruction. Each department has been issued technology carts to use in the classroom on a check-out basis. Carts are being used on a daily basis.
June Progress Check	Based on our monitoring our Technology sign up and check out, teachers significantly increased (30%) the use of technology in the 2017-2018 school year.

#### Activity 1

Activity	Staff Development training on 8/22/17
Person Responsible	Principal/Academic Dean/TSS/Selected staff members
Monitoring Measures	*T-TESS observations and informal walkthroughs *Administrative observation/participation in weekly GLP meetings *Increased Student Achievement (review of data on failure rates/CDBs/STAAR) *Additional data sources (academic & discipline)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Staff Development training on 10/09/17.
Person Responsible	Principal/Academic Dean/TSS/Selected staff members

Monitoring Measures	*T-TESS observations and informal walkthroughs *Administrative observation/participation in weekly GLP meetings *Increased Student Achievement (review of data on failure rates/CDBs/STAAR) *Additional data sources (academic & discipline)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

**Need :** Increase teacher capacity to implement differentiated instruction in every classroom/for every student.

**Goal :** Increased teacher capacity to implement differentiated instruction in every classroom/for every student will result in decreased failure rates, increased student attendance, decreased student office referrals and improved performance on CDB/STAAR assessments.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	8/28/17 - 6/6/18
November Progress Check	Lesson plans and dialog during grade level planning incorporates ideas and activities that provide differentiated instruction. Walkthroughs show an increase with student choice, student inquiry and stations.
March Progress Check	Lesson plans and dialog during grade level planning incorporates ideas and activities that provide differentiated instruction. Walkthroughs show an increase with student choice, student inquiry and stations. Formal observations confirmed an increase in the frequency and quality of differentiated instruction.
June Progress Check	We have the lowest number of students attend summer school for the 2017-2018 school year. Administrative comparison from T-TESS walk-through and observations showed an increase of differentiated instruction across all content and grade levels.

**Activity 1**

Activity	Staff Development Training on 8/23/17.
Person Responsible	Principal/Academic Dean/Administrative Team/Department Coordinators
Monitoring Measures	*T-TESS Observations and informal walkthroughs *Administrative observation/participation in weekly GLP meetings *Increased student achievement (data review on failure rates/CDBs/STAAR) *Additional data sources (ex. discipline referral data)
Title 1 Fund	No



Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Staff Development Training on 10/19/17.
Person Responsible	Principal/Academic Dean/Administrative Team/Department Coordinators
Monitoring Measures	*T-TESS Observations and informal walkthroughs *Administrative observation/participation in weekly GLP meetings *Increased student achievement (data review on failure rates/CDBs/STAAR) *Additional data sources (ex. discipline referral data)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	
Person Responsible	

Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 4**

Need : Continued transition to/implementation of a restorative discipline model.

Goal : Decrease in office referrals/discipline incidents and improved academic performance.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	8/28/17 - 6/6/18
November Progress Check	Administrative team review of discipline and academic data each 6 weeks.
March Progress Check	Administrative team review of discipline and academic data each 6 weeks. An increase of conferences with students and parents to find the root cause of persistent misbehaviors.

June Progress Check	Implemented the Restorative Discipline conferences when meeting the needs of students in the classroom and in the administrative offices.
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Activity 1

Activity	Staff Development training sessions on 8/23 & 10/09/17 on campus discipline protocols/expectations and classroom structures to support student success (behavior)
Person Responsible	Administrative Team
Monitoring Measures	Periodic review of referral data
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Student Success Assemblies (Sem. I - 9/5 & 9/6/17, Sem. II - 1/23 & 1/25/18)
Person Responsible	Administrative Team
Monitoring Measures	Periodic review of referral data
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 5**

Need :

Goal :

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	8/21/2017 to 6/6/2018.
November Progress Check	Student and staff recognition committees have been formed and will begin implanting celebration events for both groups during the 2nd semester.
March Progress Check	Student and staff recognition committees will meet in April to discuss end of the year celebration. March recognitions were a success and will continue for the month of April.
June Progress Check	Ongoing goal that will be continued for the 2018-2019 school year.

#### Activity 1

Activity	8/21/2017 to 8/23/2017 Campus committees formed.
Person Responsible	Administration team and JMS staff.
Monitoring Measures	Committee will meet each 6 weeks.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Student and staff surveys to gauge the effectiveness of recognition/celebration event for students and staff.
Person Responsible	Administration team and committee members.

Monitoring Measures	Review of survey results.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	8/28/2016 to 6/6/2018.
November Progress Check	Faculty fitness program (teacher led) is active on our campus, after school, three times a week. Student fitness clubs will be implemented second semester. PE classes continue to focus on healthy lifetime activities which is reflected in their weekly lesson plans.
March Progress Check	Faculty fitness program (teacher led) is active on our campus, after school, three times a week. Student fitness clubs did not have a student interest to be implemented second semester. PE classes continue to focus on healthy lifetime activities which is reflected in their weekly lesson plans.
June Progress Check	PE teachers facilitated new units on Yoga and Mountain Biking during the 2017-2018 school year. Goal will be continued for 2018-2019.

Activity 1

Activity	Meet with PE Coordinator to review the year-long plan of content/units/activities to ensure that we continue to offer a comprehensive physical education program that meets the needs of all students.
Person Responsible	Principal/Administrative team and PE Coordinator
Monitoring Measures	Administrative team walk-throughs and periodic meetings with PE coordinator to review/update progress toward campus goal(s). Mid and end of the year student/parent surveys to gauge effectiveness of campus health program.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Formation of both girls and boys fitness clubs
Person Responsible	Club sponsors & Admin. Team
Monitoring Measures	Visit/participate in club meetings. Student surveys on program satisfaction.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	