

Channelview Independent School District
Alice Johnson Junior High
2018-2019 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.

Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

New teachers and administrators that have not been trained in AVID will attend AVID Summer Institute to maintain AVID as a campus-wide initiative and ensure that AVID strategies are incorporated schoolwide. The master schedule will be altered to allow for not only department planning as in years past, but specific grade level planning, as well. All sixth grade teachers on campus will be given a Chromebook cart for their own instructional purposes and will be provided ongoing training in Google and other relevant software programs throughout the school year.

School Processes & Programs Strengths

Specific grade-level planning within each core department would afford teachers of similar core and grade level to exclusively share specific instructional strategies, design similar teacher-made tests, model effective teaching delivery, and etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Department planning, although specific to each department, was not designed in the master schedule to allow for specific and intense grade-level planning and training. **Root Cause:** Cross grade-level department planning and training was thought to have more of a significant impact on overall results on the various STAAR tests.

Perceptions

Perceptions Summary

Alice Johnson is an academically-driven campus that nurtures students while expecting their very best in every instructional area. The parents of students at Alice Johnson generally love the teachers and rate the campus high in terms of student safety and learning (evident from parent surveys). The students also generally love their teachers and, although a high mobility and economically disadvantaged campus, many that leave end up returning to Alice Johnson either the same year or in the near future. At AJJH, our belief is that all students can demonstrate growth on the various academic areas and on STAAR tests from year to year, which has typically been the trend in the recent past. The school has and has always had a family environment according to present and past faculty and staff members.

Perceptions Strengths

The strength of Alice Johnson with respect to perceptions about our campus is that we are highly focused on academic achievement. For example, teachers are constantly asking me and the specialists when do we expect the scores from the recently-taken STAAR test. The moment the scores come in, the specialist and myself disaggregate the data and inform the teachers, who eagerly await the results, how well they did. Planning for improvement among the principal, assistant principal and specialist of the respective department, as well as the teachers begin immediately for the next school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: AJJH devises many ways to motivate students to come to school and perform to the best of their ability. **Root Cause:** The school has a high number of economically disadvantaged students (nearly 79%) and mobility rate (approximately 16.1).

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio

Support Systems and Other Data

- Budgets/entitlements and expenditures 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Targeted Support 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> <p>1. Mentoring Minds 2. STAAR Master 3. Imagine Learning</p>	2.4, 2.5, 2.6	ELA teachers, Paraprofessionals, Principal, Reading Specialist	CBA's, Benchmarks, Report Card Grades & STAAR Data				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							

<p>Comprehensive Support Strategy Targeted Support Strategy 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> <ol style="list-style-type: none"> 1. Writing Academy 2. ELA Academies 3. SIOP Training 4. Region4 5. STAAR Training 6. Rigor & Relevance 7. Region 4 Training 8. LPAC Training 9. TELPAS Training 10. Differentiated Instruction 11. HCDE 	2.4	ELA Teachers, Assistant Principals, Principal	Walkthroughs to observe strategies learned from training being implemented in the ELA classroom				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	2.4, 2.5, 2.6	Reading Specialist Assistant Principal Principal	STAAR reading data CBA's, Benchmarks, & Report card Grades.				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							

<p>Comprehensive Support Strategy Targeted Support Strategy 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> <p>1. Math GPS</p>	2.4, 2.5, 2.6	Math teachers, Principal, RTI Interventionist, Paraprofessionals	Benchmarks, CBAs, & Report Card Grades, STAAR results				
<p>Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy 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>1. SIOP 2. Math Academies 3. CAMT 4. STAAR Training 5. Rigor & Relevance 6. Region 4 Training 7. Differentiated Instruction 8. NCTM Conference</p>	2.4	Teachers, Assistant Principals, Principal	Walkthroughs to observe strategies learned from trainings being implemented in the Math classroom				
<p>Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	2.4, 2.5, 2.6	Assistant Principal Principal Math Specialist	STAAR Math data, CBA results, Benchmarks, & Report Card Grades.				
<p>Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00</p>							

