

**Jasper Independent School District**  
**Jasper Junior High School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date: October 9, 2017**

# Mission Statement

**The Mission of Jasper Junior High is to equip all students with transferable skills, promote academic independence, foster social responsibility, and inspire a passion for learning.**

## Vision

**The Vision of Jasper Junior High, in partnership with, school board, parents and community, is to maximize the academic achievement and personal growth of all students so they have the skills necessary to meet the challenges of a changing global environment.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Ethnicity

Hispanic-Latino 20.25%

#### Race

American Indian - Alaskan Native 0.18%

Asian 0.18%

Black - African American 39.07%

Native Hawaiian - Pacific Islander 0.18%

White 37.28%

Two-or-More 2.87%

#### Other Student Information

At-Risk 65.77%

Economically Disadvantaged 73.48%

LEP 7.35%

In the TAPR 2015-2016 Campus Profile Staffing was reported as follows:

- Teacher Total 41
- Average Experience 14.4 years
- Professional Support staff 3.5
- Campus Administration 3
- Educational Aides 11

Teacher Average years experience

- Beginning Teachers 2
- 1-5 years experience 10
- 6-10 years experience 5
- 11-20 years experience 10
- 20 + years experience 13.7

## Demographics Strengths

Jasper Jr. High has a diverse population with a low mobility rate.

Jasper Jr. High has been able to keep it's core leadership teachers consisting of core departments heads and core team members consistent for the past 7 years. This has helped the success and consistency with the curriculum at JJHS and helped with the successful implementation of new programs.

1. Teacher average years of experience for campus is 14.4 in most recent TAPR report while the state average is only 10.9.
2. Both the number of Bachelors and Masters degrees at JJHS are at or above the state average.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Limited training for staff on cultural differences and instructing students from an economically disadvantaged background. **Root Cause:** 100% of Instructional Staff has not been trained

## Student Academic Achievement

### Student Academic Achievement Summary

During the 2016-2017 school year Jasper Jr. High achieved many achievements. JJHS met standard while receiving 3 distinctions from TEA for Academic achievement in ELAR, Math and earning top 25% Student Progress. JJHS grew in 7 out of 9 STAAR scores. Losing 1% in 6th grade reading and 3% in 7th grade writing. We gained 6% in 6th math, 10% in 7th grade math, 11% in 8th grade math, 9% in 7th grade reading, 1% in 8th grade reading, 2% in 8th grade science and 5% in 8th grade Social studies.

JJHS was recognized with AVID certified status for the second year in a row and continue to spread AVID strategies schoolwide, using techniques like WICOR, Cornell notes, Learning Logs, interactive notebooks, Socratic seminars, and philosophical chairs to bring higher level learning to JJHS and promote a college ready culture and atmosphere.

Jasper Jr. High has been able to keep it's core leadership teachers consisting of core departments heads and core team members consistent for the past 7 years as well as keep other grade level lead teachers. This has helped the success and consistency with the curriculum at JJHS and helped with the successful implementation of new programs.

Jasper Jr. High will continue to focus on appropriate programming for each child and their needs. IEP committees will ensure special education students are appropriately placed and are receiving the services needed to promote their progress. TELPAS testing will be embedded campus-wide. ELL students will be in English classes with ESOL certified teachers whenever possible to increase their exposure to the language and subjects. Jasper Jr. High will utilize online programs **Achieve 3000** (for English Reading and Writing) and **Think through Math** to reach students representing diverse populations. All teachers will use formative common assessments as indicators of student growth. All students will be given a universal screener in math and reading at the beginning, middle and end of the school year to determine areas of strength and weakness. Double blocks have been allotted for ELAR and Math to implement needed intervention and Students will have the opportunity to attend before/after school tutorials. Student progress will be monitored each grading period and interventions will be developed to address student needs throughout the school year. Professional learning opportunities will be presented to staff to educate them about how to serve our diverse population of students and appropriate resources to improve instruction for these learners.

JJHS will continue to promote college and career readiness and push students to their furthest potential. JJHS currently offers students 3 High School credits and advanced level classes in all core areas. Both 7th and 8th grade students will take pre college entrance exams which will be heavily promoted.

JJHS has a staff created list of non-negotiables, that all faculty and staff follow, that shape the culture at school, and all core departments have created What We Expect Instructionally forms that each department holds themselves too and makes up the main "look for's" for Administrative walkthroughs.

JJHS wants to continue to build upon it's success and focus on individual student growth, which will in turn grow academic achievement as a whole.

### Student Academic Achievement Strengths

A school-wide tutorial schedule allows students to attend before and after school tutorials for individualized assistance.

Continued use of the double blocked reading and math periods provides academic support and intervention opportunities for struggling learners.

Focus on student growth.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Focus needs to be put on individual student growth and making sure each student is progressing academically. **Root Cause:** Gaps have increased for some students that have not progressed with their peers.

**Problem Statement 2:** A Universal screener and progress monitoring tool in both Reading and Math is needed. **Root Cause:** JJHS is in need of a universal screener and progress monitoring tool that can help student growth and RTI, and the personnel dedicated to oversee the progress monitoring tool in the computer labs.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Jasper Jr. High School values the employment of quality teachers. We have focused on recruiting teachers with high content knowledge and a genuine concern for student success. JJHS adheres to hiring practices and policies mandated by the districts and seeks to recruit highly qualified applicants. JJHS places emphasis on hiring individuals who understand the climate of our school and the community with which we work and are able to abide by our staff created JJHS non-negotiables which speak to how we operate as a staff.

Teachers and Instructional Coaches continue to focus on the development of Professional Learning Communities to align instruction and disaggregate data from common assessments. Additionally, PLC teams focus on the development of high-quality instruction and lessons that reach and engage our students. AVID strategies are used school wide to increase our rigor and prepare our student for post-secondary education or the workforce.

Jasper Jr. High School will have both an administrative and instructional focus, in order to clearly communicate campus needs and goals. Campus leadership team members (department chairs, administrators, AVID site team members, Office staff, and counselors,) have the opportunity to share ideas and express concerns regarding school-wide issues. Departments have some common planning times at grade level to implement the Professional Learning Community concept. The Professional Learning Communities concept fosters subject specific conversation, provides teachers with job-embedded professional development, and explores ways to improve instruction to increase student academic success.

Jasper Jr. High continues to integrate technology into all core subjects. Each core subject has exclusive use of a computer lab and I-pad labs and Lap tops are used as well. JJHS currently has 2 paperless classrooms in History and ELAR.

### **School Processes & Programs Strengths**

JJHS provides Experienced Mentor teachers to new staff and will implement coaching from assigned and trained coaches.

JJHS will provide coaching with positive feedback for staff.

JJHS will use Grade level PLC's on a weekly basis and subject area PLC's every 3 weeks.

Avid strategies will be used school wide.

Campus leadership with representatives from every department meets prior to the beginning of school to create Yearly goals and our JJHS Non-negotiables.

JJHS continues to integrate technology in all core subjects.



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** A Universal screener and progress monitoring tool in both Reading and Math is needed. **Root Cause:** JJHS is in need of a universal screener and progress monitoring tool that can help student growth and RTI

**Problem Statement 2:** Collaboration needs to improve among instructional staff. **Root Cause:** Master schedule has hindered PLC meetings on a regular basis

# Perceptions

## Perceptions Summary

### Family and Community Engagement

Jasper Junior High School connects with parents and stakeholders in the community to engage them in how to support their students through annual Open Houses, help registering their children online, JISD Spotlight Night, STAAR Nights at sporting events, Title I meetings, Lunch and Learn meetings, Booster clubs, campus social media pages, and AVID family night. Parents are also sent calendars of events from some campuses in the district. Parents and community members are also members of the Campus Improvement Team. Local restaurants partner with our school to help reward our students for making the Honor Roll, excellent attendance, and Student of the Week. Parents also volunteer to be a part of the Jasper PRIDE organization which gives them the opportunity to be involved in our school. Most involvement, however, does not involve student learning. Volunteers are also invited to speak at campuses to show our students their business or trade. Additionally, according to surveys, parents typically feel that JJHS is effective in teaching their children and feel welcome entering our schools.

Teachers like to have parents involved, but more often than not, parents do not interact with the school regularly. They know because very few parents contact them throughout the school year. There are usually only a handful of parents who consistently contact them throughout the year. Many teachers use the Remind app to communicate information to the parents about what is happening in their classrooms.

Students generally like the atmosphere of their campuses, based on their response to surveys. Students generally get along well with their peers and group problems only arise when something happens outside of our community, but it usually passes quickly.

Communication from the school district to the parents is very effective. The school website is updated regularly with information so that the community is made aware of events that are happening at Jasper Junior High School. Local news outlets report information from the school district to the community at-large in instances where important information needs to be disseminated quickly. Social media websites are also used to promote a positive perception of the school by showing pictures of great things that are happening on this campus. Evidence can be seen through the community's response to posts and the number of hits we have to our website. Translators and translation software are both employed to help families whose primary language is not English. Several community partnerships are currently in place and they are involved through the invitation of the campus principal. The Site-based planning committee has parents and community members through the invite of the principal. If a parent does have a question, concern, or an idea, they are invited to bring that information to the campus principal.

Students who are new to the campus are given peer tour guides to help them find their new classes and access to counselors to help smooth their transition into our schools. The district currently has a bullying protocol to address this issue. Students are able to anonymously report incidences that are then investigated by an administrator and if the accusation substantiated, discipline is given to the offender and counseling to the victim. Bullying education is also given to students in different grade levels to educate them on what bullying is and to discourage students from engaging in this activity. Character education is also offered to help prevent this behavior. As a result of these measures, very few incidences of bullying occur in the district.

The most common disciplinary infractions are classroom management issues that result in an office referral. In these instances, students are given smaller consequences such as a warning and a parent contact before being referred to the office. This process is effective in reducing the amount of students who are referred to the office for minor infractions. Disciplinary policies are proactive so that small classroom management issues do not result in referrals to the office unless absolutely necessary.

In order to promote safety, the Jasper Junior High School has a safety officer who conducts inspections to find areas in our schools that are not in compliance with safety codes. These are then reported to the correct department to be addressed. Students feel safe and this can be seen in their answers to questions and how they interact with each other and staff. Safety audits reveal that there are issues that need to be addressed and the district is working to make sure that those issues are fixed.

Campus activities promote wide-spread student participation and are inclusive of all students. Every student is encouraged to participate in activities and welcomed when they decide to do so.

## **Perceptions Strengths**

### **Strengths:**

There are at least 15 different options for parents to be involved in their child's education.

The school website and social media pages are updated regularly to create strong communication between the school and community.

The student activities are inclusive of all students.

Students feel safe based on their answers to surveys.

Parents who speak languages other than English have communications translated.

New student transition is eased through access to counselors and peer tour guides.

Bullying/Cyber-bullying protocols are in place.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is limited data available for tracking of discipline issues. **Root Cause:** Lack of a program that tracks all data needed

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

### **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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

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

## **Support Systems and Other Data**

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







# Goals

**Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.**

**Performance Objective 1:** Jasper Jr. High will increase Academic Achievement and Performance growth of all students by incorporating AVID strategies of WICOR and Cornell notes school wide.

**Evaluation Data Source(s) 1:** Walkthroughs, Lesson plans

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Jasper Junior High will incorporate AVID principles school wide in all core subjects using AVID promoted techniques in lessons used for all JJHS students. AVID principles such as Cornell notes, WICOR, Costa levels, Socratic seminars, and philosophical chairs will be used in all core classes and some electives. JJHS will provide the necessary PD for a successful implementation. JJHS will have monthly AVID site team meetings and host other AVID schools.</p>	1, 2, 3	Principal, District AVID director, AVID teachers, JJHS teachers and staff, JJHS AVID Site Team.					
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

**Performance Objective 2:** 100% of instructional staff will be trained in Instructing the ECD sub population by May of 2018.

**Evaluation Data Source(s) 2:** Walkthroughs, Lesson plans

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that instructional staff attends the Grace Dearborn Training during in-service.	1, 3, 4, 9	Principal, Assistant Principals, Director of Curriculum and Instruction.	Staff gains a better understanding of how to motivate and instruct students from an ECD background.				
Problem Statements: Demographics 1							
							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Limited training for staff on cultural differences and instructing students from an economically disadvantaged background. <b>Root Cause 1:</b> 100% of Instructional Staff has not been trained



**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

**Performance Objective 3:** Jasper Jr. High will increase academic performance in all core subject areas. Focusing on student growth, increased rigor, innovative instructional strategies, our universal screener, progress monitoring and RTI. Personnel will be dedicated to oversee the progress monitoring tool in the computer labs.







**Evaluation Data Source(s) 3:** D-MAC, State Testing, RTI, Universal screener, and Progress monitoring.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Math Teachers will incorporate a hands on rigorous curriculum through the use of TRS that will be challenging to students and enhance their performance in mathematics. Other interventions include: Algebra Readiness Builders, Incorporation of WICOR with real world applications Interactive notebooks using Cornell Notes, use of new consumable textbooks, fold-able, interactive notebooks, Think through Math, and Marzano’s Vocabulary strategies. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of student’s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students. Before and after school tutorials will further focus on individuals student needs.</p>	1, 3, 4, 9	Administrators, and Math Teachers	Increased academic performance in math.				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							

<p><b>System Safeguard Strategy</b></p> <p>2) ELAR teachers will use effective instructional techniques, while following TRS as a curriculum, that will be more rigorous and writing intensive to increase scores in writing and reading using higher level thinking skills and higher level questions that are built into lessons. Students will participate in interactive revise and edit practice biweekly and written practice weekly, and use STAAR rubrics to score peer and sample papers. Students will build writing portfolios to monitor growth and areas in need of improvements. Student will use critical reading techniques. Other interventions include: Build into lessons rigor â€œ Costa level questioning &amp; WICOR, Philosophical chairs and Socratic seminars, the use of Curriculum Associates Consumable, the use of purchased STAAR essays and Barnabe, and Barry Lane practices, interactive notebooks, and Marzanoâ€™s Vocabulary strategies. Accelerated Reader incentives have also been updated to increase students reading. Students will set six weeks assessment goals and self-monitor progress using Study island and Scholastic Scope help with our individual student +10 Goals. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of studentâ€™s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students.</p>	1, 3, 4, 9	Administrators and English Language Arts Teachers	Increased academic performance in ELAR				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes &amp; Programs 1</p>							

<p style="text-align: center;"><b>System Safeguard Strategy</b></p> <p>3) Science teachers will have students engaged in active lessons that focus on hands on activities and labs using TRS curriculum increasing rigor and improving student performance in science. Other interventions include: building rigor in lessons using WICOR, use of new consumable textbook and the focus on critical reading interactive notebooks. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of studentâ€™s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students. Student growth and improvement will be the focus of 6 weeks rewards and incentive parties in the science department rewarding students for making progress.</p>	1, 3, 4, 9	Administration and science teachers	Improved Academic performance in Science				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p style="text-align: center;"><b>System Safeguard Strategy</b></p> <p>4) Social Studies Teachers will increase rigor and develop active lessons that focus on student engagement while using TRS curriculum and incorporate more writing intensive aspects that will increase studentâ€™s higher order thinking skills and improve student performance in Social Studies. Students will create Interactive study notebooks compiling a comprehensive study guide. AVID principles such as Cornell notes and WICOR will be incorporated into lessons. Also the use of a new online interactive and consumable textbook. The history department will also incorporate the use of Curriculum Associates consumable into their lessons which will expose students to a high level of rigor through the year. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of studentâ€™s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students.</p>	1, 3, 4, 9	Administration and Social Studies teachers	Increased academic performance in Social Studies				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p><b>System Safeguard Strategy</b></p> <p>5) Using PLC meetings, department meetings, and common planning times, teachers will incorporate TRS, WICOR and other AVID strategies into their common lesson plans. Teacher led Professional development on campus at the district level and through the regional service center. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a PLC meetings dedicated to the disaggregation of studentâ€™s testing data, and unpacking assessments, curriculum improvement and Instructional planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students</p>	1, 3, 4, 9	Administration, Instructional staff	Increased academic performance				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b></p> <p><b>PBMAS</b></p> <p>6) Jasper Jr. High will provide appropriate instruction for all special populations. Participating in IEP, 504 and RTI meetings to insure that all students receive what is best for their educational needs. GT students will participate in differentiated projects for each grade level. Jasper Jr. High will provide appropriate instruction for all Special Education students making an effort to get them to perform on grade level and while maximizing their academic growth and participation in the LRE and in a regular educational setting when possible.</p>	1, 9, 10	Classroom Teachers, RTI Committee, Special Education Coordinator and 504 Committee	Increased Academic performance of students in special programs.				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 3 Problem Statements:**


<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> Focus needs to be put on individual student growth and making sure each student is progressing academically. <b>Root Cause 1:</b> Gaps have increased for some students that have not progressed with their peers.</p>
<p><b>Problem Statement 2:</b> A Universal screener and progress monitoring tool in both Reading and Math is needed. <b>Root Cause 2:</b> JJHS is in need of a universal screener and progress monitoring tool that can help student growth and RTI, and the personnel dedicated to oversee the progress monitoring tool in the computer labs.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> A Universal screener and progress monitoring tool in both Reading and Math is needed. <b>Root Cause 1:</b> JJHS is in need of a universal screener and progress monitoring tool that can help student growth and RTI</p>

**Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.**

**Performance Objective 1:** Jasper Jr. High will strive for an attendance level of 97%.

**Evaluation Data Source(s) 1:** Sky-ward attendance data report

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Jasper Jr. High will contact parents of those students who are absent for than 3 consecutive days.	1, 6	Administration, Teachers, Attendance clerk, Counselors.	Increased student attendance				
2) Jasper Jr. High will reward those students who have perfect attendance each 6 weeks and have less than 5 absences each semester.	1, 6	Administration, Teachers, Attendance clerk, Counselors.	Increased student attendance				
							

**Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.**

**Performance Objective 1:** Jasper Jr. high will have procedures in place and teach and model those procedures to the students.

**Evaluation Data Source(s) 1:** Teacher lessons on procedures

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Focus will be put on teaching procedures, modeling procedures and re-teaching procedures when needed.		Faculty, and administration	less discipline referrals.				

**Goal 3:** Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

**Performance Objective 2:** Jasper Jr. high will conduct monthly safety drills and have after action review meetings on these drills to ensure we will be effective during a real emergency.

**Evaluation Data Source(s) 2:** JJHS Drill documentation

**Summative Evaluation 2:** Met Performance Objective


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct monthly drills and hold after action review meetings to improve campus safety.		Administration, after action review committee, faculty and staff	Improved safety on campus				
2) Jasper Jr. High will follow the faculty created JJHS "non negotiables" and our core department created "what we expect instructionally" These will drive the JJHS culture, the way JJHS faculty interacts with students parents and stakeholders and how we focus our instruction.	2, 5, 8	Administration, faculty and staff	Improved educational climate, working environment, and campus culture.				
<b>PBMAS</b> 3) Decrease PEIM reported discipline by 20%	1	Administration, faculty and staff	Decrease in referrals by 20%				

**Goal 3:** Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

**Performance Objective 3:** Decrease PEIM reported discipline by 20%

**Evaluation Data Source(s) 3:** PEIMS report

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> 1) Creation of Level of Offenses by teachers to be used in classroom management system.	1, 2	Administration and teachers	Decrease of referrals				
<b>PBMAS</b> 2) Implementation of campus wide PBIS	1, 2	Assistant principal	Create a system of multi tiered support for students with behavior issues				
							



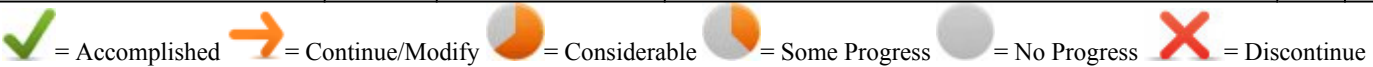
**Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.**

**Performance Objective 1:** Jasper Jr. high will increase contact by using multiple means of communication with parents and community.

**Evaluation Data Source(s) 1:** Reports generated by skyward, email, Facebook and parent sign in's and surveys

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Jasper Jr. High will communicate important information about academics and school activities by using School Messenger, Skyward, Family Access, the JJHS website, progress reports, report cards, weekly JJHS news e-mail, Facebook and JJHS calendars, Remind.com text messaging and local media.	1, 2, 6, 9	Parent Liaison, Administration					
2) Jasper Jr. high will host over 15 events where parents can attend after school, including: AVID family night, STAAR Night, Parent Spotlight Night, Open House, Pep-Rallies, Sporting events, Band and Choir concerts.	1, 2, 6, 9	Administration, AVID site team, parent liaison, Directors and Coaches	Increase parent and community involvement				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 5: Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.**

**Performance Objective 1:** Jasper Jr. High will push to recognize faculty and staff for excellence

**Evaluation Data Source(s) 1:** Rewards, and print outs of recognitions

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Jasper Jr. High will provide staff with recognition such as the Believe program, public recognition for outstanding work and nominations for various rewards, including Believe and Teacher of the Year nominations and awards.	5	Administration, Counselor	Increased staff moral				
2) Jasper Jr. High will promote teacher & faculty appreciation, birthday cards, Christmas gifts, retirement gifts and Teacher Appreciation Week.	5	Administration, office staff	Increased staff moral				

= Accomplished  
 = Continue/Modify  
 = Considerable  
 = Some Progress  
 = No Progress  
 = Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Jasper Junior High will incorporate AVID principles school wide in all core subjects using AVID promoted techniques in lessons used for all JJHS students. AVID principles such as Cornell notes, WICOR, Costa levels, Socratic seminars, and philosophical chairs will be used in all core classes and some electives. JJHS will provide the necessary PD for a successful implementation. JJHS will have monthly AVID site team meetings and host other AVID schools.
1	3	1	Math Teachers will incorporate a hands on rigorous curriculum through the use of TRS that will be challenging to students and enhance their performance in mathematics. Other interventions include: Algebra Readiness Builders, Incorporation of WICOR with real world applications Interactive notebooks using Cornell Notes, use of new consumable textbooks, fold-able, interactive notebooks, Think through Math, and Marzano’s Vocabulary strategies. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of student’s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students. Before and after school tutorials will further focus on individuals student needs.
1	3	2	ELAR teachers will use effective instructional techniques, while following TRS as a curriculum, that will be more rigorous and writing intensive to increase scores in writing and reading using higher level thinking skills and higher level questions that are built into lessons. Students will participate in interactive revise and edit practice biweekly and written practice weekly, and use STAAR rubrics to score peer and sample papers. Students will build writing portfolios to monitor growth and areas in need of improvements. Student will use critical reading techniques. Other interventions include: Build into lessons rigor “ Costa level questioning & WICOR, Philosophical chairs and Socratic seminars, the use of Curriculum Associates Consumable, the use of purchased STAAR essays and Barnabie, and Barry Lane practices, interactive notebooks, and Marzano’s Vocabulary strategies. Accelerated Reader incentives have also been updated to increase students reading. Students will set six weeks assessment goals and self-monitor progress using Study island and Scholastic Scope help with our individual student +10 Goals. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of student’s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students.
1	3	3	Science teachers will have students engaged in active lessons that focus on hands on activities and labs using TRS curriculum increasing rigor and improving student performance in science. Other interventions include: building rigor in lessons using WICOR, use of new consumable textbook and the focus on critical reading interactive notebooks. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of student’s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students. Student growth and improvement will be the focus of 6 weeks rewards and incentive parties in the science department rewarding students for making progress.

Goal	Objective	Strategy	Description
1	3	4	Social Studies Teachers will increase rigor and develop active lessons that focus on student engagement while using TRS curriculum and incorporate more writing intensive aspects that will increase student’s higher order thinking skills and improve student performance in Social Studies. Students will create Interactive study notebooks compiling a comprehensive study guide. AVID principles such as Cornell notes and WICOR will be incorporated into lessons. Also the use of a new online interactive and consumable textbook. The history department will also incorporate the use of Curriculum Associates consumable into their lessons which will expose students to a high level of rigor through the year. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a Professional Work day dedicated to the disaggregation of student’s testing data, curriculum improvement and planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students.
1	3	5	Using PLC meetings, department meetings, and common planning times, teachers will incorporate TRS, WICOR and other AVID strategies into their common lesson plans. Teacher led Professional development on campus at the district level and through the regional service center. JJHS will have Core team meetings (involving all core department heads and special education) each six weeks as well as a PLC meetings dedicated to the disaggregation of student’s testing data, and unpacking assessments, curriculum improvement and Instructional planning. In these meetings focus will be put on individual student growth aligning with our theme of continued growth for all students
1	3	6	Jasper Jr. High will provide appropriate instruction for all special populations. Participating in IEP, 504 and RTI meetings to insure that all students receive what is best for their educational needs. GT students will participate in differentiated projects for each grade level. Jasper Jr. High will provide appropriate instruction for all Special Education students making an effort to get them to perform on grade level and while maximizing their academic growth and participation in the LRE and in a regular educational setting when possible.

# Title I

## Schoolwide Program Plan

*Note: Until TEA makes a formal decision about how we will interpret the 10 Schoolwide Components, Plan4Learning will leave them exactly as they were under NCLB. Each component should include a customized explanation of how it is addressed by the school.*

Jasper Junior High has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Jasper Junior High has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and then root causes were identified and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

### 2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

***Writing Tip:** These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

### **3: Instruction by highly qualified professional teachers**

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. Procedures in use at Jasper Junior High to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

***Writing Tip:** Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teachers strategies. Also, there is no requirement stating how many strategies are needed.*

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Jasper Junior High utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.

2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

#### **5: Strategies to attract highly qualified teachers**

The campus follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the procedures information located in the addendum's.

#### **6: Strategies to increase parental involvement**

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

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

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Jasper Junior High spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

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

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

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

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The campus also provides a structured school-wide tutorial program that specifically targets the needs of each student who attends. All support systems are evaluated on a quarterly basis to ensure that they continue to meet students' needs.

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

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.