

Dickinson Independent School District

McAdams Jr. High School

2022-2023 Campus Improvement Plan



Mission Statement

The mission of R. D. McAdams Junior High School is to ensure high levels of learning for all students every day.

Vision

Every Student....Every Day

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Comprehensive Needs Assessment

Demographics

Demographics Summary

R. D. McAdams Junior High School is one of thirteen campuses in Dickinson Independent School District. McAdams Junior High School opened its doors in 1968 and serves families in a suburban area from diverse backgrounds, including middle and low-socioeconomic-status. Approximately 64% of the students at McAdams are economically disadvantaged. McAdams Junior High School currently has an enrollment of 912 students in grades 7 and 8, this is an increase from 892 the previous year. This campus is a Title I Schoolwide Campus.

Student Demographics:

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Gender		
Female	396	43.42%
Male	516	56.58%
Ethnicity		
Hispanic-Latino	462	50.66%
Race		
American Indian - Alaskan Native	2	0.22%
Asian	21	2.30%
Black - African American	179	19.63%
Native Hawaiian - Pacific Islander	0	0.00%
White	225	24.67%
Two-or-More	23	2.52%

Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Emergent Bilingual (EB)	136	14.91%

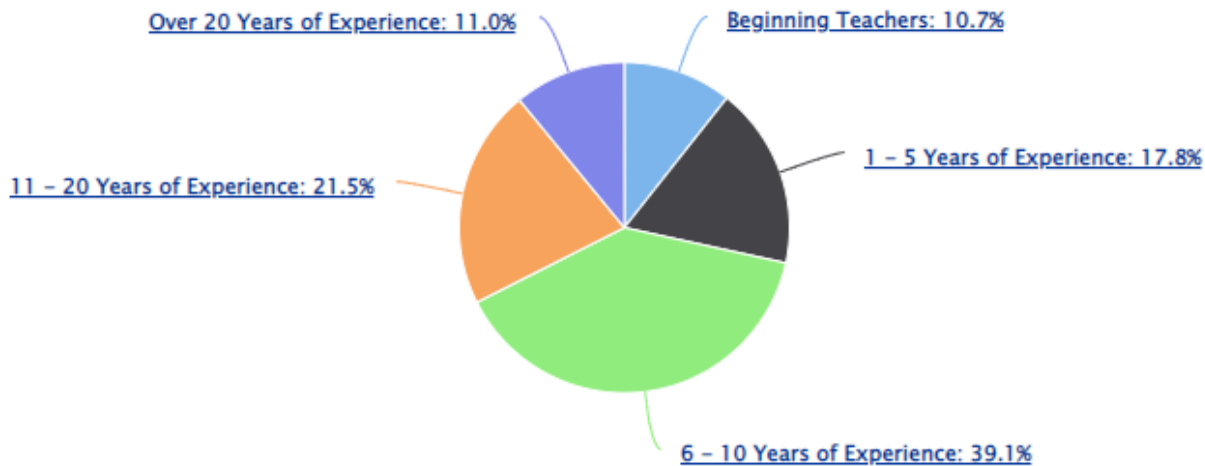
Bilingual	0	0.00%
English as a Second Language (ESL)	95	10.42%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	28	3.07%
Gifted and Talented	25	2.74%
Special Education (SPED)	141	15.46%
Title I Participation	912	100.00%
Dyslexia	68	7.46%
Economic Disadvantage		
Economic Disadvantage Total	584	64.04%
Free Meals	527	57.79%
Reduced-Price Meals	56	6.14%
Other Economic Disadvantage	1	0.11%
Homeless Statuses		
Homeless Status Total	8	0.88%
Shelter	2	0.22%
Doubled Up	6	0.66%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
At-Risk	537	58.88%
Title I Homeless	0	0.00%
Immigrant	6	0.66%
Migrant	0	0.00%
Military Connected	35	3.84%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	80	8.77%
Intervention Indicator	172	18.86%
IEP Continuer	0	0.00%
Transfer In Students	35	3.8377%

Staff Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Administrative Support	20	18.87%
Teacher	71	66.98%
Educational Aide	15	14.15%
Auxiliary	0	0.00%

Teacher FTE Percentage by Years of Experience for 2021 - 2022 ☰ Print/Download



Attendance:

Attendance rates for the 2021-2022 school year varied between 88.7% and 93.5% each 9 weeks with an overall average of 92%. The mobility rate for McAdams is 18.36%, which is an increase from 17.47% in 2020-2021. Students receive an award for perfect attendance each nine weeks. We are planning attendance incentives for the 2022-2023 school year each nine weeks for students.

Demographics Strengths

- PD to better prepare staff for our diverse campus including AVID, PLC @ Work, RTI (through PLC), Lead4ward, and Restorative Practices
- Most of the core content teachers are ESL trained
- Upcoming: Student Incentive Committee for attendance
- Students were given incentives for not using their restroom pass each nine weeks, minimizing their time out of class.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Excessive absenteeism and tardies are effecting student performance **Root Cause:** Parent and student accountability

Problem Statement 2 (Prioritized): Students lack of focus on academics due to an increase in social/emotional needs **Root Cause:** Many students are facing problems that they have no strategies on how to deal with

Student Achievement

Student Achievement Summary

All staff members must continuously meet to discuss student performance and interventions to help struggling students. Student achievement data is disaggregated by demographic groups, percent mastery, and student expectations. Data is also disaggregated by teacher and class period to provide teachers with additional support in struggling classes. This support can be through model teaching in collaborative team time, push in support from interventionist or instructional coaches, inclusion support, and small groups. Our campus assessments are aligned with grade level and subject specific SE's which provides teachers with the ability to see where students were successful and their areas of struggle. All core subjects offer tutoring before or after school. Our math and reading scores are below where we need to be and the focus on using data for just in time interventions will help in this area. Other ways we will work on student growth is targeted WIN time groups, math labs and rla workshops for those who were not successful on STAAR last year and utilizing the interventionist to push in for intentional and purposeful supports. A focus is also needed on Pre-AP students to ensure they are meeting the progress measure from year to year. These students are continuing to meet standard, but are not necessarily making growth. We will continue with our WIN time groups allowing teachers to select students based on immediate need and changing those groups every 2-3 weeks.

