

Channelview Independent School District
Alice Johnson Junior High
2016-2017 Campus Improvement Plan

Mission Statement

The mission of AJJH is to provide an educational environment that will improve its students' academic, social, emotional, and physical development. The faculty of AJJH will empower the students to become creative, responsible, and productive members of an ever-changing society. All students, with the continued support of the faculty, parents, and community, will learn to their fullest potential. As a team, we will succeed.

Vision

Alice Johnson Jr. High will cultivate an environment in which students will become successful learners of the 21st century through the setting of high expectations and creation of life-long learners. The school will provide a safe and caring academic learning environment where attending a postsecondary institution is an expectation, while instilling a sense of self-pride that will produce responsible, productive citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

The needs of the campus for the 2016/17 school year were determined from the CNA subcommittee meetings that were held on May 27, 2016. The information gathered was used to complete this year's Campus Needs Assessment (CNA) and Campus Improvement Plan (CIP).

Demographics

Demographics Summary

Alice Johnson Junior High opened its doors in 1979 and serves predominantly Mexican-American families. Alice Johnson currently serves approximately 1111 students in grades 6-8. 5 years ago, 1,295 7th and 8th grade students were served by the campus, which is a total decrease of about 14.2%. The student population is 12 % African-American, 9% Anglo, 0.9% Asian, 0.9%, Amercian Indian, and 77% Hispanic, 54% male and 46% female with a low socioeconomic status of 87%. The overall mobility rate for the campus is approximately 1%, with a drop-out rate of nearly .1%.

Alice Johnson Junior High serves 334 English Language Learners, 36 students in the Gifted and Talented program (21 males & 15 females), 39 students identified for 504 services, and 145 students (99 males & 46 females) served though the campus' special education department of which 0 students were tested and qualified for special education services during the 2015/16 school year.

Demographics Strengths

A strength of the campus demographics is that it closely resembles the broader community. The issues that affect the community serve as important information that is used to address the concerns that adversely impact the majority of students that attend Alice Johnson Junior High.

Demographics Needs

The needs that are involved with the demographics of the campus primarily begin with Spanish being the primary language spoken by many of our students' parents. Since Spanish is the dominant language spoken at home, the students' ability to speak and write English proficiently is limited. As a result, the school is faced with the need to acquire the necessary resources, supplies, materials, technology, and etc. that would aid these students in overcoming the linguistic barriers that impede their academic success.

Student Achievement

Student Achievement Summary

Upon reviewing 2015/16 STAAR data, AJJH will develop and implement a plan of action to address student achievement in the areas of:

Rosetta Stone and ESL Reading Smart will serve to improve student achievement for a targeted group of LEP students. LEP students not meeting standard in Reading and Writing will be identified for teacher and department tutorials. Special education students will also receive additional instruction in the areas of Reading, Writing, and Mathematics by way of teacher and department tutorials, as well as pull-outs from specialists. The students will also be targeted for teacher and department tutorials.

The Response-to-Intervention (RTI) committee, which meets on a monthly basis, will continue to create a systematic approach to address both the academic and behavioral needs of at-risk students. The RTI processes will continue, as more students will receive intervention at the TIER 2 stage, if needed. An increased focus on achieving Advanced Academic Performance on STAAR will be placed on the GT program through monitoring and assessing students in Pre-AP classes, CBAs, and benchmarks. The AVID program will persist as a means of promoting a sense of college readiness on campus. All classes will incorporate the use of various technological tools that directly align with and impact the current TEKS.

The data from the 2015/16 STAAR test revealed:

| Subject | Year | LEP | SPED |
|---------|------|-----|------|
| Reading | 2015 | 31% | 7% |
| | 2014 | 48% | 64% |
| | 2013 | 55% | 73% |
| | 2012 | 79% | 68% |
| | 2011 | 74% | 69% |
| Math | 2015 | 48% | 29% |
| | 2014 | 65% | 54% |
| | 2013 | 85% | 63% |
| | 2012 | 79% | 66% |
| | 2011 | 80% | 70% |

| Subject | Year | All Students | African | Hispanic | White | Econ. |
|---------|------|--------------|----------|----------|-------|---------|
| | | | American | | | Disadv. |
| Reading | 2015 | 67% | 59% | 68% | 70% | 61% |
| | 2014 | 77% | 75% | 77% | 78% | 76% |
| | 2013 | 74% | 73% | 73% | 81% | 73% |
| | 2012 | 76% | 78% | 76% | 91% | 88% |
| | 2011 | 89% | 92% | 88% | 91% | 88% |
| Math | 2015 | 69% | 58% | 71% | 67% | 68% |
| | 2014 | 75% | 68% | 77% | 72% | 54% |
| | 2013 | 76% | 63% | 78% | 77% | 76% |
| | 2012 | 72% | 60% | 75% | 75% | 72% |
| | 2011 | 87% | 85% | 88% | 84% | 85% |
| Writing | 2015 | 59% | 56% | 59% | 56% | 59% |
| | 2014 | 63% | 58% | 64% | 61% | 62% |
| | 2013 | 55% | 47% | 57% | 55% | 53% |
| | 2012 | 66% | 71% | 66% | 66% | 65% |
| | 2011 | 93% | 99% | 92% | 93% | 92% |
| Science | 2015 | 80% | 68% | 83% | 83% | 80% |
| | 2014 | 72% | 78% | 71% | 77% | 70% |
| | 2013 | 70% | 65% | 70% | 77% | 68% |
| | 2012 | 61% | 58% | 61% | 68% | 59% |
| | 2011 | 78% | 86% | 74% | 84% | 77% |

| | | | | | | |
|----------------|------|-----|-----|-----|-----|-----|
| Social Studies | 2015 | 70% | 78% | 70% | 55% | 68% |
| | 2014 | 65% | 52% | 64% | 86% | 65% |
| | 2013 | 63% | 70% | 61% | 68% | 62% |
| | 2012 | 49% | 44% | 49% | 56% | 47% |
| | 2011 | 94% | 99% | 93% | 94% | 94% |
| All Tests | 2015 | 71% | 90% | 68% | 99% | 71% |
| | 2014 | 73% | 69% | 73% | 75% | 72% |
| | 2013 | 71% | 66% | 71% | 75% | 70% |
| | 2012 | 70% | 67% | 70% | 74% | 69% |
| | 2011 | 75% | 80% | 73% | 76% | 73% |

Student Achievement Strengths

The strengths in student achievement on the 2015/16 STAAR test include the areas of:

The teachers' use of technology in these particular core classes served to enhance student achievement on the STAAR with respect to each content area.