<p align="center">Comprehensive Support Strategy 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> <p>1. Gateway Books</p>	2.4, 2.5, 2.6	Assistant Principal, Science Teachers, and Science Specialist, Science Paraprofessional.	Benchmarks, CBAs, Report Card Grades, & STAAR results.				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							
<p align="center">Comprehensive Support 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>1. CAST 2. SIOP 3. Science Academies 4. Region 4 Training 5. Region 4 Science Conference 6. Rigor & Relevance 7. STAAR Training 8. Differentiated Instruction 9. TCEA</p>	2.4	Teachers, Assistant Principals, Principal	Walk-throughs to observe strategies learned from trainings being implemented in the Science classroom				
Funding Sources: 199 - SCE - 0.00, 299 - Title I & II Pooled Funds - 0.00							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>9) Continue using Science Specialist to achieve student 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>	2.4, 2.5, 2.6	Science Specialist, Principal, Assistant Principal	Benchmarks, CBA's, 8th Grade STAAR results, & Report Card grades				
Funding Sources: 199 - SCE - 0.00, 299 - Title I & II Pooled Funds - 0.00							

<p>Comprehensive Support 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>	2.4, 2.5, 2.6	Assistant Principal, Science Teachers, and Social Studies Paraprofessional.	Benchmarks, CBAs, Report Card Grades, & STAAR results.				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							
<p>Comprehensive Support 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>1. SIOP 2. Social Studies Academies 3. Region 4 Training 4. STAAR Training 5. Rigor & Relevance 6. Differentiated Instruction</p>	2.4	Teachers, Assistant Principals, Principal	Walk-throughs to observe strategies learned from trainings being implemented in the Social Studies classroom				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>12) Provide instructional resources and materials for ELA, Math, Science, Social Studies, and Special Education.</p>	2.4	Principal, Assistant Principals, Specialists, and Core Teachers	Report Cards Grades, CBAs, Benchmarks, and STAAR results				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>13) Provide professional development both in and out of district, for ELA, Math, Science, and Social Studies teachers.</p>	2.4						
Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00							
<p>14) EXPENDITURE REFERENCE 6100: Provide personnel based on identified needs from the CNA in order to assist and improve student academic achievement</p>	2.4						
Problem Statements: Student Achievement 1							

15) EXPENDITURE REFERENCE 6200: Provide software and in-district services for students and teachers based on identified needs from the CNA including data & teacher input in order to improve student achievement.	2.4					
	Problem Statements: Technology 1					
16) EXPENDITURE REFERENCE 6300: Provide instructional materials and resources based on needs identified in the CNA in order to prepare students for the rigor of state standards and assessments and provide for a well-rounded education.	2.4					
	Problem Statements: Curriculum, Instruction, and Assessment 1					
17) EXPENDITURE REFERENCE 6400: Provide memberships, miscellaneous (parent refreshments for meetings), and out-of-district professional development based on needs identified from the CNA. 1. Open House 2. Dads & Danishes 3. AVID Parent Meetings 4. AVID Weekly Subscription 5. AVID Membership Dues 6. School-wide Parent Meetings 7. Core Nights	2.4, 3.2					
	Problem Statements: School Processes & Programs 1					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:









Student Achievement
Problem Statement 1: The STAAR Reading scores were below the state average for each grade level of 6h, 7th, and 8th. Root Cause 1: The lack of training in SIOP strategies contributed to the lack of sufficient progress revealed on the STAAR Reading test.
Curriculum, Instruction, and Assessment
Problem Statement 1: The scores on the STAAR ELA test for 6-8 grade students, although slightly increasing from the prior year, still lags behind the state. Root Cause 1: More materials in and adherence to increased rigor and Sheltered Instruction Observation Protocol (SIOP) needs to be reintroduced as a campus-wide initiative for the 2018-19 school year to meet the needs of both LEP and Sp.Ed. students.
Technology
Problem Statement 1: The WiFi system continues to have a delay on campus, which causes a lag time in the instructional process. Root Cause 1: The infrastructure of AJJH is not conducive to receiving signals from the WiFi, instantaneously.
School Processes & Programs
Problem Statement 1: Department planning, although specific to each department, was not designed in the master schedule to allow for specific and instense grade-level planning and training. Root Cause 1: Cross grade-level department planning and training was thought to have more of a significant impact on overall results on the various STAAR tests.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Provide resources, professional development, tutors, 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>1. Pre-Advanced Placement 2. Dual Credit 3. AVID Summer Institute/Bridge</p>	2.6, 3.2	AVID teacher, counselors, Principal.	Agendas & Sign-in sheets.				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Develop positive relationships between the campus & Colleges/Universities:</p> <p>1. San Jacinto Stream Program 2. Aspire for 6th grade 3. AVID College Field Trips 4. Upward Bound</p>	2.5	AVID Elective teacher & Site Team members, Assistant Principals, Principal.	Student attendance at College/University field trips & permission slip forms.				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Continue implementation of the school's RTI Academic program.	2.4, 2.6	RTI Team	RTI Data Checks , Weekly RTI meetings				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide resource, supplies, and materials for the campus' At-risk Facilitator.	2.6	Principal & At-risk Facilitator, Counselors, Assistant Principals.	At-risk student report card and attendance data, At-risk student folders.				
Funding Sources: 199 - SCE - 0.00							
3) Provide training & organizational membership dues for At-risk facilitator	2.6	At-risk facilitator and Principal	At-risk facilitators attendance to trainings				
Funding Sources: 199 - SCE - 0.00							
= Accomplished = Continue/Modify = 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue to dedicate funds for payroll costs to maintain employment of highly effective personnel to help increase student academic performance.	2.4, 2.6	Principal	Student Academic Performance				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	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>1. Incoming 6th grade "Hornet Night" 2. Open House/Title I Night 3. Core Subject Nights 4. Parent Nights 5. Teacher Parent Training 6. Parent Liaison attends training to increase parent and family engagement.</p>	3.2	Principal, Specialists, Department Heads, Assistant Principal, Counselors. Parent Liaison.	Agendas, Sign-in Sheets, Parent Surveys. Attendance at Trainings.				
Funding Sources: 299 - Title I & II Pooled Funds - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>2) Involve parents in reviewing and updating the Parental Involvement Policy & Compact.</p>	3.1	Principal & Parents.	Agendas, Sign-in Sheets, and Meeting Minutes.				
<p>Targeted Support 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>	3.2	Principal, CEIC Committee Members.	Agendas, Sign-in Sheets, & Meeting Minutes.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) To purchase instructional resources and materials plus technology for special education students.</p> <p>1. Chromebooks 2. Digital Document Cameras 3. Printer Cartridges & Ink</p>	2.4	Principal, Assistant Principal, Math Specialist, and Math Teachers	CBA Data, Report Card Data, and STAAR Data.				
<p>Funding Sources: 199 - SPED - 0.00</p>							
<p> = Accomplished = Continue/Modify = 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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 1) To provide training for special education teachers. Region 4 Training	2.4	Principal, Assistant Principal, Special Education Teachers	Attendance at trainings				
Funding Sources: 199 - SPED - 0.00							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) To purchase instructional resources and materials plus technology to increase the achievement of students that are limited-English proficient (LEP)</p> <p>1. Audio Tapes & Workbooks 2. Rosetta Stone 3. ESL Reading Smart 4. Chromebooks 5 Printer Cartridges & Ink 6.Lightsail</p>	2.4, 2.6	ESL Teachers, Assistant Principal, Principal, ELA Specialist	STAAR Reading & TELPAS Data for the 2017/18 school year.				
Funding Sources: 263 - Title III - 0.00							

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

Performance Objective 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) To provide training to teachers of LEP students. 1. Region 4 and other ESL Training (for new ESL teacher and teacher of LEP students.	2.4, 2.6	Principal, Assistant Principal, ESL Teachers, ELA Specialist	STAAR Reading & TELPAS data for the 2017/18 school year.				
	Funding Sources: 263 - Title III - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