Preliminary STAAR data:

Campus	May 2021 STAAR Mathematics, Grade 7				May 2022 STAAR Grade 7 Mathematics				April 2021 STAAR Mathematics, Grade 8				May 2022 STAAR Grade 8 Mathematics			
	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	295516	54	25	11					293830	60	35	10				
Rgn IV	72054	56	27	12					63879	61	35	10				
DISD	569	44	12	3	656	50%	15%	2%	930	75	44	8	944	74%	40%	11%
MJHS	303	49%	15%	3%	372	49%	12%	2%	425	71%	34%	4%	453	66%	28%	6%
EcoD	213	48%	14%	3%	234	44%	12%	3%	260	66%	29%	3%	285	63%	24%	5%
AA	66	36%	6%	2%	74	38%	12%	1%	88	69%	28%	2%	95	52%	18%	3%
Hisp	155	51%	15%	1%	199	46%	13%	2%	211	65%	29%	2%	216	68%	25%	6%
White	70	53%	17%	3%	81	60%	9%	1%	112	82%	45%	4%	115	72%	36%	9%
EB	55	33%	5%	4%	72	38%	7%	1%	41	41%	10%	0%	67	61%	19%	3%
SpEd	56	25%	5%	2%		58%	24%	3%	0	44%	11%	0%	61	44%	13%	0%

Campus	May 2021 STAAR Reading, Grade 7				May 2022 STAAR Grade 7 Reading				April 2021 STAAR Reading, Grade 8				May 2022 STAAR Grade 8 Reading			
	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	345970	68	44	25					338924	72	45	21				
Rgn IV	79236	70	46	26					78384	73	46	22				
DISD	845	73	46	24	917	77%	50%	31%	888	75	44	18	936	81%	48%	29%
MJHS	379	67%	38%	19%	463	69%	37%	18%	423	75%	39%	12%	445	78%	42%	23%
EcoD	251	65%	32%	16%	275	65%	33%	15%	264	74%	37%	12%	281	77%	40%	21%

AA	79	61%	27%	13%	81	65%	23%	10%	92	72%	36%	11%	99	72%	28%	17%
Hisp	191	65%	38%	16%	231	64%	36%	18%	199	71%	34%	11%	225	79%	45%	23%
White	94	74%	46%	29%	113	76%	42%	20%	115	83%	43%	13%	104	81%	46%	31%
EB	55	40%	11%	4%	80	48%	16%	5%	41	46%	7%	0%	60	55%	17%	8%
SpEd	60	38%	10%	2%	59	37%	15%	2%	45	49%	7%	2%	62	60%	19%	8%

Campus	May 2021 STAAR Science, Grade 8				May 2022 STAAR Grade 8 Science				Campus	May 2021 STAAR Social Studies, Grade 8				May 2022 STAAR Grade 8 Social Studies				
	Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets		Mstr	Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets
State	338225	67	42	23					State	338480	56	27	13					
Rgn IV	76973	67	43	24					Rgn IV	77749	56	28	14					
DISD	895	75	48	21	829	74%	38%	16%	DISD	879	66	31	13	936	66%	34%	19%	
MJHS	424	77%	48%	18%	447	74%	39%	17%	MJHS	417	69%	33%	16%	447	64%	33%	17%	
EcoD	267	72%	43%	16%	282	70%	37%	16%	EcoD	258	67%	34%	17%	282	62%	27%	15%	
AA	92	74%	50%	14%	100	64%	30%	10%	AA	90	72%	28%	10%	100	56%	30%	14%	
Hisp	201	72%	38%	8%	226	77%	37%	18%	Hisp	198	62%	25%	11%	226	63%	28%	15%	
White	114	87%	61%	35%	104	80%	51%	21%	White	113	77%	45%	24%	104	72%	47%	22%	
EB	40	43%	5%	0%	60	60%	20%	7%	EB	39	23%	8%	0%	60	42%	10%	5%	
SpEd	46	52%	15%	9%	62	50%	19%	11%	SpEd	45	42%	18%	9%	62	44%	18%	11%	

Student Achievement Strengths

- The staff at McAdams have embraced the PLC process and collaborative team time to unpack the TEKS and discuss how to use the data collected to inform instruction.
- 53% of the total staff is PLC trained with 68% of core content areas fully trained. All administrators and instructional coaches have been PLC trained as well.
- Collaborative teams will use data from formative assessments to utilize flexible grouping based on need frequently during the school year.
- Restorative practices are used on an ongoing basis with students and staff.
- Students receive actionable feedback from teachers to help with their understanding of misconceptions

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are not 100% on grade level and lag behind state averages in some areas **Root Cause:** Ineffective Tier 1 instruction and differentiation

Problem Statement 2 (Prioritized): We are getting more students with the need for more inclusion support and don't have enough staff certified to support their needs **Root Cause:** Teachers are not SPED and ESL certified

Problem Statement 3 (Prioritized): Students struggle to meet the STAAR passing rate for reading and math. **Root Cause:** COVID year, lack of tailored interventions