Student Achievement Needs

The needs that have been identified for the 2016/17 school year include overall academic growth in:

Computer programs such as Light-Sail, ESL Reading Smart, and Flex Literacy are needed to increase student performance on the STAAR Reading and Writing tests for LEP and special education students, respectively. Each core department will share a common planning period to ensure better alignment across grade levels and to better implement the TEKS.

School Culture and Climate

School Culture and Climate Summary

Although improvements have been made towards meeting the requirements indicated in the school's safety audit that was conducted in 2010/2011, continued training of all staff will be conducted in the areas of locking exterior doors upon entering and exiting them, logging off computers, sheltering in place, and "lock-down" procedures.

School Culture and Climate Strengths

With respect to the school's strengths in culture and climate, Alice Johnson has high academic expectations for student learning. According to teachers, students, and parents, the school has a positive campus environment. There are many student clubs and organizations. The campus is experiencing a constant trend of lower discipline referrals. The faculty is consistently working towards improving the aesthetic nature of the building. Teacher morale constantly improves from year to year. There is also a strong awareness of bullying/violence prevention, as well as drug prevention and awareness.

School Culture and Climate Needs

The needs that are vital to enhancing the school's culture and climate include a process for lowering student tardies. Teacher training on cultural sensitivity will be extended for the 2016/17 school year to improve the climate and culture of the school through better student-teacher relationships. A comprehensive orientation for incoming 6th graders will be continued for the 2016/17 school year. Also, improving the appeal of the campus to that of a college or university will be continued throughout the school year, as well.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The approximate population of 34% African-American, 49% Anglo, 0% Asian, 17% Hispanic make up the faculty at Alice Johnson Junior High School. There are nearly 38% male and 62% female educators at AJJH with an average of 13 years of teaching experience. The campus has 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

Professional development will continue to address the most needed areas of concern, as indicated by our findings in the campus needs assessment, and will serve to enhance the quality of teachers as professionals. Training in differentiated instruction will be provided to all staff members to enhance teaching effectiveness and improve student learning in all courses.

Staff Quality, Recruitment, and Retention Strengths

The strengths in staff quality, recruitment, and retention stem from the campus' high faculty/staff morale. As indicated by the teachers, there is a positive climate and culture with many opportunities to share teaching pedagogy, strategies, and ideas. Team-building activities exist in various formats throughout the campus. The mentor/buddy system has been an asset to new and incoming teachers with prior experience. Training in AVID strategies, Rigor & Relevance, 7-Steps to an Interactive Classroom, technology implementation, Forethought Lesson Planning, implementing inclusion, questioning techniques, district CDTs, as well as a host of other staff development opportunities will continue to improve the quality of the faculty and staff of Alice Johnson.

Staff Quality, Recruitment, and Retention Needs

The needs that have been identified for the 2016/17 school year include better training of teachers in preparing students for the STAAR Reading, Writing, Mathematics, Science, and Social Studies tests in Rigor & Relevance, RTI, school-wide AVID strategies & Cornell Note-taking, differentiated instruction, inclusion support, Thinking Maps, Building Academic Vocabulary, 7-Steps to an Interactive Classroom, questioning techniques, and problem solving/critical thinking strategies have all been identified as needs to continually improve the staff quality, recruitment, and retention of the faculty and staff at Alice Johnson Junior High School.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Alice Johnson offers courses in the four content areas of Mathematics, English-Language Arts, Social Studies, Science for grades 6-8, as well as Algebra I for advanced eighth grade students. The school also provides PreAP courses in all core area classes for advanced students of all grade levels. There will be 7 class periods that are approximately 55 minutes in length. There are also teacher and department tutorials, as well as pull-outs that serve to provide additional assistance for learning-disabled students in the areas of Reading, Mathematics, Science, and Social Studies. Targeted limited English-proficient (LEP) students also receive support in Rosetta Stone and ESL Reading Smart, and Lightsail in the language lab. Departmentalization is also practiced as the common core classes are in close proximity to one another throughout the building, and common planning periods will continue to assist teachers with lesson planning and instruction. A cohort of 6th grade students has been added to the current 7th and 8th grade cohorts for the campus' AVID program as a college and career readiness initiative.

Out of our State Compensatory Education Program (SCE) allotment, a facilitator has been hired to train teachers in best practices for assisting at-risk students. A DAEP program (Highpoint) exists to educate students who, because of disciplinary reasons, have been withdrawn from the district. A lab has been established to assist ESL students with Rosetta Stone and ESL Reading Smart, which is run by a teacher aide. A PEP program is provided by the district to provide social, emotional, and educational services to pregnant students. SCE funds also provide for dropout prevention strategies and training, if needed. Also included in the SCE program are instructional supplies and materials, technology equipment, professional development for core staff, and a Science instructional specialist who assist teachers with curriculum and instruction, as well as train them in best practices for preparing students at-risk for failing the STAAR Science test and district assessments.

Alice Johnson Junior High School has a Career and Technology Education (CTE) program which includes a PITSCO and Synergistics lab, as well as a Robotics course.

Our Title III program includes training for teachers in Sheltered Instruction, ELPS, and Rosetta Stone for beginning English speakers.

