

**Dickinson Independent School District**

**McAdams Junior High**

**2024-2025 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

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	9
School Culture and Climate .....	12
Staff Quality, Recruitment, and Retention .....	13
Curriculum, Instruction, and Assessment .....	14
Parent and Community Engagement .....	15
School Context and Organization .....	16
Technology .....	17
Priority Problem Statements .....	18
Goals .....	20
Goal 1: McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success. ....	20
Goal 2: McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment. ....	26
Goal 3: McAdam's Junior High School will make family and community partnerships a priority .....	31
Goal 4: McAdam's Junior High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. ....	35
Goal 5: McAdam's Junior High School will provide operational services to support the success of student learning. ....	41
State Compensatory .....	43
Budget for McAdams Junior High .....	43
Personnel for McAdams Junior High .....	43
Title I Personnel .....	44
Campus Funding Summary .....	45
Addendums .....	48

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

. 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 (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)	Count	Percent
<b>Gender</b>		
Female	414	43.67%
Male	534	56.33%
<b>Ethnicity</b>		
Hispanic-Latino	459	48.42%
<b>Race</b>		
American Indian - Alaskan Native	3	0.32%
Asian	19	2.00%
Black - African American	188	19.83%
Native Hawaiian - Pacific Islander	1	0.11%
White	250	26.37%
Two-or-More	28	2.95%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)	Count	Percent
Dyslexia	74	7.81%
Gifted and Talented	30	3.16%
Regional Day School Program for the Deaf	0	0.00%

Section 504	74	7.81%
Special Education (SPED)	159	16.77%
Bilingual/ESL		
Emergent Bilingual (EB)	148	15.61%
Bilingual	0	0.00%
English as a Second Language (ESL)	125	13.19%
Alternative Bilingual Language Program	1	0.11%
Alternative ESL Language Program	13	1.37%
Title I Part A		
Schoolwide Program	948	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)	Count	Percent
At-Risk	486	51.27%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	8	0.84%
Intervention Indicator	112	11.81%
Migrant	0	0.00%
Military Connected	40	4.22%
Transfer In Students	30	3.1646%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	619	65.30%
Free Meals	516	54.43%
Reduced-Price Meals	99	10.44%
Other Economic Disadvantage	4	0.42%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.21%

Homeless Status Total	2	0.21%
Shelter	1	0.11%
Doubled Up	1	0.11%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.21%
Is Unaccompanied Youth	0	0.00%

#### Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)

	Count	Percent
Administrative Support	20	18.52%
Teacher	76	70.37%
Educational Aide	12	11.11%
Auxiliary	0	0.00%

#### Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)


##### Primary Disabilities

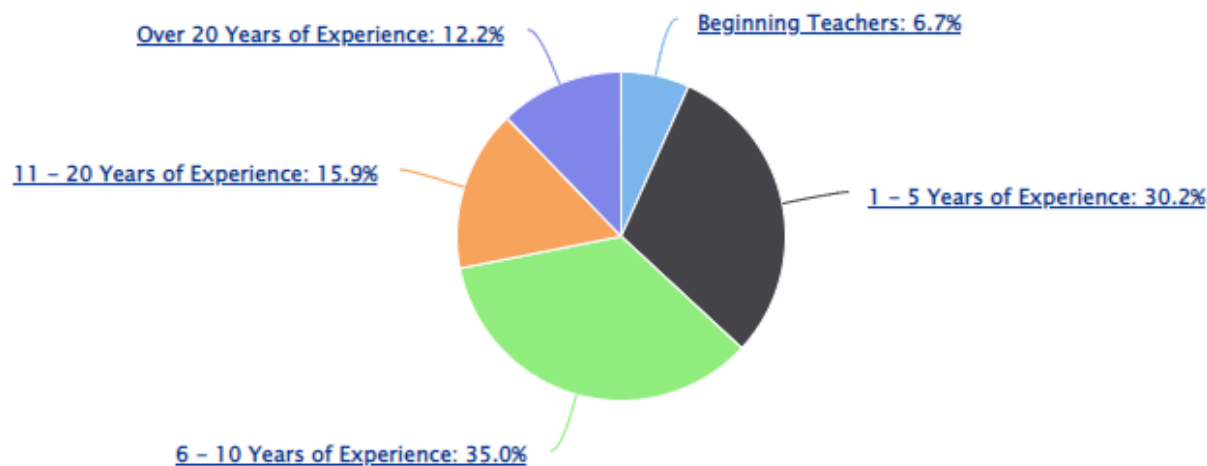
	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	3	1.89%
Other health impairment	21	13.21%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	15	9.43%
Emotional disturbance	19	11.95%
Learning disability	81	50.94%
Speech impairment	4	2.52%
Autism	16	10.06%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

##### Instructional Settings

Speech Therapy	4	2.52%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	93	58.49%
Resource Room	41	25.79%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	21	13.21%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Teacher FTE Percentage by Years of Experience for 2022 – 2023

 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			
Groups	# 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			
Groups	# 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	Mstr
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 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 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 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 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 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 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 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 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 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

Revised/Approved: July 31, 2024

**Goal 1:** McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 1:** All MJHS students will show at least one year of progress in Reading & Math.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments. <b>Staff Responsible for Monitoring:</b> Academic Coaches Teachers Administrators  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 211-Title IA, - Local Funding, - IDEA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize contracted services for reading, writing, or math professional development for teachers, academic coaches, and administrators on best practices to ensure student success.  <b>Strategy's Expected Result/Impact:</b> Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Academic Coaches  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will set learning goals, and analyze and track their own data after each summative assessment. <b>Strategy's Expected Result/Impact:</b> Data Tracking Sheets will show student progress over time; Data conferences with interventionists and teachers will verify that students understand their performance and are setting and achieving instructional goals. <b>Staff Responsible for Monitoring:</b> Interventionists and Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All teachers will engage in the Professional Learning Communities process including participation in collaborative teams to research best practices, plan instruction, assess student learning, analyze performance data, and plan intervention/enrichment. <b>Strategy's Expected Result/Impact:</b> Walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CFA and interim data will show student growth over time. Improved student performance for all student groups on interim and STAAR. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Interventionists and Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers, along with instructional interventionists, will provide Tier 1 and Tier 2 intervention for students who are not demonstrating mastery of essential standards. <b>Strategy's Expected Result/Impact:</b> Academic Interventionists' schedules, lesson plans, walk-through feedback will document implementation and as a result, student performance will increase on assessments. <b>Staff Responsible for Monitoring:</b> Administrators and Interventionists  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students who do not meet standard on STAAR assessments will be provided accelerated learning. <b>Strategy's Expected Result/Impact:</b> Documentation of interventions provided to students. Students will meet standard after required intervention.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199-SCE, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

**Goal 1:** McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 2:** EB students will increase their individual performance on TELPAS.

**High Priority**

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District Plan for improved performance on RDA and is supported by participation in planned district and campus professional development. <b>Strategy's Expected Result/Impact:</b> Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in EB student scores on classroom assessments.. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, RLA Interventionist & Administrators  <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will consistently use word walls with pictures and other vocabulary strategies in all classrooms to support academic language development. <b>Strategy's Expected Result/Impact:</b> Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary.  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211-Title IA, - 263-Title IIIA, - Local Funding, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All current instructional staff will be expected to have completed training on Seven Steps. Teachers New to DISD will receive trainin in August BTS training <b>Strategy's Expected Result/Impact:</b> Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to EBs on STAAR reading, math, social studies and science. <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.  <b>Strategy's Expected Result/Impact:</b> Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 1:** McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 3:** Special Education students will meet or exceed their goals in their IEP.

**High Priority**

**Evaluation Data Sources:** Academic IEP goals met for all students. State and federal safeguards met.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Case managers will actively monitor classroom implementation of student accommodations and will support teachers as needed to ensure student needs are met. <b>Strategy's Expected Result/Impact:</b> Special Education assessment scores (CBA, STAAR) will improve. <b>Staff Responsible for Monitoring:</b> SPED Administrator and department chair, case managers  <b>Funding Sources:</b> - IDEA B, - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will collaborate during planning to ensure specially designed instruction addresses all student IEPs. <b>Strategy's Expected Result/Impact:</b> IEP entitled students will receive required supports/services and master all essential standards <b>Staff Responsible for Monitoring:</b> Administrators and case managers  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 1:** Student attendance will average 96% or above for the school year.

**High Priority**

**Evaluation Data Sources:** MJHS student attendance reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The attendance committee will plan and implement attendance incentives for students and staff at various intervals (monthly, 9 weeks, Semester) <b>Strategy's Expected Result/Impact:</b> Records of students/staff who met the goal, lists of incentives and rewards will result in motivation for students to be at school. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students identified as homeless will be provided clothing, school supplies and transportation as needed in order for them to attend school daily. <b>Strategy's Expected Result/Impact:</b> Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance. <b>Staff Responsible for Monitoring:</b> Counselors, CIS, District Social Worker  <b>Funding Sources:</b> - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> MJHS staff will contact parents of students who have missed three or more days of school to offer support and create an action plan to address absenteeism. Teams will conduct home visits to homes of chronically absent students. <b>Strategy's Expected Result/Impact:</b> Contact logs will document communication; Student attendance will improve  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 2:** The days of lost instruction due to discipline placements will be reduced by 15% from the prior year.

**High Priority**

**Evaluation Data Sources:** Skyward discipline referral reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will be trained on Restorative Practices, PBIS or other proactive strategies to build relational capacity between adults and students. <b>Strategy's Expected Result/Impact:</b> Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will monitor placement of students in ISS/OSS for over-representation of student groups. <b>Strategy's Expected Result/Impact:</b> Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus will implement a tiered discipline system including school-wide systems, proactive measures and intervention strategies that occur prior to an office referral. <b>Strategy's Expected Result/Impact:</b> Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Coaches  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus PBIS (Positive Behavior Interventions and Supports) Committee will coordinate campus-wide systems, train staff, collect data, and make adjustments so that campus systems are clearly communicated and effectively implemented.  <b>Strategy's Expected Result/Impact:</b> Staff, parent and student survey responses will be collected annually; surveys will reflect positive perceptions of school culture. <b>Staff Responsible for Monitoring:</b> Principal and Committee Chairpersons.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 3:** All of MJHS students will receive instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc

**Evaluation Data Sources:** Evidence of training held

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Led by the counselors, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc. <b>Strategy's Expected Result/Impact:</b> Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will participate in Red Ribbon Week. <b>Strategy's Expected Result/Impact:</b> Schedule of events. Survey of students. The result will be an increased awareness of the importance of being drug free. <b>Staff Responsible for Monitoring:</b> Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 4:** MJHS will participate in a school health program through collaboration with physical education teachers.

**Evaluation Data Sources:** Continued implementation of district-wide health program through lessons designed to provide a variety of health oriented instructional activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Physical Education teachers will incorporate/implement instructional health oriented activities each grading period. <b>Strategy's Expected Result/Impact:</b> PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 3:** McAdam's Junior High School will make family and community partnerships a priority

**Performance Objective 1:** Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year.

**Evaluation Data Sources:** Review of teachers' Schoology pages and Skyward communication logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communication with parents and students will be consistently documented in Schoology and/or Skyward. <b>Strategy's Expected Result/Impact:</b> Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication. <b>Staff Responsible for Monitoring:</b> Technology Liason  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 3:** McAdam's Junior High School will make family and community partnerships a priority





**Performance Objective 2:** MJHS will engage with parents and our community and encourage parental involvement and attendance at events/activities on topics such campus cultures and climate, safety and security, curriculum and instruction, STAAR testing and assessment, and transition.

**High Priority**

**Evaluation Data Sources:** Parent attendance at events (sign-in sheets & agendas)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will provide opportunities for students and their families to visit MJHS, meet with the counselor and/or teachers and attend meetings if they are: transitioning from middle school to MJHS, or transitioning from out of district , home schooling or private schools to MJHS.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of fliers and attendance at parent meetings for transition will be reflected in positive parent and student perceptions in survey data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parental Involvement Committee chairperson</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To support campus literacy, MJHS will plan events for students and parents such as book fairs, field trips, author visits, and literacy nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Interventionist, Instructional Coaches and Librarian</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> MJHS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. <b>Strategy's Expected Result/Impact:</b> Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> MJHS will provide an instructional night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. <b>Strategy's Expected Result/Impact:</b> Documentation of sign-in sheets for attendance will result in increased attendance and performance. <b>Staff Responsible for Monitoring:</b> Parental Involvement Committee chairperson, Interventionists and Instructional Coaches  <b>Funding Sources:</b> - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> MJHS, partnering with Communities in Schools, will work together with at-risk students and parents to provide them with support, counseling and resources to prevent students from dropping out of school and increase daily attendance. <b>Strategy's Expected Result/Impact:</b> Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and counselors  <b>Funding Sources:</b> - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> MJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets of trainings for teachers. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. EOY parent and teacher surveys indicating improved communication. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will encourage and actively recruit parents, business and community members to participate on the PTO, campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation. <b>Strategy's Expected Result/Impact:</b> Meeting sign-in sheets at activities. Increased volunteers for MJHS actively engaged in improving MJHS academic goals.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> MJHS will provide opportunities to engage with parents and our community and encourage parental involvement and attendance at events/activities seeking to inform and support parents on a variety of topics such as Bullying Prevention, Drug Awareness, Online Resources, Community Mental Health Resources, Cyber Safety, STAAR and to receive input on the Parental Involvement Policy and Compact for Learning.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** McAdam's Junior High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

**Performance Objective 1:** All first year teachers, new to the profession, will be assigned a mentor and supported at the campus and district level.

**High Priority**

**Evaluation Data Sources:** DISD First Year Teacher Academy Agenda's and Mentor assignments. Instructional Coaching support documentation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures. <b>Strategy's Expected Result/Impact:</b> Retention rate of new staff <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New to the profession teachers will participate in the DISD mentor/protege program. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Director of Teacher Development and Professional Learning  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 4:** McAdam's Junior High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

**Performance Objective 2:** At a minimum, once each semester, the staff will have an opportunity to complete an anonymous survey to give their views on school climate, operation, and needs.

**Evaluation Data Sources:** Teacher survey participation and feedback results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> An anonymous survey will be created by the PBIS Committee and given to all staff. <b>Strategy's Expected Result/Impact:</b> Survey distributed to staff once each semester. Majority of surveys will be positive.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Following each survey, the data collected and reviewed and action plan will be created and presented to faculty. <b>Strategy's Expected Result/Impact:</b> Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The PBIS committee in coordination with the Principal will develop campus-wide routines and procedures, and the committee will provide on-going training on these procedures as well as classroom management to all teachers. <b>Strategy's Expected Result/Impact:</b> Campus-wide routines and procedures will be developed, put into writing, and practiced so that there are clear expectations for both adults and students in all common areas.  Expectations surrounding student management will be developed, put into writing, and practices so that there are clear expectations for both adults and students regarding behavior, correction, and interactions.  The result will be a positive culture and climate reflected in survey data. <b>Staff Responsible for Monitoring:</b> Principal & PBIS Committee chairpersons  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Instructional Coaches will use effective coaching models such as Get Better Faster and Jim Knight, along with effective strategies from vetted resources such as Teach Like a Champion 2.0, Lead4ward and AVID so that they can provide effective professional development and coaching to teachers.  <b>Strategy's Expected Result/Impact:</b> Teachers will be supported and will become more effective as a result of the training and coaching.  Teacher retention will be high.  Support and satisfaction will be reflected in survey data. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 4:** McAdam's Junior High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

**Performance Objective 3:** All MJHS teachers will participate in a minimum of three researched-based professional development classes (18 hours exchange hours) to meet the district requirement. Focus areas may include :the PLC process, reading, math, science, social studies, EB strategies, GT, Lead4ward, PBIS, RtI, data analysis or planning.

**Evaluation Data Sources:** Individual portfolio reports in eduphoria and attendance reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will submit their plans for summer PD to the campus Principal for review and approval prior to leaving for the summer. New employees to the district will be provided training in August to earn their exchange time. <b>Strategy's Expected Result/Impact:</b> Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. <b>Staff Responsible for Monitoring:</b> Principal & Ed Services Department for Summer PD  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - IDEA B, - Local Funding, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators and campus leaders will attend current, research-based professional development in order to provide effective instructional leadership at the campus. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Selected MJHS staff will attend AVID Summer Institute in order to maintain a site team and effectively implement the AVID elective class. <b>Strategy's Expected Result/Impact:</b> Effective AVID strategies will be used campus-wide which will result in increased college awareness, the growth of a college-going culture, increased student participation in the AVID elective, and increased academic performance by all students. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Acquire books and supplies for teachers, administrators, and staff to support campus and district initiatives. <b>Strategy's Expected Result/Impact:</b> Our professional growth will positively impact campus culture and student achievement.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Professional Learning Communities and Response to Intervention training will be attended by selected staff to support the campus mission of ALL students learning at high levels. <b>Strategy's Expected Result/Impact:</b> Students' academic performance will increase  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** McAdam's Junior High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

**Performance Objective 4:** All teachers providing instruction to GT and/or EB students, will have the required training or certification.

**Evaluation Data Sources:** Staff certifications and professional development reports will reflect teacher have completed the appropriate trainings.

**Goal 5:** McAdam's Junior High School will provide operational services to support the success of student learning.

**Performance Objective 1:** Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the MJHS campus will be maintained.

**Evaluation Data Sources:** The MJHS campus will continue to remain in good condition and work orders will reflect completion in a timely manner.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items, according to campus/district procedure, in a timely manner. Strategy's Expected Result/Impact: Work orders entered and completed to maintain campus condition.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 5:** McAdam's Junior High School will provide operational services to support the success of student learning.

**Performance Objective 2:** Schoology and other technology resources will be acquired, used and maintained to enhance instruction in classrooms during the school year.

**Evaluation Data Sources:** DISD & MJHS Technology refresh plan, Budget documents which reflect ongoing investment in technology resources, technology usage demonstrated in walkthroughs and observations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will use technology resources in order to engage in academic learning. <b>Strategy's Expected Result/Impact:</b> Evidence of computer application usage in lesson plans, walkthroughs and observations. <b>Staff Responsible for Monitoring:</b> Instructional coaches and department chairs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus staff and technology integration specialist will provide technology training for teachers. <b>Strategy's Expected Result/Impact:</b> Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. <b>Staff Responsible for Monitoring:</b> Educational Technology Specialiats and Campus Tech Liason	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

# State Compensatory

## Budget for McAdams Junior High

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 22.41

**Brief Description of SCE Services and/or Programs**

## Personnel for McAdams Junior High

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

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
4	1	2			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	5			\$0.00
Sub-Total					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00

263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00

# AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

II. INSTRUCTION								
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All</i>								
GOAL	C. Implement WICOR strategies in all classrooms school wide.							
		Progress						
	Actions					Responsible	Evidence	
	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							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
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							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
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							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
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.						
		Progress					
	Actions					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							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
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								
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.								
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							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
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							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
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							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	B. Campus wide incentive to wear college/and or Military shirts every Monday to promote college and career.						
		Progress					
	Actions					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							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
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