School Culture and Climate

School Culture and Climate Summary

In 2021-2022 we revised our vision, " Every Student, Every Day", and our mission, "The mission of R.D. McAdams Junior High School is to do WHATEVER it takes to ensure high levels of learning for ALL students EVERYDAY." We are working on ensuring staff and students have internalized them. They are posted in every classroom and on our campus website. The students talked about staff who they feel have engaging lessons and make them want to come to class. Students who are more involved in school activities and have supportive parents are usually more academically successful. The students and staff believe that they have a voice in the decision making of the school. Students would like a principal's student committee. The students and staff liked shouts outs, counseling corner, college highlights and other engaging activities done during our advisory time. This year we will continue with Gator Way/ WIN Time but with more of an intentional plan on intervention for students who need it. We will relaunch our school wide AVID binder. We will begin an AVID Excel for a third year for our ESL students from last year. Our book study this year is *Learning in the Fast Lane*. We will go through the book as a staff via a schoology course, faculty meetings and collaborative team time. We will continue to incorporate Restorative Practices and Character Strong.

School Culture and Climate Strengths

- - Caring teachers
 - Families create a sense of togetherness through extra curricular activities
 - School Facebook and web page to send out information about the great things happening at McAdams from sports, to instruction to data.
 - Restorative Practices will be used as the foundation upon which we will continue to create a culture of love and learning
 - Incentives for students and staff
 - Yearly Book Study - Learning in the Fast Lane
 - AVID

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Expectations in the classroom are not implemented consistently across the campus. **Root Cause:** Students need consistent and equal consequences for their actions.

Problem Statement 2 (Prioritized): Intrinsic motivation: Students have a lack of motivation **Root Cause:** There are minimal opportunities for students to be rewarded for meeting or exceeding campus behavior and academic expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Follow-up data regarding teacher performance is provided through walk-through observation reports, T-TESS evaluations, and conferences. We are recruiting highly qualified and effective staff through human resources and job fairs. Highly effective staff members are assigned to work with the highest need students by the principal in the master schedule. The districts new teacher mentor program has been highly effective. New teachers have been supported on campus by their mentors, fellow teachers and administrators. New teachers meet weekly with their mentors and monthly with administration. Decisions about staff development are made through surveys, committee meetings and CIP committee. The staff members have attended a variety of high quality professional development, such as PLC, AVID, vertical alignment, content-specific workshops, Region 4, Rice Pre-AP/AP Summer workshop, Rice-AVID College Readiness Initiative, ELPS, Lead4ward etc. The professional development has impacted student performance enhancing instructional practices.

Staff Quality, Recruitment, and Retention Strengths

- - Professional development is tailored to the interest and needs of various staff
 - Teachers are eager to learn
 - New teacher support
 - Support for struggling teachers
 - Walk- Through
 - AVID, ELS/ELPs training
 - PLC
 - Lead4ward
 - Colloboration

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Not all staff are ESL and SPED certified **Root Cause:** More students are entering needing services and teachers need to take the ESL and SPED exam

Problem Statement 2 (Prioritized): Teacher attendance effects student achievement **Root Cause:** Teachers feel overwhelmed and/or stressed with the demands of education

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is clearly linked to the TEKS and other standards for student learning as evidenced by team meetings, lesson plans, assessments, walkthroughs, data and D-TAS observations. Curriculum is also revisited and updated each summer. Data is used to inform curriculum, instruction, and assessment decisions by student expectation and question/item analyses to determine weaknesses, develop specific tutorial plans, decide what to reteach, and regroup the students. Instructional strategies and activities need to be more aligned with student learning needs, and expected outcomes for achievement. There is some evidence that supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction (e.g., RtI, Instructional Interventionist and Instructional Coach support), but there needs to be more individualization. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. There is evidence that assessments are aligned with clearly specified and appropriate achievement expectations. Our PreAP curriculum covers grade-level TEKS and a portion of the next grade level's curriculum. Gifted and Talented students may choose to enroll in one or more pre-AP courses and may also complete a Texas Performance Standards project each year. The district had adopted a new ELA and Pre-AP curriculum. All students are assigned to a 30 minute intervention period for 3 days a week. On Mondays we use this period for Character Strong lessons and on Wednesdays we use this period for structured activities to support binder organization, college exploration, (AVID) team building, and WICOR.

Curriculum, Instruction, and Assessment Strengths

- Data-driven instruction
- Collaboration of teachers and departments
- PLC
- Professional directed professional development for admin and teachers
- Instructional Coaches
- Targeted pull out
- After school intervention
- Lesson Tuning Protocol
- Reading Interventionist/Dyslexia specialist
- RTI expectations and procedures have been created

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teacher need to do a better job of unpacking the TEKS and providing engaging activities **Root Cause:** Staff have not had enough experience with unpacking the TEKS on a regular basis and releasing the learning to students

Parent and Community Engagement

Parent and Community Engagement Summary

Families and community members are involved in school decision by serving on the campus site-based decision making committee known as the Campus Improvement Committee. The following are types of services available to support families, community members, and students to encourage healthy family relationships: Communities in Schools, school counselors, school therapist, truancy officer and a district social worker. If families speak languages other than English, the school provides forms in their native languages and includes interpreters, when available. The following are types of services available to support families and students in special programs: Special Education, Section 504, Behavior Coach, ABCD, Gifted/Talented and our AVID program. We have established community partnerships to support families and students such as the M.I. Lewis Foundation and Communities in Schools. We also have many extracurricular activities that support family and community involvement such as sports, band programs, Open House, ESL night etc. We also have a transition plan for students coming into McAdams to come and visit the school and meet the teachers prior to enrollment at McAdams.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- - Teacher collaborative planning
 - PLCs
 - School wide binder
 - Instructional Support provided
 - Campus Website updated weekly
 - Teacher Professional Development Opportunities
 - Robotics has been added as an after school opportunity
 - Technology application
 - Instructional coaches support
 - AVID
 - Surveys for feedback to address suggestions and solutions throughout the year