A school-wide inclusion program exists for special education students who are in resource, but not in the life-skills classroom.

Students in grades 6-8 who have been identified as English as a Second Language (ESL) are placed in an ESL classroom to receive linguistically-based ELA instruction.

Teachers in each core area department have access to their own portable lab, which consists of a class set of lap-top computers. There is also a portable lab specifically for bi-lingual students.

A district-level Pregnancy Education Parenting (PEP) program is in place to meet the needs of expecting student mothers.

As a Response to Intervention (RTI) approach, Alice Johnson has a Positive Approach to Student Success (PASS) program which serves as a disciplinary intervention for students who are experiencing behavioral issues.

A 504 program is in place to address any needs that are encountered by students who have a physical impairment which impedes their ability to experience academic success.

Curriculum, Instruction, and Assessment Strengths

The strengths of Alice Johnson's curriculum, instruction, and assessment programs include Forethought for teacher lesson-planning. There are campus-level specialists in Reading, Mathematics, and Science. Teachers in all core areas are selected to serve on the district developed Curriculum Development Teams (CDT) & Curriculum Alignment Teams (CAT). Secondary Curriculum Meetings have proven effective, as they allow the district and campus specialists, along with the principal, to discuss issues concerning curriculum, instruction, assessments, and professional development opportunities. Thinking Maps have assisted students with analyzing their thoughts and thinking more critically about learning. RTI interventions have helped with identifying students that are in need of specific academic and behavioral assistance. Content and language objectives have helped teachers hone in on what they are to specifically teach while planning for instructional delivery and ensuring that reading and writing strategies are included in every lesson.

Curriculum, Instruction, and Assessment Needs

The needs that have been identified regarding curriculum, instruction, and assessment begin with district and campus aligned STAAR benchmarks, CBAs, and other assessments. More teacher implementation of student centers, grouping, and peer-tutoring is also needed. The need for more training on the many ways to differentiate instruction, as well as how to effectively implement inclusion will continue to be of importance to the campus. In addition to the Reading, Math, and Science specialists, a Social Studies Specialist/Coach to assist teachers with curriculum, instruction, and planning would be beneficial. Because the Social Studies textbooks are grossly out-dated, the teachers would benefit from having more instructional technology and supplemental resources.

Family and Community Involvement

Family and Community Involvement Summary

A prevailing problem that has plagued Alice Johnson Junior High School on an annual basis has been increasing the amount of parental involvement. The unwillingness of many of our parents to attend the school may be due to their limited ability to speak English. Although the school has tried to meet this need by providing translators at school events and providing a more welcoming environment, many parents are still reluctant to visit and become more involved with campus activities. Nonetheless, AJJH is still committed to reaching out to and accommodating all of our parents, as well as establishing better school-to-home relationships and greater partnerships with the broader community.

Family and Community Involvement Strengths

The strengths of our campaign to improve family and community involves hosting many events. We have parent nights for the various core areas that are spread out throughout the year. Various community members are invited to serve on our Campus Education Improvement Committee (CEIC). A parent night event is held for 6th grade students to acclimate them to the campus and inform parents about what they need to know regarding the upcoming school year. In September, we host our annual Open House/Title I Night for parents to meet their child's teachers and acquaint themselves with the building. There is an AVID Introduction Night for parents of AVID students. Our parents are invited to participate in the district's Community Health Fair. Parenting Partners will persist for its second year for parents to discover best practices in skills that support their child's (children's) social development. Phone call-outs will continue to be sent out (with Spanish translation) to inform parents of upcoming school-wide events.

Family and Community Involvement Needs

The school could benefit from having more community partnerships as it once did with General Electric and Lyondell-Basell. Alice Johnson needs to host more parental involvement events such as parent nights for our learning-disabled and limited English-proficient students, increased Parent Night events to inform our parents about preparing students for college entry, as well as PreAp informational meetings. STAAR/EOC Nights need to be reintroduced to inform parents about the best ways to ensure that their child (children) are successful on the tests.

School Context and Organization

School Context and Organization Summary

Alice Johnson incorporates many strategies that serve to enhance the organization of the campus and eliminate problems that may arise with student discipline, as well as provide structure in managing the school day. The CEIC meetings are formats in which information is passed down to committee members to their respective departments on a 9-week basis. Periodic meetings are held during the teachers' conference period and throughout the year to relay other district-level information to staff, as well as discuss other pertinent information. A staggered bell schedule persists to separate 6/7 grade students from 8th graders during passing periods. 6th grade classrooms are primarily located downstairs (with the exception of the Science classrooms), while 7th and 8th grade classrooms are mainly upstairs. Students will be released directly to their first period class after eating breakfast in the morning or arriving by car or bus. For dismissal, car-riders and walkers will be released immediately after the afternoon announcements are made, followed by bus riders, who will remain in their 7th period class until their bus is called on the intercom.

School Context and Organization Strengths

The strengths that have been identified regarding school context and organization include matching staff to duties according to personal strengths and student needs. The process of creating the CNA/CIP sub-committees allows for faculty and staff input into school related issues. Instructional teacher leadership is the goal of campus administration. The intervention of school-wide systems allows for better organization and management of various aspects of school operations. The staggered bell schedule fosters more control of students in the hallways. The CEIC is designed to disseminate information to the staff. Duty rosters successfully delegate responsibilities to staff while empowering and providing them with a sense of school ownership and governance. Lunch procedures have been designed to facilitate an orderly process as teachers both walk and pick students up from the cafeteria (except for 8th graders who are escorted to lunch, but walk themselves to 4th period after lunch). Common planning periods further promotes departmentalization through better instructional planning. Weekly department meetings allow for teachers to discuss important topics concerning student achievement and other issues concerning curriculum, instruction, and assessments.

