

Dickinson Independent School District

McAdams Jr. High School

2019-2020 CIP

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission of R. D. McAdams Junior High School is to ensure students have a strong academic foundation and the personal skills needed to be life, career, and college ready.

Vision

We enter to learn.....We leave to achieve.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	13
Technology	13
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.	20
Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.	34
Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.	37
Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.	38
Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.	39
State Compensatory	41
Personnel for McAdams Jr. High School:	41
Title I Schoolwide Elements	42
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	42
1.1: Comprehensive Needs Assessment	42
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	42
2.1: Campus Improvement Plan developed with appropriate stakeholders	42
2.2: Regular monitoring and revision	43
2.3: Available to parents and community in an understandable format and language	43
2.4: Opportunities for all children to meet State standards	43
2.5: Increased learning time and well-rounded education	43
2.6: Address needs of all students, particularly at-risk	43

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	43
3.1: Develop and distribute Parent and Family Engagement Policy	44
3.2: Offer flexible number of parent involvement meetings	44
Title I Personnel	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

R. D. McAdams Junior High School is one of fourteen campuses in Dickinson Independent School District. R. D. McAdams Junior High School opened its doors in 1968 and serves suburban, low-socioeconomic-status, Hispanic, White and African American families. In 2018-2019 R. D. McAdams Junior High School served 778 students in grades 7 and 8. This campus is a Title I Schoolwide Campus.

The student population is 23.8% African-American, 28.7 % Anglo, 42.5% Hispanic, 4.8% other, 12.9% SPED, 50.2% male, and 49.7% female. The student population has a low socioeconomic status of 63.2%. The staff population is 38%% African-American, 50.7% Anglo, 11.3% Hispanic, no other, 18.6% male, and 81.4% female. The staff has an average of 11.1 years of experience. The current student/teacher ratio is 17:6.

The overall mobility rate for the campus is approximately 9.8%, with a drop-out rate of 0.2%. The average daily attendance rate for students is 95.2%. The average daily attendance rate for staff is 93%.

R. D. McAdams Junior High School served 50 English Learners, 56 LEP students, 54.1% AT Risk students, 37 students in the Gifted and Talented program, 56 students identified for 504 services, and 98 students (12.9%) are served through special education services.

Demographics Strengths

- campus received four distinctions
- Our students performance continues to increase in 8th grade Math, ELA, SS and Science
- PD to better prepare staff for our diverse campus, including AVID, ABYDOS, Lead4ward, and Restorative Practices

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: 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 (race/ethnicity, ED, LEP, SPED, etc.), percent mastery, and student expectations. Data is also disaggregated by teacher and class period to provide teachers with additional support in lower performing classes. This support can be through model teaching, inclusion support, and individual student pull out or online programs. The our district assessments are aligned with grade level and subject specific SE's which provided teachers with the ability to see where students were successful and struggling. All core subjects offer intervention before or after school. The data indicates that our ELL and SPED groups are a priority and have shown minimal growth in student achievement. Our white students scores continue to decrease and is also a target for our campus. Our 7th grade Math meets and masters, and our ELA and reading and writing scores are also below where we need to be. Some pull -out time by the instructional specialist,(that is intentional and purposeful), workshops and double blocking of ELA have been put in place to help support student growth. Our interventionist and support staff will continue to target our more low performing students and students at the cuff of masters. A focus is also needed on Pre-AP students to ensure they are meeting the progress measure from year to year and meeting masters level. These students are continuing to meet standard, but are not necessarily making growth. We received four distinctions for the 2019 accountability, Our grade from TEA is a B.

Percentages at the State Level

ELL: 2019 -Overall -Approaches White- Reading 87% , Math- 91%, Writing 63%, Science 94%, SS 86%

- RReading: 47% Hispanics - Reading 78%, Math 88%, Writing 66%, Science 87%, SS 79%
- Writing: 42%
- Math: 76% AA - Reading 70%, Math 86%, Writing 53%, Science 84%, SS 74%
- 8th Science:68 %
- 8th Social Studies: 45% ED- Reading 78%, Math 87%, Writing 62%, Science 86%, SS 77%
- All Tests - 57%

SPED 2018 - Overall - Approaches

- Reading: 56%
- Writing: 31%
- Math - 69%
- Science: 73%
- Social Studies: 63%

Student Achievement Strengths

- Continued growth on STAAR
- Analyzing their own data
- Setting their own academic goals
- Annotation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. **Root Cause:** Ineffective Tier 1 instruction.