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent Engagement decreases when students enter junior high. **Root Cause:** Kids do not want parents at the school when they get older

School Context and Organization

School Context and Organization Summary

MJHS is a safe, collaborative, organized and high expectations campus that incorporates parents, students and teacher input. MJHS is supported by the district through A-team meetings, staffing, curriculum and data collaborative meetings. MJHS has opportunities for common planning, vertical/horizontal planning and addresses the needs and concerns of students. Students are given academic support along with remediation and tutorial opportunities. Teachers have the opportunity to voice concerns about school policies and procedures through the CIC, DEIC, surveys, and faculty meetings along with several committees to address the various components of the schools' context and organization. Parents and community representatives are on the CIC to foster the relationship within the school and the community. We set high expectations schoolwide for teachers and staff.

School Context and Organization Strengths

- Teacher collaborative planning
- PLCs
- School wide binder
- Instructional Support provided
- Campus Website updated weekly
- Teacher Professional Development Opportunities
- Robotics has been added as an after school opportunity
- Technology application
- Academic coaches support

Technology

Technology Summary

At the present time, McAdams Junior High School has 26 sets of 27-29 chrome books and 2 computer labs with approximately 30 computers in each lab. However, not all of these computers are working properly. In addition, the library has 12 computers for student access. We also have a teacher computer and projector in every classroom, as well as document cameras in every classroom, and class sets of TI Nspire graphing calculator in all 8th grade and 7th Pre-AP classes. Our district has also purchased textbooks which have online capabilities, and our students have access to instructional software.

Although our campus is increasing the opportunities for students to use technology in the classroom and their homes, we are hampered by several factors: the need for 1:1 computers for the lack of computers in the home.

Our computer availability is hampered whenever the labs are being used for testing and remediation; this is another problem which can be lessened if we were able to acquire additional computers.

Our staff members are comfortable with basic technology, but many of our students are not proficient with the use of technology, including Google products and schoology and other relevant tools. An assigned district technology specialist is available to train both students and staff on many programs which we use in this school. Many teachers have also been trained on Edgenuity, but more technology training would certainly be beneficial. We continue to offer a Tech Apps course for 7th and 8th grade students.

Technology Strengths

- Computers and projectors in every classroom
- Document and wireless camera in every classroom
- Online textbooks
- Staff is comfortable with basic technology
- Student use of e-books
- The availability of district technology personnel to offer small group trainings on campus

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of updated technology to offer a 1;1 environment so all students can have access **Root Cause:** Funding

Priority Problem Statements

Problem Statement 1: Excessive absenteeism and tardies are effecting student performance

Root Cause 1: Parent and student accountability

Problem Statement 1 Areas: Demographics

Problem Statement 3: Students are not 100% on grade level and lag behind state averages in some areas

Root Cause 3: Ineffective Tier 1 instruction and differentiation

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Expectations in the classroom are not implemented consistently across the campus.

Root Cause 5: Students need consistent and equal consequences for their actions.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 7: Not all staff are ESL and SPED certified

Root Cause 7: More students are entering needing services and teachers need to take the ESL and SPED exam

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teacher need to do a better job of unpacking the TEKS and providing engaging activities

Root Cause 9: Staff have not had enough experience with unpacking the TEKS on a regular basis and releasing the learning to students

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Parent Engagement decreases when students enter junior high.

Root Cause 10: Kids do not want parents at the school when they get older

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Lack of updated technology to offer a 1;1 environment so all students can have access

Root Cause 11: Funding

Problem Statement 11 Areas: Technology

Problem Statement 2: Students lack of focus on academics due to an increase in social/emotional needs

Root Cause 2: Many students are facing problems that they have no strategies on how to deal with

Problem Statement 2 Areas: Demographics

Problem Statement 4: We are getting more students with the need for more inclusion support and don't have enough staff certified to support their needs

Root Cause 4: Teachers are not SPED and ESL certified

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: Intrinsic motivation: Students have a lack of motivation

Root Cause 6: There are minimal opportunities for students to be rewarded for meeting or exceeding campus behavior and academic expectations.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 8: Teacher attendance effects student achievement

Root Cause 8: Teachers feel overwhelmed and/or stressed with the demands of education

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Students struggle to meet the STAAR passing rate for reading and math.

Root Cause 12: COVID year, lack of tailored interventions

Problem Statement 12 Areas: Student Achievement

Goals





Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: 100% of all students will show at least one year's growth in reading and writing on STAAR assessments, and the "white" student group will increase in the meets performance level to 60% as identified by TEA.

Evaluation Data Sources: STAAR Data, Texas Education Agency Identification of Schools for Improvement List

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Instructional Interventionists and classroom teachers to address areas of need for all students specifically for those at-risk of not meeting state standards</p> <p>Strategy's Expected Result/Impact: CBA's, Benchmarks, STAAR and EOC data</p> <p>Staff Responsible for Monitoring: Campus ADMIN</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-SCE, 211-Title IA, 6119-Professional Salaries - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teacher training in and out of district in Reading and Writing on research based instructional strategies to address first line instruction through professional development</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers ADMIN</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - IDEA A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental funds for substitutes so that teachers may attend professional development and observe comparison schools in the area who are meeting/exceeding state academic standards in Reading and Writing.</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs for reading and writing that will assist all students in acquiring skills which will improve performance on state, federal and local assessment.</p> <p>Strategy's Expected Result/Impact: Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Academic Coaches Teachers Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - Local Funding, - IDEA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize contracted services for reading, writing, or math professional development for teachers, academic coaches, and administrators on best practices to ensure student success.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Academic Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: ELA in 7th grade is double blocked to support new TEKS and student success. Created Reading workshop classes for 8th grade TIER 3 and a 30 minute intervention daily to give struggling students and RTI students extra support.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Academic Coaches/Interventionist</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be offered Saturday Gator Camps to reteach and extend learning for Math, ELA, Science and SS.</p> <p>Strategy's Expected Result/Impact: Increase student scores on STAAR, better grades on report card and interim assessments.</p> <p>Staff Responsible for Monitoring: Teachers, AP's</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of all students will show at least one year's growth in Math on STAAR and the "white" student group will increase in the meets performance level to 60% as identified by TEA.