School Context and Organization Needs

The needs with respect to school context and organization begin with a system of evaluating rigor/relevance and high expectations for student learning. Daily procedures of hall monitoring must be addressed, as this has been a consistent problem at Alice Johnson over the years. The monitoring of or a better system of obtaining dress code consistency and reducing student tardies has been a consistent challenge that must be addressed for the 2016/17 school year. The establishment of professional learning communities (PLCs) will be a focus and has already been initiated through the reinstatement of common planning periods. More consistency in conducting periodic administrative meetings will be addressed for the 2016/17 school year, as well as the coordination of more tardy sweeps.

Technology

Technology Summary

The technology that is mostly used by the teachers of Alice Johnson Junior High include the digitable document camera, portable lab-top computers, and gradually emerging iPads. Most teachers are proficient in using the technology that is available to them on campus. The campus has Wi-Fi to promote the use of computers and related devices throughout the building. Various on-line resources are used by the teachers and students, as well as other teacher-preferred software. Training on the use of technology is done either on campus or at the district level. The swith to google will facilitate communicating through gmail, as well as accomplishing a host of other functions (i.e. google docs).

Technology Strengths

The strengths of the technology use on campus include a portable lab for each core department. The digital document camera has been the most popular tool for the teachers on campus. The ESL students use MP-3 players to help with translating from English to Spanish, and vice-versa. Headphones are also heavily used by ESL students for testing purposes and when working with on-line resources. However, the use of iPads is growing because of the immersion of software programs such as Lightsail, and other online resources.

Technology Needs

The technology needs, although few, are significant in impacting teacher effectiveness and student learning. New keyboards and lap-top computers are needed to replace those that are damaged. Each teacher in the core area would greatly benefit from having at least four computers in class for student use. Two of the four portable lap-top computer labs that are used by the students are out-dated and in need of being replaced. Although the campus has an abundance of interactive white boards, more teacher training and use of the device will be emphasized during the 2016/17 school year. However, wall mounting the devices would ensure increased usage of the white boards. To improve student performance on the STAAR test, two additional I-Pad carts are needed to complete the purchasing goal of one per department.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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


Goals




Goal 1: Improve academic performance for all students.

Performance Objective 1: Improve academic performance of all students in English Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---------|--|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide resources and interventions for students who have not mastered academic objectives in ELA, using pull-outs during the instructional day, and weekly department and teacher tutorials.</p> | 3, 9 | ELA teachers, Paraprofessionals, Principal, Reading Specialist | CBA's, Benchmarks, Report Card Grades & STAAR Data |  | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$9055.25 | | | | | | | |

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|---|------|---|---|---|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Continue to provide professional development for ELA teachers to enhance instruction in Reading and Writing, increase student achievement, & for School Improvement purposes.</p> <p>ELA Academies Region4 Crest Lead4Ward STAAR Rigor & Relevance Region 4 LPAC Training TELPAS Training Writing Training Differentiated Instruction</p> | 4 | ELA Teachers, Assistant Principals, Principal | Walkthroughs to observe strategies learned from training being implemented in the ELA classroom |  | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$875.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Continue using Reading Specialist to: Identify student needs in Reading Develop interventions for Reading Address the academic needs of special education and LEP students Provide small-group and one-to-one instruction for students Supervise campus RTI academic program Analyze reading data for LEP & Sp.Ed. students</p> | 9 | Reading Specialist Assistant Principal Principal | STAAR reading data CBA's, Benchmarks, & Report card Grades. |  | | | |
| <p>Funding Sources: 199 - SCE - \$666.67</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide resources and interventions for students who have not mastered academic objectives in Math using pull-outs during the instructional day, as well as weekly department and teacher tutorials.</p> | 3, 9 | Math teachers, Principal, RTI Interventionist, Paraprofessionals | Benchmarks, CBAs, & Report Card Grades, STAAR results |  | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$9055.25</p> | | | | | | | |

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|---|-------|--|---|--|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Continue to provide professional development for math teachers to enhance instruction, increase student achievement, & for School Improvement.</p> <p>Math Academies CAMT STAAR Rigor & Relevance Region 4 Training Differentiated Instruction NCTM Conference</p> | 4 | Teachers, Assistant Principals, Principal | Walkthroughs to observe strategies learned from trainings being implemented in the Math classroom | | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$875.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Continue to use math specialist to Identify student needs in mathematics Focus on curriculum issues for vertical alignment in math grades 6-8 Help facilitate the needs of special education and ELL students in math Analyze data from math assessments Participate in math training Provide small group and one-to-one instruction for targeted students.</p> | 3, 10 | Assistant Principal Principal Math Specialist | STAAR Math data, CBA results, Benchmarks, & Report Card Grades. | | | | |
| Funding Sources: 199 - SCE - \$666.67, 299 - Title I & II Pooled Funds - \$62436.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Provide resources and interventions for students not meeting standards on the STAAR Science test such as pull-outs and weekly department and teacher tutorials</p> | 3, 9 | Assistant Principal, Science Teachers, and Science Specialist, Science Paraprofessional. | Benchmarks, CBAs, Report Card Grades, & STAAR results. | | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$9055.25 | | | | | | | |