School Culture and Climate

School Culture and Climate Summary

Both students and staff were given a survey at the beginning and end of the school year. Students and staff describe the campus climate as safe yet had some concerns about students discipline. Staff feels like not all students are receiving the same consequences for same discipline referrals. All staff and students know our vision "Enter to Learn....Leave to Achieve." and it is posted in every classroom. All staff and students know the theme: The Gator Way: Be Respectful, Responsible and Involved. Teachers and students model and receive recognition for exemplifying the Gator Way throughout the year. The staff feels that although we have raised academic expectations behavioral expectations are not high enough for all students. They wrote that although many students have problems outside of the school we have to continue to expect Gator Way behavior 100% of the time. The students talked about staff who they feel have engaging lessons and make them want to come to class. The school's referral count has gone down tremendously but expectation for behavior should remain from all staff and students until the last day of school. Teachers with strong classroom management have less referrals but lose faith when consequences are not appropriate to the violation. 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, word of the week and thoughts of wisdom the principal did over the intercom. We have implemented a school wide binder through AVID. We will begin an AVID Excel for our ESL students. We did a book study this year on Be The One and ithe entire staff was trained on Restorative Practicies.

School Culture and Climate Strengths

- Caring teachers
- Families create a sense of togetherness through extra curricular activities
- School Facebook and webpage page to send out information about the great things happening at McAdams from sports, to instruction to data.
- The Gator Way - Respectful-Responsible-Involved.
- Restoratvie 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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: College and career readiness is not reinforced in all aspects of a students life. **Root Cause:** We need to implement more college and career related efforts throughout the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers except two were highly qualified in 2018-2019 school year. Follow-up data regarding teacher performance is provided through walk-through observation reports, D-TAS evaluations, pop-ins 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 and through regrouping and pull-outs by the instructional specialist. 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 ABYDOS, AVID, vertical alignment, content-specific workshops, Region 4, Rice Pre-AP/AP Summer workshop, Rice-AVID College Readiness Initiative, ELPS, Lead4ward and Literacy Collaborative workshop 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, ABYDOS
- Lead4ward
- Collaboration

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not all teachers are ESL certified. **Root Cause:** Teachers need more time and knowledge prior to taking the ESL exam.

Problem Statement 2: Teacher attendance affects 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. 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. 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.

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: TEKS are not unpacked and used effectively during planning. **Root Cause:** Staff have not had enough experience with unpacking the TEKS on a regular basis.

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, trauncy 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 are 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 is 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

- Community in Schools
- Social Worker, Trauncy Officer, On site therapist
- Extra-curricular events- Sports, Band, Volleyball, Soccer, Track, Tennis
- Academic clubs- AVID, Robotics,
- Newsletters sent bimonthly
- Parent weekly phone call to discuss students
- Facebook and Twitter Page
- ESL Meeting
- Open House
- Breakfast of Champions
- Home visits to welcome students and bring school supplies
- Our girls athletics adopted a highway

- Counselors did a PD on mental health
- Be the Good Chef's Table Charity

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent Engagement decreases when students enter junior high.

School Context and Organization

School Context and Organization Summary

MJHS feels supported by the district because they have addressed the needs of the campus by providing more common core teachers, more time in common core classes, and allows each academic core subject area teachers to have a common planning time. Allow opportunities for 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, 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; although there still remains a mixed perception about the school from parents', students', and the community. We need to continue setting high schoolwide teacher and student expectations with all staff /students following the expectations throughout the year.

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

Technology

Technology Summary

At the present time, McAdams Junior High School has 17 sets of 25 chrome books and 2 computer labs with approximately 40 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. We have implemented the Fastforward program to help our struggling readers.

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 and 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.

Most of our staff members are comfortable with basic technology, but many of our students are not proficient with the use of technology, including Microsoft Word, Excel and other important 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 have also added 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
- Instructional software to support our curriculum
- 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: Lack of technology in order to offer a 1:1 environment so all students have access.

Priority Problem Statements

Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments.

Root Cause 1: Ineffective Tier 1 instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Excessive absenteeism and tardies are effecting student performance.

Root Cause 2: Parent and student accountability

Problem Statement 2 Areas: Demographics

Problem Statement 4: Not all teachers are ESL certified.

Root Cause 4: Teachers need more time and knowledge prior to taking the ESL exam.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: TEKS are not unpacked and used effectively during planning.

Root Cause 7: Staff have not had enough experience with unpacking the TEKS on a regular basis.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 18: Parent Engagement decreases when students enter junior high.

Root Cause 18:

Problem Statement 18 Areas: Parent and Community Engagement

Problem Statement 22: Teacher attendance effects student achievement.

Root Cause 22: Teachers feel overwhelmed and/or stressed with the demands of education.

Problem Statement 22 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 23: Lack of technology in order to offer a 1:1 environment so all students have access.

Root Cause 23:

Problem Statement 23 Areas: Technology

Problem Statement 25: College and career readiness is not reinforced in all aspects of a students life.

Root Cause 25: We need to implement more college and career related efforts throughout the campus.

Problem Statement 25 Areas: School Culture and Climate

Problem Statement 27: Students lack of focus on academics due to an increase in social/emotional needs.

Root Cause 27: Many students are facing problems that they have no strategies on how to deal with.

Problem Statement 27 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 1: STAAR Data, Texas Education Agency Identification of Schools for Improvement List

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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	2.4, 2.6	Campus ADMIN	CBA's, Benchmarks, STAAR and EOC data				
Problem Statements: Student Achievement 1 Funding Sources: 199-SCE - 0.00, 211-Title IA - 0.00, Local Funding - 0.00							
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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	2.4, 2.5, 2.6	Teachers ADMIN	Continued student improvement on local CBAs and state assessments.				
Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, IDEA A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support 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.	2.4, 2.6	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Continued student improvement on local CBAs and state assessments.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Academic Coaches Teachers Administrators	Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00, IDEA - 0.00, 263-Title IIIA - 0.00						
TEA Priorities Build a foundation of reading and math 5) Utilize contracted services for reading and writing professional development for teachers, academic coaches, and administrators on reading and writing best practices to ensure student success.	2.4, 2.5, 2.6	Administrators Teachers Academic Coaches	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 6) ELA in 7th grade is double blocked to support new TEKS and student success. Created Reading workshop classes for 8th grade to give struggling students and RTI students extra support.	2.4, 2.5, 2.6						
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. **Root Cause 1:** Ineffective Tier 1 instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: TEKS are not unpacked and used effectively during planning. **Root Cause 1:** Staff have not had enough experience with unpacking the TEKS on a regular basis.


Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 2: STAAR, Texas Education Agency Identification of Schools for Improvement List

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Utilize Instructional Interventionist and classroom teachers to address areas of need specifically for those at-risk of not meeting state standards	2.4, 2.5, 2.6	Academic Coaches, Teachers, Administrators	Increase in State Test Scores for At-Risk Students				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00						
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Provide teacher training in and out of district in Math on research based instructional strategies to address first line instruction through professional development	2.4, 2.5, 2.6	Teachers, ADMIN	Continued student improvement on local CBAs and state assessments				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						
TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Continued student improvement on local CBAs and state assessments.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Academic Coaches Teachers Administrators	Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments.				
				Problem Statements: Student Achievement 1 - Technology 1 Funding Sources: 211-Title IA - 0.00			
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Utilize contracted services for Math professional development for teachers, academic coaches, and administrators on math best practices to ensure student success.	2.4, 2.5, 2.6	Administrators Teachers Academic Coaches	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00			
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 6) Provide additional re-charging graphing calculators and created Math workshop classes to give struggling students students extra support.	2.4, 2.5, 2.6	Teachers ADMIN	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments				
				Problem Statements: Student Achievement 1 - Technology 1 Funding Sources: 211-Title IA - 0.00			
Targeted Support Strategy 7) Crated additional Math Lab classes for student who have struggled with math and not passed STAAR accountability two or more years.	2.4, 2.5, 2.6						
							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. Root Cause 1: Ineffective Tier 1 instruction.