<p>Comprehensive Support Strategy Targeted Support 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>1. Lightsail 2. Digital Document Cameras</p>	2.4	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 - 0.00, 199 - SCE - 0.00, 199 - Local Funds - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support 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>1. Reasoning Minds 2. Braining Camp 3. Digital Document Cameras</p>	2.4	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 - 0.00, 199 - SCE - 0.00, 199 - Local Funds - 0.00</p>							
<p>Comprehensive Support 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>1. Measuring Up Live 2. Digital Document Cameras</p>	2.4	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 - 0.00, 199 - SCE - 0.00, 199 - Local Funds - 0.00</p>							
<p>Comprehensive Support 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>1. IXL 2. Digital Document Cameras</p>	2.4	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.				
<p>Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00, 199 - Local Funds - 0.00</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p>	2.4	Principals, Assistant Principals, Specialists, and Teachers	CBAs, Benchmarks, and STAAR results.				
<p>5) Purchase technology devices and software to increase achievement in ELA, Math, Science, and Social Studies on the STAAR test.</p> <p>1. Chromebooks 2. Printer Cartridges & Ink 3. Digital Document Cameras</p>	<p>Problem Statements: Technology 2</p> <p>Funding Sources: 299 - Title I & II Pooled Funds - 0.00, 199 - SCE - 0.00, 199 - Local Funds - 0.00</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 3 Problem Statements:

Technology
<p>Problem Statement 2: The Chromebooks and Meredith Bell's Google Classroom training ideas and techniques are being under utilized in the Core areas.. Root Cause 2: The teachers are gradually incorporating Google Classroom and are beginning to see its benefits to teaching and student learning.</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:

Comprehensive Support 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. Mentoring Minds 2. STAAR Master 3. Imagine Learning
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. 1. Writing Academy 2. ELA Academies 3. SIOP Training 4. Region4 5. STAAR Training 6. Rigor & Relevance 7. Region 4 Training 8. LPAC Training 9. TELPAS Training 10. Differentiated Instruction 11. HCDE
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. Math GPS
1	1	5	Continue to provide professional development for math teachers to enhance instruction, increase student achievement, & for School Improvement. 1. SIOP 2. Math Academies 3. CAMT 4. STAAR Training 5. Rigor & Relevance 6. Region 4 Training 7. Differentiated Instruction 8. 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. Gateway Books
1	1	8	Continue to provide Professional Development for Science teachers to enhance instruction and increase student achievement. 1. CAST 2. SIOP 3. Science Academies 4. Region 4 Training 5. Region 4 Science Conference 6. Rigor & Relevance 7. STAAR Training 8. Differentiated Instruction 9. TCEA
1	1	9	Continue using Science Specialist to achieve student 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. 1. SIOP 2. Social Studies Academies 3. Region 4 Training 4. STAAR Training 5. Rigor & Relevance 6. Differentiated Instruction

Goal	Objective	Strategy	Description
1	1	12	Provide instructional resources and materials for ELA, Math, Science, Social Studies, and Special Education.
1	3	1	Continue implementation of the school's RTI Academic program.
1	3	2	Provide resource, supplies, and materials for the campus' At-risk Facilitator.
2	1	1	To purchase instructional resources and materials plus technology for special education students. 1. Chromebooks 2. Digital Document Cameras 3. Printer Cartridges & Ink
2	2	1	To provide training for special education teachers. Region 4 Training
2	4	1	To purchase instructional resources and materials plus technology to increase the achievement of students that are limited-English proficient (LEP) 1. Audio Tapes & Workbooks 2, Rosetta Stone 3. ESL Reading Smart 4. Chromebooks 5 Printer Cartridges & Ink 6.Lightsail
2	5	1	To provide training to teachers of LEP students. 1. Region 4 and other ESL Training (for new ESL teacher and teacher of LEP students.
4	3	1	Purchase technology devices and software to increase student achievement on the STAAR Reading & Writing tests: 1. Lightsail 2. Digital Document Cameras
4	3	2	Purchase technology devices and software to increase student achievement on the STAAR Mathematics test: 1. Reasoning Minds 2. Braining Camp 3. Digital Document Cameras
4	3	3	Purchase technology devices and software to increase student achievement on the STAAR Science test: 1. Measuring Up Live 2. Digital Document Cameras
4	3	4	Purchase technology devices and software to increase student achievement on the STAAR Social Studies test: 1. IXL 2. Digital Document Cameras
4	3	5	Purchase technology devices and software to increase achievement in ELA, Math, Science, and Social Studies on the STAAR test. 1. Chromebooks 2. Printer Cartridges & Ink 3. Digital Document Cameras

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
Lydia Meza	Aide-Computer Lab	SCE	1
Tina Berry	Reading Specialist	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stacey Duhon	Math Specialist	Title I	1