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|---|------|---|--|--|--|--|--|
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Continue to provide Professional Development for Science teachers to enhance instruction and increase student achievement.</p> <p>Science Academies CAST Region 4 Rigor & Relevance STAAR Differentiated Instruction</p> | 4 | Teachers, Assistant Principals, Principal | Walk-throughs to observe strategies learned from trainings being implemented in the Science classroom | | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$875.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>9) Continue using Science Specialist to In Progress on the STAAR Science test Identify students needs in Science Focus on curriculum issues for vertical alignment in Science grades 6-8 Help facilitate the needs of Special Education and ELL students in Science Analyze data from science assessments. When needed, small group and one-to-one instruction.</p> | 3, 9 | Science Specialist, Principal, Assistant Principal | Benchmarks, CBA's, 8th Grade STAAR results, & Report Card grades | | | | |
| <p>Funding Sources: 199 - SCE - \$666.67, 199 - SCE - \$78345.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>10) Provide resources and interventions for students not meeting standards on the STAAR Social Studies test such as pull-outs and weekly department and teacher tutorials</p> | 3, 9 | Assistant Principal, Science Teachers, and Social Studies Paraprofessional. | Benchmarks, CBAs, Report Card Grades, & STAAR results. | | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$9055.25</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>11) Continue to provide professional development for Social Studies teachers to enhance instruction and increase student achievement.</p> <p>Social Studies Academies Region 4 STAAR Rigor & Relevance Differentiated Instruction</p> | 4 | Teachers, Assistant Principals, Principal | Walk-throughs to observe strategies learned from trainings being implemented in the Social Studies classroom | | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$875.00</p> | | | | | | | |








 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Improve academic performance for all students.

Performance Objective 2: Increase GT/AP and AVID programs implementation and participation in the district.

Evaluation Data Source(s) 2: TAPR, Class rosters and PEIMS

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|---|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Provide resources, supplies and materials for the AVID program and to host College Prep & AVID Parent Night for 6-8 grade to provide parents with information on:</p> <p>Pre-Advanced Placement Dual Credit MECA AVID</p> | 6, 9 | AVID teacher, counselors, Principal. | Agendas & Sign-in sheets. |  | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$7000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Develop positive relationships between the campus & Colleges/Universities:</p> <p>San Jacinto Stream Program Aspire for 6th grade AVID College Field Trips</p> | 9 | AVID Elective teacher & Site Team members, Assistant Principals, Principal. | Student attendance at College/University field trips & permission slip forms. |  | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Improve academic performance for all students.

Performance Objective 3: Students who are served through intervention programs will be monitored for progress and improvement of performance on state assessment.

Evaluation Data Source(s) 3: TAPR

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|--|---|-----------|-----|-----------|-----|
| | | | | Formative | | Summative | |
| | | | | Oct | Jan | Mar | May |
| State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Continue implementation of the school's RTI Academic program. | 2 | RTI Team | RTI Data Checks , Weekly RTI meetings | | | | |
| State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Continue implementation of the school's RTI Academic program. | 2 | RTI Team | RTI Data Checks , Weekly RTI meetings | | | | |
| Funding Sources: Additional Funds to be Added | | | | | | | |
| State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 3) Provide resource, supplies, and materials for the campus' At-risk Facilitator. | 9 | Principal & At-risk Facilitator, Counselors, Assistant Principals. | At-risk student report card and attendance data, At-risk student folders. | | | | |
| Funding Sources: 199 - SCE - \$1000.00 | | | | | | | |
| 4) Provide training & organizational membership dues for At-risk facilitator | 1, 2, 7 | At-risk facilitator and Principal | At-risk facilitators attendance to trainings | | | | |
| Funding Sources: 199 - SCE - \$1500.00, 199 - SCE - \$135.00 | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: Improve academic performance for all students.

Performance Objective 4: Hire and retain highly-qualified employees.

Evaluation Data Source(s) 4: Evaluation Reports, CEOP Certifications, Increased teacher retention rate, Evaluation Reports, EOY Survey, EOY Evaluation, Results/Recommendations, Monthly Observations, Evaluation Results, Eduphoria Report, NCLB Report, EOY Eduphoria Report, NCLB Compliance Report, District Educational Improvement Committee Recommendations, updated curriculum and professional development plan


Summative Evaluation 4:








Goal 1: Improve academic performance for all students.

Performance Objective 5: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

Evaluation Data Source(s) 5: Student Performance Data, Improved Scores on Assessed TEKS, District Assessment Results, State Assessment Results, Campus Visitation Forms Data, Teacher Walk-through Forms Data, End of Year Inventory/Evaluation Data, School and Community and Engagement Tool, CNA

Summative Evaluation 5:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|----------|--|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| <p>Critical Success Factors CSF 5</p> <p>1) Employ strategies to increase parental involvement which includes, but is not limited to:</p> <p>Incoming 6th grade "Hornet Camp" Open House/Title I Night Core Subject Nights Parenting Partners</p> | 1, 6, 10 | Principal, Specialists, Department Heads, Assistant Principal, Counselors. | Agendas, Sign-in Sheets, Parent Surveys. |  | | | |

| | | | | | | | |
|---|----------|------------------------------------|---|---|--|--|--|
| <p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>2) Involve parents in reviewing and updating the Parental Involvement Policy & Compact.</p> | 1, 6, 10 | Principal & Parents. | Agendas, Sign-in Sheets, and Meeting Minutes. |  | | | |
| <p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Involve parents and community members in reviewing the Campus Improvement Plan (CIP) and the Campus Needs Assessment (CNA) via CEIC meetings.</p> | 1, 6, 10 | Principal, CEIC Committee Members. | Agendas, Sign-in Sheets, & Meeting Minutes. |  | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Improve academic performance for all students.

Performance Objective 6: Provide a safe and healthy learning and working environment for students, employees and parents.

Evaluation Data Source(s) 6: Training Records, Campus Raptor Records, Number and Location of AEDs Training Records, List of Crisis Team Members, Training schedules and records, Discipline Data, Sign-In Sheets, Decrease drop-out rate, Increase completion rate, List of Out-of-School Students Enrolled in Tutorials, Dropout/Completion Data, Sign-In Sheets, Recommendation for Summer School Programs, LEP/Special Education Performance Data, PBMAS Report, DVM Report, PEIMS Data Report, Committee List, TAPR

Summative Evaluation 6:

Goal 1: Improve academic performance for all students.

Performance Objective 7: Effectively utilize counselors to promote social, emotional, and academic health of the students.