Evaluation Data Sources: STAAR, Texas Education Agency Identification of Schools for Improvement List

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Instructional Interventionist and classroom teachers to address areas of need specifically for those at-risk of not meeting state standards</p> <p>Strategy's Expected Result/Impact: Increase in State Test Scores for At-Risk Students</p> <p>Staff Responsible for Monitoring: Academic Coaches, Teachers, Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teacher training in and out of district in Math on research based instructional strategies to address first line instruction through professional development</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers, ADMIN</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Teir - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental funds for substitutes so that teachers may attend professional development and observe comparison schools in the area who are meeting/exceeding state academic standards in Math.</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs for Math that will assist all students in acquiring skills which will improve performance on state, federal and local assessment.</p> <p>Strategy's Expected Result/Impact: Purchase orders of supplies/ materials provided. Continued student improvement on local and state assessments.</p> <p>Staff Responsible for Monitoring: Academic Coaches Teachers Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Online math program for - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize contracted services for Math professional development for teachers, academic coaches, and administrators on math best practices to ensure student success.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Academic Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide additional re-charging graphing calculators</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers ADMIN</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7 Details	Reviews			
Strategy 7: Crated additional Math Lab classes (TIER 1) and intervention (TIER 2) for student who have struggled with math and not passed STAAR accountability two or more years.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of all students will show at least one year's growth in Science and Social Studies on STAAR assessment.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Instructional Interventionist Paraprofessionals and classroom teachers to address areas of need for all students specifically those at-risk students not meeting state standards</p> <p>Strategy's Expected Result/Impact: Increase in State Test Scores for At-Risk Student</p> <p>Staff Responsible for Monitoring: Academic Coaches, Teachers, Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teacher training in and out of district in Science and Social Studies on research based instructional strategies to address first line instruction through professional development</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers, ADMIN</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 255-Title IIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental funds for substitutes so that teachers may attend professional development and observe comparison schools in the area who are meeting/exceeding state academic standards in Science and SS</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs for science and social studies that will assist all students in acquiring skills which will improve performance on state, federal and local assessment.</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments and federal guidelines</p> <p>Staff Responsible for Monitoring: Academic Coaches Teachers Administrators</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize contracted services for science and social studies professional development for teachers, academic coaches, and administrators on best practices for science and social studies to ensure student success.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Academic Coaches</p> <p>Funding Sources: - 255-Title IIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: 100% of all students at MJHS will receive a well rounded education through academic courses, elective courses, extracurricular activities, and social and emotional support.

Evaluation Data Sources: Individual Schedules, Extra Curricular Involvement


Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide an after school and/or weekend tutorial program for all students specifically those at-risk students who are at risk of not meeting academic state standards.</p> <p>Strategy's Expected Result/Impact: Documentation of tutorials provided, student attendance, teacher lesson plans or Academic Coach support. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers Dean of Instruction</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Behavior Coach and classroom teachers to address areas of need for all students specifically those at-risk students not meeting state standards</p> <p>Strategy's Expected Result/Impact: Improvement of state and local assessment, decrease discipline</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Coach</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - IDEA, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs to strengthen and enrich the curriculum in arts, music and other enrichment areas for all students in order to create a well rounded educational opportunity.</p> <p>Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments and federal guidelines</p> <p>Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize contracted services for the arts, band and other enrichment courses to provide professional development for teachers, and administrators on best practices to ensure student success.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 287-Title IV, - 211-Title IA, - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue our membership with the AVID center and our subscription to AVID weekly.</p> <p>Strategy's Expected Result/Impact: Increase scores on local and state assessments, more organizational skills for students to be college ready, more students preparing for 2 and 4 year college</p> <p>Staff Responsible for Monitoring: Principal, AVID Coordinator</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase supplies for students in AVID in support of College and Career Readiness</p> <p>Strategy's Expected Result/Impact: Increase scores on local and state assessments, more organizational skills for students to be college ready, more students preparing for 2 and 4 year college</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AVID Coordinator</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Support WICOR strategies through school wide organizational binders for college and career readiness.</p> <p>Strategy's Expected Result/Impact: Increase scores on local and state assessments, more organizational skills for students to be college ready, more students preparing for 2 and 4 year college</p> <p>Staff Responsible for Monitoring: AVID Coordinator Teachers</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Expand the Robotics program in order to provide well-rounded educational opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Increased student participation, increase in standardized test scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide counseling groups that support social and emotional needs of students and utilize our district social worker and our Family Service Center counselor to support students socially an emotionally.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance, increase in academics</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Campus Admin, Counselors, Social Workers, Homeless Liaison

Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.