Curriculum, Instruction, and Assessment
--

Problem Statement 1: TEKS are not unpacked and used effectively during planning. Root Cause 1: Staff have not had enough experience with unpacking the TEKS on a regular basis.

Technology

Problem Statement 1: Lack of technology in order to offer a 1:1 environment so all students have access.

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 3: STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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	2.4, 2.5, 2.6	Academic Coaches, Teachers, Administrators	Increase in State Test Scores for At-Risk Student				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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	2.4, 2.5, 2.6	Teachers, ADMIN	Continued student improvement on local CBAs and state assessments				
	Problem Statements: Student Achievement 1 Funding Sources: 255-Title IIA - 0.00, 211-Title IA - 0.00						
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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	2.4, 2.5, 2.6	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Continued student improvement on local CBAs and state assessments.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
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.	2.4, 2.5, 2.6	Academic Coaches Teachers Administrators	Continued student improvement on local CBAs and state assessments and federal guidelines				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support 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.	2.4, 2.5, 2.6	Administrators Teachers Academic Coaches	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00, 211-Title IA - 0.00						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. Root Cause 1: Ineffective Tier 1 instruction.
Curriculum, Instruction, and Assessment
Problem Statement 1: TEKS are not unpacked and used effectively during planning. Root Cause 1: Staff have not had enough experience with unpacking the TEKS on a regular basis.

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 4: Individual Schedules, Extra Curricular Involvement

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 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.	2.4, 2.5, 2.6	Teachers Dean of Instruction	Documentation of tutorials provided, student attendance, teacher lesson plans or Academic Coach support. Continued student improvement on local CBAs and state assessments.				
				Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 287-Title IV - 0.00			
Targeted Support Strategy TEA Priorities Connect high school to career and college 2) Utilize Behavior Coach and classroom teachers to address areas of need for all students specifically those at-risk students not meeting state standards	2.4, 2.5, 2.6	Teachers, Behavior Coach	Improvement of state and local assessment, decrease discipline				
				Problem Statements: Demographics 2 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, IDEA - 0.00, 287-Title IV - 0.00			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 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.	2.4, 2.5, 2.6	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Continued student improvement on local CBAs and state assessments and federal guidelines				
				Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 287-Title IV - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 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.	2.4, 2.5, 2.6	Administrators Teachers	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
				Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 Funding Sources: 287-Title IV - 0.00, 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00			
TEA Priorities Connect high school to career and college 5) Continue our membership with the AVID center and our subscription to AVID weekly.	2.4, 2.5, 2.6	Principal, AVID Coordinator	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				
				Problem Statements: School Culture and Climate 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00			
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 6) Purchase supplies for students in AVID in support of College and Career Readiness	2.4, 2.5, 2.6	Teachers, Principal, AVID Coordinator	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				
				Problem Statements: School Culture and Climate 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00			
Targeted Support Strategy TEA Priorities Connect high school to career and college 7) Support WICOR strategies through school wide organizational binders for college and career readiness.	2.4, 2.5, 2.6	AVID Coordinator Teachers	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				
				Problem Statements: School Culture and Climate 1 Funding Sources: 211-Title IA - 0.00			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 8) Expand the Robotics program in order to provide well-rounded educational opportunities for all students.	2.5	Principal, Dean of Instruction	Increased student participation, increase in standardized test scores				
				Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 Funding Sources: 211-Title IA - 0.00, 287-Title IV - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support 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 and emotionally.	2.4, 2.5	Campus Admin, Counselors, Social Workers, Homeless Liaison	Increase in student attendance, increase in academics				
	Problem Statements: Demographics 1, 2 - Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 287-Title IV - 0.00						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Excessive absenteeism and tardies are effecting student performance. Root Cause 1: Parent and student accountability
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.
Student Achievement
Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. Root Cause 1: Ineffective Tier 1 instruction.
School Culture and Climate
Problem Statement 1: College and career readiness is not reinforced in all aspects of a students life. Root Cause 1: We need to implement more college and career related efforts throughout the campus.

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 5: STAAR

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Purchase supplemental materials to help ELL students acquire English and be successful in their core academic classes.	2.4, 2.5, 2.6	Teachers, Principal	Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, 263-Title IIIA - 0.00			
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Teachers Counselors	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				
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, 263-Title IIIA - 0.00			
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Paraprofessionals will be utilized in all core areas to target support for all students, specifically English Language Learners.	2.4, 2.5, 2.6	Teachers	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				
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 263-Title IIIA - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Offer various levels of support for special education students that are adjusted based on student needs.	2.4, 2.5, 2.6	Teachers Principal	Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Purchase supplies and materials for the students and staff in special population areas to support growth and mastery level for STAAR.	2.4, 2.5, 2.6	Teachers Principal	Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 6) Provide computers in the ESL and special education classroom in order to support growth and development (Fast Forward, etc.)	2.4, 2.5, 2.6	Teacher Librarian	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				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Teachers ADMIN	Increase student achievement on STAAR and Common assessments. Improve social and emotional learning				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 8) Implement AVID Excel focusing on language acquisition skills.	2.4, 2.5, 2.6	AVID District Director, Principal, Dean of Instruction, Bilingual Director	Increase in students exiting for the EL Program				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 9) Purchase Rosetta Stone for Instructional use in the EL classrooms	2.4, 2.5, 2.6	Campus Principal	Increase in TELPAS scores in reading, writing, listening, and speaking domains				
Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 263-Title IIIA - 0.00							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. Root Cause 1: Ineffective Tier 1 instruction.
School Culture and Climate
Problem Statement 1: College and career readiness is not reinforced in all aspects of a students life. Root Cause 1: We need to implement more college and career related efforts throughout the campus.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Not all teachers are ESL certified. Root Cause 1: Teachers need more time and knowledge prior to taking the ESL exam.

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.





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

Evaluation Data Source(s) 1: AESOP, PD certificates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Provide new teachers with support through protege training and school support through academic coaches and admin.	2.4	Teachers, Mentors	Documentation of meetings discussing faculty handbook and procedures. Sign-in sheets and agendas from monthly meetings.				
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 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.	2.4, 2.5	Teachers	Lesson plans showing TEKS, verbs, and lessons being taught. Deconstruction planning sheets.				
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for new teachers to observe master teachers, utilizing instructional coaches and substitutes (if necessary).	2.4, 2.5, 2.6	Mentor	Observation logs. Written collaborative reflections by new teachers and mentors.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 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.	2.4	Campus Administrators	Certificates of trainings, sign-in sheets. Retention of administrators.				
	Problem Statements: Demographics 2 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 Funding Sources: 287-Title IV - 0.00, 211-Title IA - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 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>	2.4, 2.5, 2.6	Administration Academic Support Teams	Sign-in sheets, agendas of trainings/meetings. Retention of campus administrators.				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00, 211-Title IA - 0.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals 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>	2.4, 2.5, 2.6	Administrators Academic Coaches Curriculum Specialist	Lesson plans aligned with the TEKS and district scope and sequence. Documented observations of student success with the appropriate student expectation.				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals 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>	2.4, 2.5, 2.6	ADMIN Counseling	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, 287-Title IV - 0.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals 8) Train and retain classroom teachers to become ESL certified and SPED certified</p>	2.4, 2.5, 2.6	Teachers ADMIN	Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments.				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00</p>							
9) Provide staff with incentives such as jeans coupons, attendance certificates, tangible treats etc. that will help support teacher morale.							

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 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.

Student Achievement
Problem Statement 1: The majority of students are groups are performing below state average on STAAR assessments. Root Cause 1: Ineffective Tier 1 instruction.

School Culture and Climate
Problem Statement 1: College and career readiness is not reinforced in all aspects of a students life. Root Cause 1: We need to implement more college and career related efforts throughout the campus.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Not all teachers are ESL certified. Root Cause 1: Teachers need more time and knowledge prior to taking the ESL exam.
Problem Statement 2: Teacher attendance effects student achievement. Root Cause 2: Teachers feel overwhelmed and/or stressed with the demands of education.


Curriculum, Instruction, and Assessment
Problem Statement 1: TEKS are not unpacked and used effectively during planning. Root Cause 1: Staff have not had enough experience with unpacking the TEKS on a regular basis.

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Decrease discipline incidents by 10%

Evaluation Data Source(s) 1: 100% of all staff receiving training in the district/campus behavior and safety initiative.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.5, 2.6	Counselors, Behavioral Staff, Assistant Principal, Principal	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.				
2) Provide support and training for effective classroom management for all staff		Administrators Teachers	Reduction in referrals Improvement in teacher/student/ parent relationships Improved testing score				
3) Extend incentive opportunities for students in order to increase positive behavior and attendance		Administration	Teacher Retention Reduction in referrals Improvement in teacher/student/ parent relationships Improved testing scores				
4) Utilize campus-based programs to provide personnel to work with students to reduce drop-out rate(Communities in Schools, Truancy Personnel)							
5) Review and improve strategies for tracking students (leavers) who have withdrawn from school							
6) Create an attendance committee that focuses on students with chronic absenteeism.							
							

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

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 Source(s) 1: Technology Data, Lesson Plans, Walks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain inventory for all available instructional technology on campus.		Librarian, AP	Inventory sheets.				
Funding Sources: Local Funding - 0.00							
2) Repair/replace/upgrade outdated instructional technology to enhance instruction for all students.		Technology Specialist Librarian	Evidence of increased student success on classroom assessments, district CBAs, and state assessments. Evidence of increased student engagement on walkthrough observation reports.				
Funding Sources: Local Funding - 0.00							
3) Promote the continued use of technology to communicate with parents and community through campus web page and social media.		Mcdougald	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.				
4) Provide training to all teachers, administrators, and staff on the effective use of available instructional technology and applications.		Technology Specialist Teachers	Sign-in sheets, agenda, and training materials. Evidence of implementation on walkthrough observation reports.				
5) Purchase additional technology in order to increase availability at school and home.							
							





Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

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 Source(s) 1: Sign In sheets,Partnerships

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use social media in addition to the campus web page to increase communication about activities on campus with parents and community members.		Dir. of Communications Mcdougald	Weekly status from Facebook on the number of "Likes" and the number people talking about our page.				
2) Funds will be used to provide snacks and support materials for parents at parent trainings/meetings, throughout the school year.		Principal	Documented training and sign in sheets. Positive parent surveys completed throughout the year.				
Funding Sources: 211-Title IA - 0.00							
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.	3.1	Principal	Dates of distribution of materials to parents.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00							
4) Seek and recruit teacher, parent and community /business input in decision-making regarding review and approval of campus improvement plans		Principal	Parent and community input during CIP meetings as documented by notes and sign-in sheets.				
5) Provide various performances and showcases for student work and achievement that encourage parent to visit the school and participate in school events		Principal	Sign-in sheets of attendance, results of surveys distributed to parents.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Counselors Teachers	Flyers, sign-in sheets of attendance at meetings. Successful registration and transition of students. Results of parent surveys.				
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.		District Social Workers, Campus Administrators, Campus Counselors	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.				
Funding Sources: 211-Title IA - 0.00							
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.		Principal	community and parent awareness and engagement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent Engagement decreases when students enter junior high.

State Compensatory

Personnel for McAdams Jr. High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arthur, M.	Instructional Support		1.0
Cephas, A.	Instructional Support		.33
Figarelli, M.	Instructional Coach		.50
Helle, C.	Instructional Support Paraprofessional		1.0
Jenkins, J.	Instructional Support Paraprofessional		1.0
Palmer, L.	Instructional Support		1.0
Peters, N.	Instructional Support		1.0
Strait-Biley, L.	Instructional Support		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
 - * provide opportunities for all children to meet the challenging State academic standards
 - * use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

2.2: Regular monitoring and revision

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

2.3: Available to parents and community in an understandable format and language

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

2.4: Opportunities for all children to meet State standards

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

2.5: Increased learning time and well-rounded education

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

2.6: Address needs of all students, particularly at-risk

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

3.2: Offer flexible number of parent involvement meetings

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cormier, Q.	Instructional Coach		1.0
Tottenham, T.	Instructional Support Paraprofessional		1.0