Evaluation Data Source(s) 7: Meeting, Agenda, Student Schedules, Registration, AVID Implementation Plan, Certificate of training completion, TAPR

Summative Evaluation 7:







Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Students in Special Education shall improve their performance in Reading/ELA, Math, Science, and Social Studies to address system safeguards missed along with PBMAS Indicators.

Evaluation Data Source(s) 1: PBMAS, TAPR

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|----------------------|---------|----------------------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| | | | | | | | |


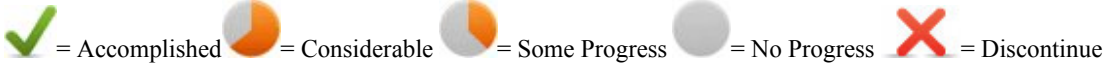
| | | | | | | | | |
|---|----------|---|---|--|--|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> | 1, 9, 10 | Principal, Assistant Principal, Math Specialist, and Math Teachers | CBA Data, Report Card Data, and STAAR Data. |  | | | | |
| 1) To purchase instructional materials for special education students. | | Funding Sources: 199 - SPED - \$3750.00 | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | | |

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: Staff serving students in special education shall provide high quality instruction and evaluation services.

Evaluation Data Source(s) 2: The State Performance Plan will reflect at least 95% compliance with all indicators for Special Education, and the TAIS report will reflect progress for students served by Special Education.

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|-------------------|--|------------------------------------|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) To provide training for special education teachers.</p> <p>Region 4</p> | 1, 3, 4, 8, 9, 10 | Principal, Assistant Principal, Special Education Teachers | Attendance at trainings |  | | | |
| Funding Sources: 199 - SPED - \$250.00 | | | | | | | |
|  | | | | | | | |

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 3: Reduce Drop-out and Retention rates.

Evaluation Data Source(s) 3: Increased access to post-secondary employment, increased rate completion of graduation requirements and mandated state assessment within four years of the student's entrance into high school, and increased percentage of students served by special education graduating on the recommended and distinguished or the foundation plan with endorsement.







Summative Evaluation 3:

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 4: The Bilingual/ESL department will provide services that will improve academic performance to meet all Performance-Based Monitored Assessment System (PBMAS) indicators at 0 or 1 and address system safeguards missed in Reading/ELA, Math, Science, and Social Studies.

Evaluation Data Source(s) 4: PBMAS, TAPR

Summative Evaluation 4:







| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|----------|--|--|--|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>1) To purchase instructional resources to increase the achievement of students that are limited-English proficient (LEP)</p> | 1, 9, 10 | ESL Teachers, Assistant Principal, Principal, ELA Specialist | STAAR Reading & TELPAS Data for the 2016/17 school year. |  | | | |
| Funding Sources: 263 - Title III - \$3175.00 | | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 5: The Bilingual/ESL department will provide professional development to all campus personnel in Sheltered Instruction Plus and the ELL Monitoring Process to impact performance in Reading/ELA, Math, Science, and Social Studies.

Evaluation Data Source(s) 5: TAPR, TELPAS Report, PBMAS, PEIMS data

Summative Evaluation 5:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|----------------|--|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) To provide training to teachers of LEP students.</p> | 1, 3, 4, 9, 10 | Principal, Assistant Principal, ESL Teachers, ELA Specialist | STAAR Reading & TELPAS data for the 2016/17 school year. |  | | | |
| Funding Sources: 263 - Title III - \$500.00 | | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 1: Provide a quality career guidance program for all students that promotes career awareness, exploration, and preparation.

Evaluation Data Source(s) 1: TAPR, PBMAS, Career Assessments, 4-6 Year Plans, Stakeholder Feedback.

Summative Evaluation 1:

Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 2: Increase career and college planning activities and resources for high school grades.

Evaluation Data Source(s) 2: 4-6 Year Plans, PER, State and Federal Accountability Reports, PSAT/SAT/ACT results, Student & Speaker Evaluation, Evaluation & Feedback Survey, PBMAS results.

Summative Evaluation 2:

Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 3: Increase student enrollment in CTE courses.

Evaluation Data Source(s) 3: E-School, PER, Updated Promotional Materials, Sign-in Sheets, Program Evaluations and number of industry partnerships, Completed Secondary Course Guide.

Summative Evaluation 3:

Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 4: Continue to provide multiple proven pathways to graduation and credit recovery.

Evaluation Data Source(s) 4: PEIMS 4-6 Year Plans and Exposure to various career opportunities, Reports from the National Student Clearinghouse, End-of-Year attendance rate.

Summative Evaluation 4:

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

Performance Objective 1: Provide infrastructure and network resources to support the effective use of technology.

Evaluation Data Source(s) 1: Included in Tech Plan Status Summative Review.

Summative Evaluation 1:

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

Performance Objective 2: Integrate technology into teaching and learning

Evaluation Data Source(s) 2: Included in Tech Plan Status Summative Review, Technology Integration Survey Results.

Summative Evaluation 2:




Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology









Performance Objective 3: Provide the necessary technology tools for effective teaching and learning.

Evaluation Data Source(s) 3: Included in Tech Plan Status Summative Review.