Performance Objective 5: 100% of students receiving special services and English Learners will show at least one year's growth on all STAAR tests and the "EL" student group will increase in the meets performance level to 40% on the Reading and Math STAAR as identified by TEA.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase supplemental materials to help ELL students acquire English and be successful in their core academic classes.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Double block ESL/ELA for all 7th grade students and also offer a content workshop class which supports science, Social Studies and Math areas for English Learners who are beginners or intermediate on TELPAS.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased TELPAS scores Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Paraprofessionals will be utilized in all core areas to target support for all students, specifically English Language Learners.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increase TELPAS levels. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer various levels of support for special education students that are adjusted based on student needs.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase supplies and materials for the students and staff in special population areas to support growth and mastery level for STAAR.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 263-Title IIIA, - Local Funding, - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide computers in the ESL and special education classroom in order to support growth and development (Fast Forward, etc.)</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increase TELPAS levels. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Teacher Librarian</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teacher training in and out of district in ELL and SPED on research based instructional strategies to address first line instruction through professional development and social and emotional learning.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR and Common assessments. Improve social and emotional learning</p> <p>Staff Responsible for Monitoring: Teachers ADMIN</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA, - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement AVID Excel focusing on language acquisition skills.</p> <p>Strategy's Expected Result/Impact: Increase in students exiting for the EL Program</p> <p>Staff Responsible for Monitoring: AVID District Director, Principal, Dean of Instruction, Bilingual Director</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 263-Title IIIA, - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
<p>Strategy 9: Purchase Rosetta Stone for Instructional use in the EL classrooms</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores in reading, writing, listening, and speaking domains</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Decrease discipline incidents by 10%

Evaluation Data Sources: 100% of all staff receiving training in the district/campus behavior and safety initiative.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide in and out of district training and support for counselors, administrative team, and teachers that focus on restorative practices, prevention of suicide, identification of abuse, and bullying prevention.</p> <p>Strategy's Expected Result/Impact: Documented trainings provided for staff in eCourse, outside professional development trainings for counselors and staff, and campus -based prevention assemblies/presenters for faculty and students.</p> <p>Staff Responsible for Monitoring: Counselors, Behavioral Staff, Assistant Principal, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support and training for effective classroom management for all staff</p> <p>Strategy's Expected Result/Impact: Reduction in referrals Improvement in teacher/student/ parent relationships Improved testing score</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Extend incentive opportunities for students in order to increase positive behavior and attendance</p> <p>Strategy's Expected Result/Impact: Teacher Retention Reduction in referrals Improvement in teacher/student/ parent relationships Improved testing scores</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize campus-based programs to provide personnel to work with students to reduce drop-out rate (Communities in Schools, Truancy Personnel)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Review and improve strategies for tracking students (leavers) who have withdrawn from school	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Create an attendance committee that focuses on students with chronic absenteeism.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Increase parent and community engagement from 20 to 30 events in order to provide greater opportunities for parents to be actively involved in reaching our campus goals.

Evaluation Data Sources: Sign In sheets,Partnerships

Strategy 1 Details	Reviews			
<p>Strategy 1: Use social media in addition to the campus web page to increase communication about activities on campus with parents and community members.</p> <p>Strategy's Expected Result/Impact: Weekly status from Facebook on the number of "Likes" and the number people talking about our page.</p> <p>Staff Responsible for Monitoring: Dir. of Communications Mcdougald</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Funds will be used to provide snacks and support materials for parents at parent trainings/meetings, throughout the school year.</p> <p>Strategy's Expected Result/Impact: Documented training and sign in sheets. Positive parent surveys completed throughout the year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus Parent and Family Engagement Policy will be available in both English and Spanish and posted in the Student Handbook and also available at the campus and district buildings. The campus needs assessment and campus improvement plan can also be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>Strategy's Expected Result/Impact: Dates of distribution of materials to parents.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Seek and recruit teacher, parent and community /business input in decision-making regarding review and approval of campus improvement plans</p> <p>Strategy's Expected Result/Impact: Parent and community input during CIP meetings as documented by notes and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide various performances and showcases for student work and achievement that encourage parent to visit the school and participate in school events</p> <p>Strategy's Expected Result/Impact: Sign-in sheets of attendance, results of surveys distributed to parents.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities for parents of students moving to MJHS and those of students moving to DHS at the end of the school year to meet with counselors and administrative staff in order to provide a successful transition of students from one campus to another.</p> <p>Strategy's Expected Result/Impact: Flyers, sign-in sheets of attendance at meetings. Successful registration and transition of students. Results of parent surveys.</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide homeless students and/or foster students and their families with information and support, school materials, school clothing, and transportation necessary for the students to attend school on a daily basis to be able to meet state standards on assessments.</p> <p>Strategy's Expected Result/Impact: Documentation of identification of homeless students during registration and contact with counselor/social worker. Documentation of services provided to student. Student attendance and success in academics.</p> <p>Staff Responsible for Monitoring: District Social Workers, Campus Administrators, Campus Counselors</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>Strategy's Expected Result/Impact: community and parent awareness and engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.





Performance Objective 1: Increase attendance of staff from 95% to 97% through increased professional development and support.