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|----------------------|---------|----------------------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Mar | May |

| | | | | | | | |
|---|------|---|---|---|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Purchase technology devices and software to increase student achievement on the STAAR Reading & Writing tests:</p> <p>Digital Document Cameras Lap-tops IPads Computer Drops</p> | 1, 9 | Administrators, ELA Department Head/Specialist, ELA teachers. | Walkthroughs to observe on technology being used successfully in the ELA classrooms, Benchmark & CBA data, STAAR Reading and Writing results. |  | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$6037.00, 199 - SCE - \$4271.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Purchase technology devices and software to increase student achievement on the STAAR Mathematics test:</p> <p>Digital Document Cameras Lap-tops IPads Computer Drops Calculators</p> | 1, 9 | Administrators, Math Department Head/Specialist, math teachers. | Walkthroughs to observe technology being used successfully in the mathematics classrooms, Benchmark & CBA data, STAAR mathematics results. |  | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$6037.00, 199 - SCE - \$4271.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Purchase technology devices and software to increase student achievement on the STAAR Science test:</p> <p>Digital Document Cameras Lap-tops IPads Measure Up Live Stem-Scopes Computer Drops</p> | 1, 9 | Administrators, Science Department Head/Specialist, science teachers. | Walkthroughs to observe technology being used successfully in the science classrooms, Benchmark & CBA data, STAAR Science results. |  | | | |
| <p>Funding Sources: 299 - Title I & II Pooled Funds - \$6037.00, 199 - SCE - \$4271.00</p> | | | | | | | |

| | | | | | | | |
|--|------|--|---|---|--|--|--|
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Purchase technology devices and software to increase student achievement on the STAAR Social Studies test:</p> <p>Digital Document Cameras Lap-tops IPads Computer Drops</p> | 1, 9 | Administrators, social studies department head, social studies teachers | Walkthroughs to observe technology being used successfully in the social studies classrooms, Benchmark & CBA data, STAAR Social Studies results. |  | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$6037.00, 199 - SCE - \$4271.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Purchase technology devices and software to increase the achievement of special education students on the STAAR test.</p> <p>Digital Document Cameras Lap-tops IPads Flex Literacy</p> | 1, 9 | Administrators, specialists, special education teachers, regular education teachers. | Walkthroughs to observe technology being used successfully in the inclusion classrooms, Benchmark & CBA data, special education STAAR results. |  | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$6037.00, 199 - SCE - \$4271.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Purchase technology devices and software to increase LEP achievement on the STAAR test.</p> | 1, 9 | Administrators, specialists, ESL teachers, regular education teachers. | Walkthroughs to observe technology being used successfully for LEP students in ESL and regular education classrooms, Benchmark & CBA data, LEP students' STAAR results. |  | | | |
| Funding Sources: 299 - Title I & II Pooled Funds - \$6037.00, 199 - SCE - \$4271.00, 263 - Title III - \$4000.00 | | | | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

Performance Objective 4: Support effective communication utilizing technology resources.

Evaluation Data Source(s) 4: Number of completed teacher webpages posted, Number of calendars and conferences in use in First Class, Included in Tech Plan Status Summative Review, Number of users.

Summative Evaluation 4:

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Provide resources and interventions for students who have not mastered academic objectives in ELA, using pull-outs during the instructional day, and weekly department and teacher tutorials. |
| 1 | 1 | 2 | Continue to provide professional development for ELA teachers to enhance instruction in Reading and Writing, increase student achievement, & for School Improvement purposes. ELA Academies Region4 Crest Lead4Ward STAAR Rigor & Relevance Region 4 LPAC Training TELPAS Training Writing Training Differentiated Instruction |
| 1 | 1 | 3 | Continue using Reading Specialist to: Identify student needs in Reading Develop interventions for Reading Address the academic needs of special education and LEP students Provide small-group and one-to-one instruction for students Supervise campus RTI academic program Analyze reading data for LEP & Sp.Ed. students |
| 1 | 1 | 4 | Provide resources and interventions for students who have not mastered academic objectives in Math using pull-outs during the instructional day, as well as weekly department and teacher tutorials. |
| 1 | 1 | 5 | Continue to provide professional development for math teachers to enhance instruction, increase student achievement, & for School Improvement. Math Academies CAMT STAAR Rigor & Relevance Region 4 Training Differentiated Instruction NCTM Conference |
| 1 | 1 | 6 | Continue to use math specialist to Identify student needs in mathematics Focus on curriculum issues for vertical alignment in math grades 6-8 Help facilitate the needs of special education and ELL students in math Analyze data from math assessments Participate in math training Provide small group and one-to-one instruction for targeted students. |
| 1 | 1 | 7 | Provide resources and interventions for students not meeting standards on the STAAR Science test such as pull-outs and weekly department and teacher tutorials |
| 1 | 1 | 8 | Continue to provide Professional Development for Science teachers to enhance instruction and increase student achievement. Science Academies CAST Region 4 Rigor & Relevance STAAR Differentiated Instruction |
| 1 | 1 | 9 | Continue using Science Specialist to In Progress on the STAAR Science test Identify students needs in Science Focus on curriculum issues for vertical alignment in Science grades 6-8 Help facilitate the needs of Special Education and ELL students in Science Analyze data from science assessments. When needed, small group and one-to-one instruction. |
| 1 | 1 | 10 | Provide resources and interventions for students not meeting standards on the STAAR Social Studies test such as pull-outs and weekly department and teacher tutorials |
| 1 | 1 | 11 | Continue to provide professional development for Social Studies teachers to enhance instruction and increase student achievement. Social Studies Academies Region 4 STAAR Rigor & Relevance Differentiated Instruction |
| 1 | 3 | 1 | Continue implementation of the school's RTI Academic program. |
| 1 | 3 | 2 | Continue implementation of the school's RTI Academic program. |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|--|
| 1 | 3 | 3 | Provide resource, supplies, and materials for the campus' At-risk Facilitator. |
| 2 | 1 | 1 | To purchase instructional materials for special education students. |
| 2 | 2 | 1 | To provide training for special education teachers. Region 4 |
| 2 | 4 | 1 | To purchase instructional resources to increase the achievement of students that are limited-English proficient (LEP) |
| 2 | 5 | 1 | To provide training to teachers of LEP students. |
| 4 | 3 | 1 | Purchase technology devices and software to increase student achievement on the STAAR Reading & Writing tests: Digital Document Cameras Lap-tops iPads Computer Drops |
| 4 | 3 | 2 | Purchase technology devices and software to increase student achievement on the STAAR Mathematics test: Digital Document Cameras Lap-tops iPads Computer Drops Calculators |
| 4 | 3 | 3 | Purchase technology devices and software to increase student achievement on the STAAR Science test: Digital Document Cameras Lap-tops iPads Measure Up Live Stem-Scopes Computer Drops |
| 4 | 3 | 4 | Purchase technology devices and software to increase student achievement on the STAAR Social Studies test: Digital Document Cameras Lap-tops iPads Computer Drops |
| 4 | 3 | 5 | Purchase technology devices and software to increase the achievement of special education students on the STAAR test. Digital Document Cameras Lap-tops iPads Flex Literacy |
| 4 | 3 | 6 | Purchase technology devices and software to increase LEP achievement on the STAAR test. |

Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Provide resources and interventions for students who have not mastered academic objectives in ELA, using pull-outs during the instructional day, and weekly department and teacher tutorials. |
| 1 | 1 | 2 | Continue to provide professional development for ELA teachers to enhance instruction in Reading and Writing, increase student achievement, & for School Improvement purposes. ELA Academies Region4 Crest Lead4Ward STAAR Rigor & Relevance Region 4 LPAC Training TELPAS Training Writing Training Differentiated Instruction |
| 1 | 1 | 3 | Continue using Reading Specialist to: Identify student needs in Reading Develop interventions for Reading Address the academic needs of special education and LEP students Provide small-group and one-to-one instruction for students Supervise campus RTI academic program Analyze reading data for LEP & Sp.Ed. students |
| 1 | 1 | 4 | Provide resources and interventions for students who have not mastered academic objectives in Math using pull-outs during the instructional day, as well as weekly department and teacher tutorials. |
| 1 | 1 | 5 | Continue to provide professional development for math teachers to enhance instruction, increase student achievement, & for School Improvement. Math Academies CAMT STAAR Rigor & Relevance Region 4 Training Differentiated Instruction NCTM Conference |
| 1 | 1 | 6 | Continue to use math specialist to Identify student needs in mathematics Focus on curriculum issues for vertical alignment in math grades 6-8 Help facilitate the needs of special education and ELL students in math Analyze data from math assessments Participate in math training Provide small group and one-to-one instruction for targeted students. |
| 1 | 3 | 1 | Continue implementation of the school's RTI Academic program. |
| 1 | 3 | 2 | Continue implementation of the school's RTI Academic program. |
| 1 | 5 | 2 | Involve parents in reviewing and updating the Parental Involvement Policy & Compact. |
| 1 | 5 | 3 | Involve parents and community members in reviewing the Campus Improvement Plan (CIP) and the Campus Needs Assessment (CNA) via CEIC meetings. |
| 2 | 1 | 1 | To purchase instructional materials for special education students. |
| 2 | 2 | 1 | To provide training for special education teachers. Region 4 |
| 4 | 3 | 1 | Purchase technology devices and software to increase student achievement on the STAAR Reading & Writing tests: Digital Document Cameras Lap-tops iPads Computer Drops |
| 4 | 3 | 2 | Purchase technology devices and software to increase student achievement on the STAAR Mathematics test: Digital Document Cameras Lap-tops iPads Computer Drops Calculators |
| 4 | 3 | 5 | Purchase technology devices and software to increase the achievement of special education students on the STAAR test. Digital Document Cameras Lap-tops iPads Flex Literacy |

State Compensatory

Personnel for Alice Johnson Junior High:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|---------------------|----------------|------------|
| Carla Hassell | Science Specialist | SCE | 1 |
| LaTonya Rudolph | At-Risk Facilitator | SCE | 1 |
| Sayra Roman | Aide-Computer Lab | SCE | 1 |
| Tina Berry | Reading Specialist | SCE | 1 |

Title I

Schoolwide Program Plan

Our schoolwide Title I program allotment provides for parental involvement activities, resources for instruction in the core academic areas, professional development for teachers, and a math specialist. Also included in with Title I are computer purchases and technology programs such as Rosetta Stone, ESL Reading Smart, Lightsail, and Flex Literacy to address the needs of students that encounter linguistic barriers and academic challenges.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The campus needs assessment process is described below. The Campus Education Improvement Committee (CEIC) formed subcommittees to evaluate the previous year's data. The committees used various data sources which included the Public Education Information Management Systems (PEIMS), AWARE, Benchmarks, Curriculum-based Assessments (CBAs), STAAR, and attendance documents that were used comprise the Comprehensive Needs Assessment (CNA) for the 2016/17 school year. Documentation of the process to create the CNA includes meeting minutes, agendas, sign-in sheets, materials that were distributed at campus meetings, and Region 4 CNA tools.

The campus education improvement committee (CEIC) discussed STAAR data for 6th, 7th & 8th graders, discipline and academic behavior interventions, the use of technology in the classroom, the use of various resources in the classroom, CBAs, district benchmarks, master schedule information, effectiveness of academic behavioral interventions, and other information in the Planning and Decision-Making Assessment Tool (PDAT).

As a team, we highlighted areas of needed improvement for our campus, as based on meetings with various campus stakeholders. A Campus Needs Assessment was developed using numerous data sources which included preliminary STAAR data, parent surveys, teacher input, various PEIMS reports, AWARE data, and Lead 4Ward information. During the 2014/15 school year, the Campus Needs Assessment will continue to address areas of concern from the findings of the PDAT, safety audit, STAAR scores, and etc.

2: Schoolwide Reform Strategies

See CNA Summary information

3: Instruction by highly qualified professional teachers

See in CNA Summary information

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services

personnel, parents, and other staff

See CNA Summary information

5: Strategies to attract highly qualified teachers

See CNA Summary information

6: Strategies to increase parental involvement

See CNA Summary information

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

CNA Summary information

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

See CNA Summary information

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

See CNA Summary information

10: Coordination and integration of federal, state and local services and programs

See CNA Summary information

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-----------------|----------------|------------|
| Misshunna Johnson | Math Specialist | Title I | 1 |