Evaluation Data Sources: AESOP, PD certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide new teachers with support through protege training and school support through academic coaches and admin.</p> <p>Strategy's Expected Result/Impact: Documentation of meetings discussing faculty handbook and procedures. Sign-in sheets and agendas from monthly meetings.</p> <p>Staff Responsible for Monitoring: Teachers, Mentors</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Assign campus mentors to new teachers in order to support their growth and development in their teaching craft and become accustomed to the Gator Way at MJHS.</p> <p>Strategy's Expected Result/Impact: Lesson plans showing TEKS, verbs, and lessons being taught. Deconstruction planning sheets.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for new teachers to observe master teachers, utilizing instructional coaches and substitutes (if necessary).</p> <p>Strategy's Expected Result/Impact: Observation logs. Written collaborative reflections by new teachers and mentors.</p> <p>Staff Responsible for Monitoring: Mentor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities, such as "Restorative Practice and Safety Committee", which allows for teacher leaders to collaborate with the administrative team in order to build teacher-leader capacity and present research based training's to staff.</p> <p>Strategy's Expected Result/Impact: Certificates of trainings, sign-in sheets. Retention of administrators.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 287-Title IV, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide sustained support for all staff on campus through professional development, in and out of district campus training, book studies, data and discipline training's that will support professional growth as instructional leaders.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, agendas of trainings/meetings. Retention of campus administrators.</p> <p>Staff Responsible for Monitoring: Administration Academic Support Teams</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide all teachers with instructional frameworks through Lead4ward, Curriculum Specialist and Instructional Coach in order to ensure that there is consistent instructional alignment with state standards.</p> <p>Strategy's Expected Result/Impact: Lesson plans aligned with the TEKS and district scope and sequence. Documented observations of student success with the appropriate student expectation.</p> <p>Staff Responsible for Monitoring: Administrators Academic Coaches Curriculum Specialist</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Administrators and counselors will attend professional development sessions in and outside of the district to stay up to date on the latest trends/knowledge in education. Counselors and ADMIN (as needed) will attend conferences hosted by the Texas Counseling Association and other organizations which reflect the diversity of interest, practice, social and emotional, and talent in their profession. (for example: The Annual Professional Growth Conference).</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: ADMIN Counseling</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Train and retain classroom teachers to become ESL certified and SPED certified</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers ADMIN</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
Strategy 9: Provide staff with incentives such as jeans coupons, attendance certificates, tangible treats etc. that will help support teacher morale.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: 100% of students and teachers will effectively utilize technology in and out of the classroom setting in order to prepare students to be Career and College ready

Evaluation Data Sources: Technology Data, Lesson Plans, Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain inventory for all available instructional technology on campus. Strategy's Expected Result/Impact: Inventory sheets. Staff Responsible for Monitoring: Librarian, AP Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Repair/replace/upgrade outdated instructional technology to enhance instruction for all students. Strategy's Expected Result/Impact: Evidence of increased student success on classroom assessments, district CBAs, and state assessments. Evidence of increased student engagement on walkthrough observation reports. Staff Responsible for Monitoring: Technology Specialist Librarian Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote the continued use of technology to communicate with parents and community through campus web page and social media. Strategy's Expected Result/Impact: Completion of parent survey at the end of the school year on communication conducted by the District Communication office and school web page using counter system. Staff Responsible for Monitoring: Mcdougald</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training to all teachers, administrators, and staff on the effective use of available instructional technology and applications.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, agenda, and training materials. Evidence of implementation on walkthrough observation reports.</p> <p>Staff Responsible for Monitoring: Technology Specialist Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase additional technology in order to increase availability at school and home.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for McAdams Jr. High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 22.41

Brief Description of SCE Services and/or Programs

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Personnel for McAdams Jr. High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.08
Arrendondo, N	Paraprofessional	0.16
Cephas, A.	Instructional Support	0.17
Helle, C.	Instructional Support Paraprofessional	1
Hyams, I	Instructional Support	17
Jenkins, J	Paraprofessional	0.16
Johnson, M	Instructional Support	0.17
Mayes, J	Instructional Support	1
McGinty-Grimes	Instructional Support	0.17
Rachel, R	Instructional Support	0.33
Sellers, K	Instructional Support	0.17
Tottenham, T	Instructional Support Paraprofessional	1
Watson, B	Instructional Support	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Strait-Biley	Instructional Interventionist	Problem 1; Goal 1; Strategy 14	1.0
Meredith Arthur	Instructional Interventionist	Problem 1; Goal 1; Strategy 14	1.0

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	211-Title IA, 6119-Professional Salaries		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2	Teir		\$0.00
1	2	4	Online math program for		\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	6			\$0.00

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	7			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	9			\$0.00

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	8			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	2			\$0.00
1	3	3			\$0.00
1	4	4			\$0.00
1	5	5			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	4	2			\$0.00

IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$0.00
1	5	5			\$0.00
1	5	7			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
Sub-Total					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	8			\$0.00

287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	9			\$0.00
4	1	4			\$0.00
4	1	7			\$0.00
Sub-Total					\$0.00

Addendums

AVID School-wide College Readiness Goals

1. 2020-2021

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring and Rigor For All

- A. Implement Focused Note -taking process in all classrooms school wide.
- B. Implement a system to ensure goal setting, monitoring of goals, language scripts, Costa's levels of higher order thinking, questioning, and organization of resources via school wide use of binders.
- C. Implement WICOR strategies in all classrooms school wide.

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

- A. Develop and Implement a comprehensive recruiting and retention plan to include AVID Tutors, AVID Students, AVID Elective Teachers and AVID Site Team Members.
- B. The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan campus wide.. I.e WICOR, Binders, AVID monthly checklist.
- C. Develop and Implement a strategic plan using school data for the ongoing provision of AVID-Specific Professional Development in collaboration with the AVID Site Team.
- D. Campus will implement an AVID excel program to establish strategies to help strengthen language comprehension, and close achievement gaps in English as a second language population.

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

- A. Develop carefully aligned and integrated strategic plans for AVID Site Team, Campus Improvement, District Improvement and AVID District Site Team.
- B. Plan for comprehensive monitoring to ensure implementation of AVID district and campus plans with quarterly progress checkpoints with all stakeholders.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

- A. Develop and implement campus-wide expectations for rigor within all lessons school wide using best practices and collaborative team planning.
- B. Campus wide incentive to wear college/ and or Military shirts every Monday to promote college and career.
- C. Teachers will display their college both virtually and in the classroom to promote college and career.

Site Team Members: Laura Strait-Biley, Rachelle Joseph-Beaufineaux, Stacey Hughes, Jaime Williams, Kim McDougald, Meredith Arthur, Yajaira Garcia, Maria Figarelli, Andre Little, Michelle Howard, Brittanae Smith, Albert Cephas, Maxine Guidry, TeRhonda Morgan, Joakima Mayes, Tara Jones-Wright, Kristen Sellers

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

I. INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	A. Implement Focused Note -taking process in all classrooms school wide.						
		Progress				Responsible	Evidence
	Actions						
	1) Teachers will provide time to take and utilize focused notes taking at least once a week.						
	2) Teachers will actively participate in professional development throughout the academic year to help promote, model, and utilize notes in core courses of instruction via MJHS AVID academic google library.						
	3) Teachers will provide time to summarize or synthesize notes.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

I. INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All</i>							
GOAL	B. Implement a system to ensure goal setting, monitoring of goals, language scripts, Costa's levels of higher order thinking, questioning, and organization of resources via school wide use of binders.						
		Progress					
	Actions				Responsible	Evidence	
	1) School wide prerequisite for all students to have a 2-inch binder, with dividers and notebook paper, to organize students' work.						
	2) School wide requirement to utilize advisory "Gator Way" period to complete weekly binder checks for organization and strategic implementation.						
	3) Students will create specific academic and personal goal(s) with a measurable action plan every progress report period.						
	4) School calendars will be provided for binders in efforts to track important due dates and school events.						
	5) Students will be given academic resources for their school wide required binder:i.e language scripts, Costa level questioning, and language-rich stems						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

II. INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All</i>							
GOAL	C. Implement WICOR strategies in all classrooms school wide.						
		Progress				Responsible	Evidence
	Actions						
	1) Teachers will have WICOR posters advertised in both virtual and physical classrooms.						
	2) Teachers will require students to complete a weekly WICOR tracker to reflect and retain the week's instruction.						
	3) Teachers will provide a print-rich environment (exemplars, strategic word walls, learning activity guidelines, content based posters, etc.)						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

III. SYSTEMS							
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	A. Develop and Implement a comprehensive recruiting and retention plan to include AVID Tutors, AVID Students, AVID Elective Teachers and AVID Site Team Members.						
		Progress					
	Actions					Responsible	Evidence
	1) AVID tutors are recruited, interviewed, and attended training for retention of highly qualified personnel.						
	2) AVID tutors work with AVID teachers to develop and reflect on the tutoring process to meet the needs of AVID students.						
	3) AVID students are recruited and interviewed for acceptance into the AVID program.						
	4) MJHS will nominate core teachers, elective teachers, and administration to serve as the AVID site team to implement AVID strategies school-wide.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

II. SYSTEMS							
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	B. The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan campus wide.. I.e WICOR, Binders, AVID monthly checklist						
		Progress					
	Actions					Responsible	Evidence
	1) The AVID site team will meet on the last Monday of each month to evaluate, discuss, and collaborate on the monthly checklist.						
	2) AVID site team members will model, discuss, and upload WICOR strategies as examples.						
	3) AVID site team will establish yearly goals for campus wide implementation.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

IV. SYSTEMS							
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	C. Develop and Implement a strategic plan using school data for the ongoing provision of AVID-Specific Professional Development in collaboration with the AVID Site Team.						
	Actions	Progress				Responsible	Evidence
	1) AVID site team will use AVID Google library to provide professional development of WICOR strategies.						
	2) AVID site team members will participate in AVID summer institute in efforts of implementation at AVID strategies at their home campus.						
	3) AVID site team members will serve as an ambassador in their PLC (Professional Learning Communities)and collect examples for CCI artifacts.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

V. SYSTEMS							
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	D. Campus will implement an AVID excel program to establish strategies to help strengthen language comprehension, and close achievement gaps in English as a second language population.						
		Progress					
	Actions					Responsible	Evidence
	1) Use of academic language scripts daily for language acquisition.						
	2) Use AVID excel digital planning guide to create lessons.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

VI. LEADERSHIP							
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>							
GOAL	A. Develop carefully aligned and integrated strategic plans for AVID Site Team, Campus Improvement, District Improvement and AVID District Site Team.						
		Progress					
	Actions					Responsible	Evidence
	1) The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan. i.e. WICOR, Binders, etc.						
	2) A member of the AVID Site team will serve on Campus Improvement site team.						
	3) Gator Way advisory will be used to systematically push out WICOR/ AVID Strategies campus wide.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

III. LEADERSHIP							
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>							
GOAL	B. Plan for comprehensive monitoring to ensure implementation of AVID district and campus plans with quarterly progress check-points with all stakeholders.						
		Progress					
	Actions				Responsible	Evidence	
	1) The AVID site team will utilize CCI to measure and plan.						
	2) The AVID site team will use the 2020-2021 strategic plan to monitor implementation quarterly.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

CULTURE <i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>							
GOAL	A. Develop and implement campus-wide expectations for rigor within all lessons school wide using best practices and collaborative team planning.						
		Progress					
	Actions					Responsible	Evidence
	1) Teacher will document use WICOR strategies via lesson plans						
	2) AVID strategies will be discussed in team/ content planning communities.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

CULTURE <i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>							
GOAL	B. Campus wide incentive to wear college/and or Military shirts every Monday to promote college and career.						
	Actions	Progress				Responsible	Evidence
	1) Teachers will promote college/career incentives for staff and students.						
	2) Campus will support College Readiness environment by displaying college and career in the hallways or bulletin boards.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

CULTURE <i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>							
GOAL	c. Teachers will display their college both virtually and in the classroom to promote college and career.						
		Progress					
	Actions					Responsible	Evidence
	1) Teachers will display college memorabilia (i.e banners, pennants, posters)						
	2) Teachers will have a college poster promoting their colleges of record.						
	3)						
	4)						
	5)						
	6)						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed