# Cameron Independent School District

# Cameron Junior High School

# 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Board Approval Date:** October 13, 2018
**Public Presentation Date:** October 13, 2018

# Mission Statement

Cameron Junior High, in partnership with parents and community, will provide a quality education for all of our students, emowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

# Vision

At Cameron Junior High we strive to promote life-Long learning for all students, in all social, educational and personal situations.

# Core Beliefs

A well-rounded education, including the development of individual skills and talents, leads to personal fulfillment.

High expectations and teamwork are essential in maximizing performance.

Ethical behavior promotes organizational success.

Parent and community involvement impacts student performance.

People learn differently.

# Table of Contents

# Comprehensive Needs Assessment

## Revised/Approved: May 14, 2018

## Needs Assessment Overview

**Comprehensive Needs Assessment**

**Cameron Elementary & Cameron Junior High**

**3rd-8th Grade**

_Academics—Students and Staff_

What we are doing well:

1. Parent Communication through Blackboard Connect, Facebook Page, Twitter, CJH Website, emails & mail-outs.
2. Compiling data into DMAC for desegregation.
3. Utilizing our Special Education and 504 programs to identify students with disabilities.
4. Providing services to our Dyslexia students, ELLs, and RtI students, through Highly Qualified staff.

Areas of Need:

1. Training Opportunities
    1. Address, Implement and Facilitate Differentiated Instructional Practices and appropriate lesson planning to meet our students' needs.

        i. PLC training & Implementation for core areas and teams

  ii. Lead4ward/STAAR4ward

  iii. Questioning Strategies Staff Development

1. Provide Staff Development bi-monthly to address the needs of teachers and provide the proper training to facilitate these instructional practices effectively.  Monitor the implementation of Lead4Ward Instructional Playlist.
2. Lead4ward/STAAR4ward Staff Development focusing on the demographics of our students, our accountability scores, and target areas.
3. Lead4Ward Staff Development analyzing progress measures, student demographics, TEKS, and STAAR.
4. Conduct regular Campus Assemblies with the grade-level students to address social issues, testing information, host guest speakers, etc.
5. Address Co-Teach/Inclusional practices with appropriate staff development and workshops.
6. Implement Cross-Curricular Writing Training, Cross Curricular Social Studies implementation.
7. Strategies
   1. Add more elective choices focusing on trending middle school issues.  Incorporate electives ranging from advanced academics, and general enrichment activities, such as digital newspapers, AVID, Worth the Wait, etc.
   2. Utilize a Reading Intervention Teacher across multiple grade-levels to work with lower achieving students on a daily basis.
   3. Implement and Intervention Program to meet the needs of our below level reading students, structured through an extra Reading Extension Teacher.  (Read 180 or FastForwad)
   4. Service the ESL/Bilingual students through a core area certified teacher not through a pullout program to more efficiently incorporate the ELPS.
   5. Reduce the amount of core area failures through Response to Intervention, Student Intervention Teams and a specific learning Student Learning Objectives.
   6. Assess students BOS/MOS/EOS  in Reading Development regarding students who are below grade-level using Renaissance STAR. *s=Semester
   7. Assess students BOY/MOY/EOY using LearningFarm.com  in Math Development regarding students who are below grade-level.
   8. Add sections of Math Extension to provide identified students with more time-on-task in math.
   9. Develop strategies through Pre-AP training for teachers to increase the number of students receiving Advanced Academic Performance on STAAR in all testable areas.
   10. Integrate more cross-curricular writing assignments among all core areas to improve writing skills.
   11. Continue to utilize TCMPC Scope and Sequence in all core content areas, developing a calendar with specific testing dates and timelines.
   12. Continue to utilize Technology Applications classes to support interdisciplinary projects of the core curriculum.

*Parent and Community*

–

What we are doing well:

1. Parent Conference Day
2. Parent communication through phone calls, emails, texts, Facebook, Twitter, IPR Reports and mail-outs.

Areas to address:

1. Methods used for Encouraging Parental Involvement
    1. Need to incorporate a more effective way to involve our parents as volunteers. An online VIPS form, accompanied by an explanation at the beginning of school during a short parent meeting that explains what the VIPS form checks for and it's mandatory before they can volunteer.
    2. Invite parents to perform specific duties at our campus, such as Mom Mondays, and Work Together Wednesdays, where parents come and do the crosswalk, help out in the cafeteria, and wok in the Math/Reading Labs.
    3. Incorporate more volunteer opportunities for our students such as Adopt A Highway, Flowerbed Restoration, Campus Clean Up Day, etc.
    4. Implement Parent Training incorporating Scott & White Services/Counselors to instruct parents on hot topics.
        1. Parenting Strategies
        2. Health Issues
        3. Resources
        4. Social media and the law
        5. Parental Development
            1. STAAR Monthly Meetings
            2. Monthly meetings where parents can participate in hands-on activities that their students are participating in, such as Web 2.0 Tools, Apps, PBL's, practice STAAR Test, etc.
            3. Incorporate Food Bank Development for Pick-Up and Distribution.
            4. Individualized Counselor Meetings with Parents at the beginning of the year.

*Facilities*

-

What we are doing well:

1. Fire Drills
2. Secure Front Entry
3. Maintenance of grounds

Areas of Need:

1. Partitions in Restroom needs replacing
2. Washer/Dryer needed in the Special Education classroom.
3. Paint Hallways in light gray to cover blemishes in hallways.
4. Window screens needed.
5. Curtains needed for stage.
6. Backdrop needed for stage.
7. Speed Bumps needed in back of school.
8. Playground Equipment needed for CES.
9. Desks needed for 3rd-5th and 6th-8th.

# Student Academic Achievement

**Student Academic Achievement Summary**

Students are below grade-level regarding Reading Levels. We have at least 1/4 of each grade-level below level.

Students struggle understanding and using the academic vocabulary needed to master the TEKS.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: Literacy is a problem for our students, it impacts other content area mastery. **Root Cause**: 1/4 or more of grade-level students are below their appropriate grade-level reading ranges. Student's independent reading levels range from, 1/2 year to o 1 year or more below grade-level.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

**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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

**Student Data: Student Groups**

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

**Student Data: Behavior and Other Indicators**

- Attendance data

- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Action research results

# Goals

## Goal 1: Establish a culture of excellence.

**Performance Objective 1:** 1.1 Reading and Writing performance will exceed the target score by 5% on STAAR/EOC in all student groups.

**Evaluation Data Source(s) 1:** STAAR/PBMAS/TAPR

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize instructional technology to enhance instruction using Interactive White boards, Document Cameras, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | Funding Sources: Tech Grant - 0.00, Local - 0.00, Title 2 - 0.00 | | | | |
| **Comprehensive Support Strategy** <br> 2) Students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 3) CJH students will use multiple web 2.0 tools, such as QuizletLIVE collaborate with other students, stimulate learning, and interact virtually to stimulate learning. | Principal/Teacher | Facebook Page & Google Drive/Google Classrooms/Student Accounts | | | |
| **Comprehensive Support Strategy** <br> 4) Renaissance STAR and Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) TIER Classes will address the specific needs of students using the Leveled Literacy Intervention Kits (Fountas & Pinnell) | Principal | Writing Benchmark results/STAAR Results | | | |
| | Funding Sources: Title 1 - 0.00 | | | | |
| 5) 6-8 Reading professional development will be offered bi-monthly throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the district curriculum. | Principal | Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6 | | | |
| | Funding Sources: Title 1 - 0.00, Title 2 - 0.00 | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 6) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students using the Passports curriculum. | Principal/Extension Teachers | Student benchmarking data, AR data | | | |
| | Funding Sources: Title 1 - 0.00, Title 2 - 0.00 | | | | |
| **Comprehensive Support Strategy**<br>7) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner. | Principal/Teachers | Data results disaggregated and results shared in content team meetings. | | | |
| **Comprehensive Support Strategy**<br>8) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. | Principal/Teacher | Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA | | | |
| **Comprehensive Support Strategy**<br>9) Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible. | Principal | Student Sign-In sheets/STAAR Scores of students attending/DMAC data | | | |
| | Funding Sources: Title 1 - 0.00 | | | | |
| **Comprehensive Support Strategy**<br>10) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) | Principal/Teachers | Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records | | | |
| **Comprehensive Support Strategy**<br>11) All ELAR Students will be complete Renaissance STAR each month during the designated assessment window. | ELAR Teachers | Reports | | | |
| **Comprehensive Support Strategy**<br>12) All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students. | Lead4Ward Team/Teachers/Principals | Webinar completion/Evidence of Instructional Planning and Data Analysis | | | |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 4<br><br>13) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week. | Principal/Assistant Principal | | | | |

| Comprehensive Support Strategy | Principal/Assistant Principal | | | | |
|---|---|---|---|---|---|
| 14) Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests. | | | | | |
| 15) Students will spend 60 minutes per week in Independent Reading | | | | | |
| 16) Today a Leader.... Tomorrow a Reader initiative will be implemented | Superintendent Assistant Superintendent & Principals | The importance and benefits of reading will be a focus of all stakeholders. | | | |

100% = Accomplished          0% = No Progress          ✗ = Discontinue

**Goal 1:** Establish a culture of excellence.

**Performance Objective 2:** 1.2 Math and Science performance will exceed the target score by 5% on STAAR in all student groups.

**Evaluation Data Source(s) 2:** STAAR/PBMAS/TAPR

**Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| **Comprehensive Support Strategy** <br> 1) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students, using Renaissance Math and Learning Farm. | Principal/Extension Teachers | Student benchmarking data, AR data | | | |
| | | Funding Sources: Title 1 - 0.00, Title 2 - 0.00 | | | |
| 2) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner. | Principal/Teachers | Data results disaggregated and results shared in content team meetings. | | | |
| **Comprehensive Support Strategy** <br> 3) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. | Principal/Teacher | Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA | | | |
| **Comprehensive Support Strategy** <br> 4) The Renaissance STAR program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) | Principal/Teachers | Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records | | | |
| **Comprehensive Support Strategy** <br> 5) Mathematics Teachers will receive professional development regarding the use of essential TEKS through the PLC process and utilize the Renaissance STAR program and online strategies for teaching math. | Principal | Participation certificates, agendas, sign-in sheets | | | |
| **Comprehensive Support Strategy** <br> 6) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels. | Principals | Benchmark results, Math team Meeting Agendas/Gateway Assessments and Goals/Guided Math Running Records | | | |

| | | | | | |
|---|---|---|---|---|---|
| 7) Grade-Level teachers will work together to review, analyze, revise and keep the Scope and Sequence current in TCMPC. Teaches and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. | Principals/Teachers | Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment, Data/TEKS Verb-age Breakdown | | | |
| 8) Math Teachers will participate Common Formative Assessments to analyze data, and compare/contrast teaching strategies through analyzing assessments. Teachers will also utilize Motivation Math to help increase student success on state mandated assessments. | Principal/Assistant Principal/Math Teachers | Data Assessments | | | |
| 9) All Math teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students. | Lead4Ward Team/Team Leaders | Completion of webinars and all materials | | | |
| 10) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week. | Principal/Assistant Principal | | | | |
| 11) Teachers will attend PLC workshop training with a focus on essential readiness TEKS to improve student learning. | Principals Instructional Coordinators | | | | |
| **Comprehensive Support Strategy** <br> 12) Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible. | Principal | Student Sign-In sheets/STAAR Scores of students attending/DMAC data | | | |
| | Funding Sources: Title 1 - 0.00 | | | | |

100%  = Accomplished          0%  = No Progress          ❌ = Discontinue

**Goal 1:** Establish a culture of excellence.

**Performance Objective 3:** 1.3 Special programs will meet or exceed state and federal assessment standards.

**Evaluation Data Source(s) 3:** STAAR/DMAC/PBMAS/TAPR

**Summative Evaluation 3:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| **Comprehensive Support Strategy** <br> 1) 6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district. | Principal | Staff Development agenda, Sign-In Sheets | | | |
| **Comprehensive Support Strategy** <br> 2) ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students | Principal/Teachers | Sign-In Sheets/Staff Development Agendas | | | |
| **Comprehensive Support Strategy** <br> 3) Professional Development will include attendance at staff developments, workshops, outside training, and educational conferences, focusing on Economically Disadvantaged Students. | Principal | Participation Certificates, agendas, sign-in sheets | | | |
| **Comprehensive Support Strategy** <br> 4) CJH Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walk through. | Instructional Leadership Team | Instructional Leadership Evaluation results, walkthrough reports through Eduphoria, Content Area team agendas, PDAS reports. | | | |
| **Comprehensive Support Strategy** <br> 5) The district's expectation of learning will be restated in language that students will understand by the campus teachers, stated in our District Literacy Plan. As a unified campus faculty, the campus classroom expectations & norms of learning will be posted in every classroom on the campus 45% on grade-level reading level as a district & 75% on grade-level reading level in each specific grade. | Principal | Expectations will be posted in each classroom. | | | |
| **Comprehensive Support Strategy** <br> 6) Social Studies teachers will participate in weekly staff development activities disseminating the data of the TEKS, assessments, and instructional practices, utilizing the Instructional Coordinator, Lead4ward, ExPloros, and TCMPC. | Principal, Teachers | Agendas, Data | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Comprehensive Support Strategy**<br><br>7) CJH Social Studies Teachers will participate in an ePLC through Lead4Ward. | Assistant Principal/Principal | Completion of Webinars/Workshop attendance/Instructional planning and data analysis | | | |
| **Comprehensive Support Strategy**<br><br>8) Special Education Teachers will participate in TEKSresource implementation Scope and Sequence, YAG, IFD, and assessment desegregation. | Principal<br>Assistant Principal | Certificates; Planning Documents, Data, and Assessments | | | |
| **Comprehensive Support Strategy**<br><br>9) Differentiated Instruction Training for Special Ed. Teachers | Principal | Certificates, Walk-Throughs, Students PLAAFP statements. | | | |
| 10) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week. | Principal/Assistant Principal | | | | |

100% = Accomplished          0% = No Progress          ❌ = Discontinue

**Goal 1:** Establish a culture of excellence.

**Performance Objective 4:** 1.4 All limited English proficient students will show at least one level of advancement on TELPAS.
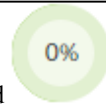
**Evaluation Data Source(s) 4:** TELPAS/PBMAS/STAAR

**Summative Evaluation 4:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize instructional technology to enhance instruction using Interactive White Boards, Document Cameras, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | | |
| 2) Students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 3) ELAR Teachers will attend PLC workshop training with a focus on essential readiness TEKS to improve student learning. | Principal | Writing Benchmark results/STAAR Results/C2L assessments | | | |
| | Funding Sources: Title 1 - 0.00 | | | | |
| 4) 6-8 Reading professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the district curriculum. | Principal | Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6 | | | |
| | Funding Sources: Title 1 - 0.00, Title 2 - 0.00 | | | | |
| 5) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner. | Principal/Teachers | Data results disaggregated and results shared in content team meetings. | | | |
| **Comprehensive Support Strategy** <br> 6) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. | Principal/Teacher | Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA | | | |
| **Comprehensive Support Strategy** <br> 7) CJH will utilize the Student Intervention Team to as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions | Principal/Counselor/Teachers | Progress Monitoring Tools (Benchmarks, DMAC, AR, Ten Marks, MSTAR) | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Comprehensive Support Strategy** | Principal | Staff Development agenda, Sign-In Sheets | | | |
| 8) 6-8 Reading Professional development will be offered bi-monthly the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district. | | | | | |
| **Comprehensive Support Strategy** | Principal/Teachers | Sign-In Sheets/Staff Development Agendas | | | |
| 9) ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students | | | | | |
| **Comprehensive Support Strategy** | Principal | Participation Certificates, agendas, sign-in sheets | | | |
| 10) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences. Teachers will also participate in a Professional Learning Community to disaggregate student data to improve student performance. | | | | | |
| **Comprehensive Support Strategy** | Principal | Student Sign-In sheets/STAAR Scores of students attending/DMAC data | | | |
| 11) Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible. | Funding Sources: Title 1 - 0.00 | | | | |
| 12) Students will spend 60 minutes per week in Independent Reading | | | | | |
| **Comprehensive Support Strategy** | Principal/Assistant Principal | | | | |
| 13) Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests. | | | | | |
| **Comprehensive Support Strategy** | Lead4Ward Team/Teachers/Principals | Webinar completion/Evidence of Instructional Planning and Data Analysis | | | |
| 14) All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students. | | | | | |
| **Comprehensive Support Strategy** | ELAR Teachers | Reports | | | |
| 15) All ELAR Students will be complete Renaissance STAR each month during the designated assessment window. | | | | | |
| **Comprehensive Support Strategy** | Principal/Teachers | Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records | | | |
| 16) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) | | | | | |

100% = Accomplished          0% = No Progress          ✕ = Discontinue

# Goal 2: Provide a safe and disciplined learning environment for all students.

**Performance Objective 1:** 2.1 Students will be educated in learning environments that are safe and conducive to learning.

**Evaluation Data Source(s) 1:** PEIMS/Discipline referrals/Emergency Drill Reports/Open Forum Feedback/Blackboard Connect Reports/Parent Surveys

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency. | Principal | Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website | | | |
| 2) Staff development on discipline Management Plan will be conducted at the beginning of the year. | Principal | Staff Development Agenda | | | |
| 3) The policies and procedures in the In School Behavior room will be monitored through out the year. The ISS teacher will implement behavior techniques recommended by BMSS | Principal/ISS Teacher & Aide | Meeting agendas, ISS Observations | | | |
| 4) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Junior High School is the front porch of the building. | Principal | Copies of those items | | | |
| 5) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DL at the front office sliding window, and then enter the building when buzzed through the front doors. | PIEMS Clerk/Secretary/Principal | Parent Sign- In Sheet | | | |
| 6) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems. | Principal/PIEMS clerk | Individual Parent/Student Documentation | | | |
| 7) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be embedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program. | Principal Counselor Teachers | Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups | | | |

| | | | | | |
|---|---|---|---|---|---|
| 8) Red Ribbon Week will be observed at CJH, focusing on saying "No" to drugs | Principal Counselor School Nurse Teachers | Students will participate in drug awareness activities/copies of activities/pictures of activities | | | |
| 9) Administrator will monitor expectations of learning using the Curriculum Walk Through Model. | Instructional Leadership Teams | Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports | | | |
| 10) Continue evaluating, revising, and implementing the safe and secure emergency response plan. The campus will hold one fire drill per month, two evacuation drills and lock-down drills a semester. | Principal Safety Team | Agenda Minutes from the campus safety team | | | |
| 11) Safe and Civil Team will continue to carry out campus school wide reform. | SHIELD TEAM | SHIELD Initiatives/Workshop Participation/Procedures | | | |
| 12) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week. | Principal/Assistant Principal | | | | |

100% = Accomplished      0% = No Progress      ✗ = Discontinue

**Goal 2:** Provide a safe and disciplined learning environment for all students.

**Performance Objective 2:** 2.2 Facilities and processes will be enhanced in order to promote Cameron ISD in positive ways.

    **Evaluation Data Source(s) 2:** Open Forum Feedback/Parent Surveys

    **Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency. | Principal | Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website | | | |
| 2) Staff development on discipline Management Plan will be conducted at the beginning of the year. | Principal | Staff Development Agenda | | | |
| 3) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Junior High School is the front porch of the building. | Principal | Copies of those items | | | |
| 4) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DL at the front office sliding window, and then enter the building when buzzed through the front doors. | PIEMS Clerk/Secretary/Principal | Parent Sign- In Sheet | | | |
| 5) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be embedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program. | Principal Counselor Teachers | Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups | | | |
| 6) Administrator will monitor expectations of learning using the Curriculum Walk Through Model. | Instructional Leadership Teams | Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports | | | |
| 7) Continue evaluating, revising, and implementing the safe and secure emergency response plan. | Principal Safety Team | Agenda Minutes from the campus safety team | | | |

| 8) Campus Family Liaison will be used to provide training, educational professional development, counseling sessions, and support regarding student mental health & social education. | | | | | |

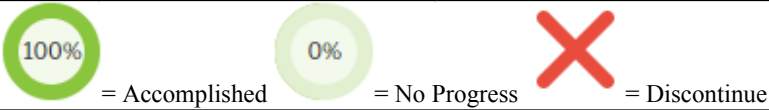| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue |
| --- | --- | --- |

**Goal 2:** Provide a safe and disciplined learning environment for all students.

**Performance Objective 3:** 2.3 Administrators and staff will consistently follow policies and procedures of the campus.

**Evaluation Data Source(s) 3:** Discipline Referrals/PEIMS/Emergency Drill Reports/Open Forum Feedback/Parent Surveys

**Summative Evaluation 3:**

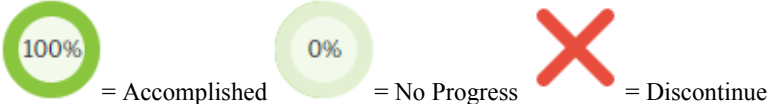| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency. | Principal | Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website | | | |
| 2) Staff development on discipline Management Plan will be conducted at the beginning of the year. The Safe and Civil SHIELD team will continue to monitor the expectations set and continue to look for ways to improve the school. | Principal | Staff Development Agenda | | | |
| 3) The policies and procedures in the In School Behavior room will be monitored through out the year. The ISS teacher will implement behavior techniques recommended by District Behavior Interventionist. | Principal/ISS Teacher & Aide | Meeting agendas, ISS Observations | | | |
| 4) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Junior High School is the front porch of the building. | Principal | Copies of those items | | | |
| 5) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DL at the front office sliding window, and then enter the building when buzzed through the front doors. | PIEMS Clerk/Secretary/Principal | Parent Sign- In Sheet | | | |
| 6) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems. In additon, the SRO and Truancy Officer will assist with student absences. | Principal/PIEMS clerk | Individual Parent/Student Documentation | | | |

| | | | | | |
|---|---|---|---|---|---|
| 7) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be embedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program. | Principal Counselor Teachers | Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups | | | |
| 8) Red Ribbon Week will be observed at CJH, focusing on saying "No" to drugs | Principal Counselor School Nurse Teachers | Students will participate in drug awareness activities/copies of activities/pictures of activities | | | |
| 9) Administrator will monitor expectations of learning using the Curriculum Walk Through Model. | Instructional Leadership Teams | Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports | | | |
| 10) Continue evaluating, revising, and implementing the safe and secure emergency response plan. | Principal Safety Team | Agenda Minutes from the campus safety team | | | |
| 11) Campus Family Liaison will be used to provide training, educational professional development, counseling sessions, and support regarding student mental health & social education. | | | | | |

100% = Accomplished     0% = No Progress     ✗ = Discontinue

# Goal 3: Encourage students to maximize their individual potential.

**Performance Objective 1:** 3.1 Students will be given opportunities to grow their individual talents and develop new strengths.

**Evaluation Data Source(s) 1:** Parent-Teacher Conferences/Phone Logs/Parent Night Agendas & Sign-In Sheets

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Red Ribbon Week will be observed at CJH, focusing on saying "No," to drugs. We will involve the community through donations, evening meetings, guest speakers, and pledges. | Principal, Counselor, School Nurse, Teachers | Students will participate in drug awareness activities/Yoe Spirit | | | |
| 2) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement. | Principal PE Coach | Class Rosters | | | |
| 3) Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet | Principal/Teachers | UIL Rosters/Placings in District | | | |
| 4) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies. | Principal/Diagnostician/Counselor | Training and rosters | | | |
| 5) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs. | Principal/Special Education Teachers | Rosters & Agendas | | | |
| 6) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students. Students will not miss core instruction for Dyslexia instruction. | Dyslexia Teacher/Principal/Counselor | Curriculum Meeting Agendas | | | |
| 100% = Accomplished | 0% = No Progress | ✖ = Discontinue | | | |

**Goal 3:** Encourage students to maximize their individual potential.

**Performance Objective 2:** 3.2 CJH staff will create a culture of high expectations for professionalism and character.

    **Evaluation Data Source(s) 2:** TTESS Evaluations

    **Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | | |
| 2) Staff and students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 3) CJH students & staff will use Edmodo, Google Classroom, LIVEschool, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning. | Principal/Teacher | Facebook Page & Google Drive/Google Classrooms/Student Accounts | | | |
| 4) Teachers will create a culture of high expectations for professionalism and character by creating rigorous classrooms aligned with the district and state curriculum. | Principal | Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6 | | | |
| | Funding Sources: Title 1 - 0.00, Title 2 - 0.00 | | | | |
| 5) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner. | Principal/Teachers | Data results disaggregated and results shared in content team meetings. | | | |
| **Comprehensive Support Strategy** <br> 6) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. | Principal/Teacher | Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA | | | |
| **Comprehensive Support Strategy** <br> 7) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) | Principal/Teachers | Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records | | | |
| 8) Red Ribbon Week will be observed at CJH, focusing on saying "No," to drugs. | Principal, Counselor, School Nurse, Teachers | Students will participate in drug awareness activities/Yoe Spirit | | | |

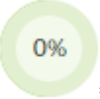| | | | | | |
|---|---|---|---|---|---|
| 9) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement. | Principal PE Coach | Class Rolls | | | |
| 10) Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet | Principal/Teachers | UIL Rosters/Placings in District | | | |
| 11) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies. | Principal/Diagnostician/Counselor | Training and rosters | | | |
| 12) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs. | Principal/Special Education Teachers | Rosters & Agendas | | | |
| 13) Safe and Civil Team will continue to carry out campus school wide reform. | SHIELD TEAM | SHIELD Initiatives/Workshop Participation/Procedures | | | |
| 14) Teachers will conduct themselves in accordance with the Texas Teacher Standards. | Principal | Renewal of Teaching Assignments | | | |
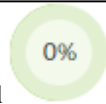
100% = Accomplished     0% = No Progress     ✗ = Discontinue

# Goal 4: Utilize innovative technology to stimulate continuous learning.

**Performance Objective 1:** 4.1 All students will utilize technology, receive post-secondary opportunities and career training.

**Evaluation Data Source(s) 1:** Technology Training/Google Classrooms Accounts/Presentations

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | | |
| 2) Students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 3) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning. | Principal/Teacher | Facebook Page & Google Drive/Google Classrooms/Student Accounts | | | |
| 4) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | | |
| 5) Teachers will implement iCEV curriculum and resources for 6th, 7th, and 8th grade students. 6th and 7th graders will complete the Career Portals program and 8th grade will complete the Career Explorations curriculum. | Teachers & Principal | Completed courses by students, and iCEV Purchase Order | | | |
| 6) CJH will set aside enrichment time each week to address the Career iCEV classes for 6th, 7th, and 8th graders. Students will complete these classes every Thursday and Friday during Enrichment. | Teachers, students and Principal. | | | | |
| 7) CJH will bring in Career Speakers to introduce potential career choices to our students. | Teachers, Principal | Guest Speaker list | | | |
| **Comprehensive Support Strategy**<br>8) CJH will participate in Technology Night in the Fall and Spring semester and have students showcase what they have learned using technology. | Teachers/Students/Principal | | | | |
| 100% = Accomplished | 0% = No Progress | ✕ = Discontinue | | | |

**Goal 4:** Utilize innovative technology to stimulate continuous learning.

**Performance Objective 2:** 4.2 Instructional leadership practices will result in improved student performance.

**Evaluation Data Source(s) 2:** Evaluations

**Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize and share instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | |
| 2) Students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 3) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning. | Principal/Teacher | Facebook Page & Google Drive/Google Classrooms/Student Accounts | | | |
| 4) Staff will participate in weekly core area planning meetings to address curriculum issues, obstacles, and collaborate to vertically align instruction. | Teachers, Principal | Agendas/Data | | | |
| **Comprehensive Support Strategy**<br>5) Teachers and staff will implement the Fundamental 5 strategies for improving student performance. Administrators will look for evidence of the Fundamental 5 when appraising the teachers and staff. | | | | | |
| 100% = Accomplished       0% = No Progress       ✗ = Discontinue | | | | | |

**Goal 4:** Utilize innovative technology to stimulate continuous learning.

**Performance Objective 3:** 4.3 Students will create technology enriched performance indicators based on Bloom's Digital Taxonomy.

**Evaluation Data Source(s) 3:** Technology usage and data charts/Project Completion/Google Classroom Accounts and Digital Subscriptions

**Summative Evaluation 3:**

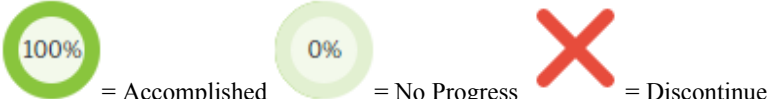| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | |
| 2) Students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 3) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning. | Principal/Teacher | Facebook Page & Google Drive/Google Classrooms/Student Accounts | | | |
| 4) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative. | Principal | Walkthrough reports/Software usage/STAAR Scores | | | |
| | | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | |
| 5) Students will create projects, ideas, and display instructional content through various levels of methodologies. | Principal/Teachers | Student work | | | |
| 100% = Accomplished  0% = No Progress  ✗ = Discontinue | | | | | |

# Goal 5: Foster success while maintaining fiscal responsibility.

**Performance Objective 1:** 5.1 CJH will use various methods of communicating with the public.

**Evaluation Data Source(s) 1:** Facebook Account activity/Twitter Account activity/Mailouts/Blackboard Connect
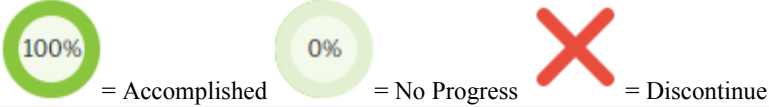
**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Teachers will utilize instructional technology to enhance communications with the public including parents, stakeholders, and community organizations. We will maintain campus Facebook Accounts, Twitter accounts, and an updated website. | Principal | Walkthrough reports/Software usage | | | |
| | | Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00 | | | |
| 2) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning. | Principal/Teacher | Facebook Page & Google Drive/Google Classrooms/Student Accounts | | | |
| 3) CJH will use Blackboard connect, Facebook, Remind, plus mailouts to communicate effectively and efficiently with parents | Principal, Teachers, Secretary | Copies of mailouts, Facebook, Twitter accounts | | | |
| 4) All Cameron ISD staff will receive staff development in confidentiality & sensitivity. | Principal Counselor Diagnostician | Staff Meeting Agenda, Acknowledgement form | | | |
| 5) CJH will provide a welcoming environment for all stakeholders. | Principal Office Staff | Feedback from parent surveys, phone logs | | | |
| 6) CJH Staff will maintain an updated marquee, send home mailouts regarding important information and notices to parents. We will mail home Report Cards as well as, sensitive materials related to state testing | Principal/Teachers | | | | |

100% = Accomplished        0% = No Progress        ✗ = Discontinue

**Goal 5:** Foster success while maintaining fiscal responsibility.

**Performance Objective 2:** 5.2 CJH staff will promote CJH in positive ways.

**Evaluation Data Source(s) 2:** TTESS/Evaluations
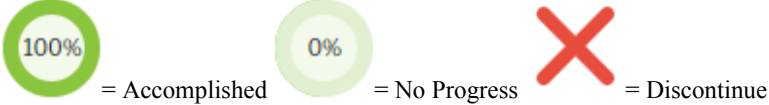
**Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Staff will participate in extra-curricular activities sponsoring clubs during the enrichment. | Principal, Teachers | Club rosters/Awards/Recognition | | | |
| 2) Staff will participate in monthly parent nights, school dances, and activities hosted here at CJH. | Principal | Agendas, Handouts, Mailouts | | | |
| 3) CJH staff will maintain school facilities, monitor play ground equipment, and keep the grounds litter free. | Principal, Teachers | Feedback from parent surveys, phone logs | | | |
| 4) Safe and Civil Team will continue to carry out campus school wide reform. | SHIELD TEAM | SHIELD Initiatives/Workshop Participation/Procedures | | | |
| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

**Goal 5:** Foster success while maintaining fiscal responsibility.

**Performance Objective 3:** 5.3 CJH staff will create a culture of high expectations for professionalism and character.

**Evaluation Data Source(s) 3:** Character Education Lesson Plans and Sign-In Sheets/Agendas

**Summative Evaluation 3:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) All staff will understand and implement the district vision, mission, and educational philosophy by developing a plan of creative ways of including the statements in campus norms. | Principal | Sign In sheets, Agendas, Lesson Plans | | | |
| 2) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Teachers and students will try to prevent bullying by looking at H.R. 1983 "David's Law". | Principal Counselor Teachers | Activities each 6-week period with a different character trait. | | | |
| 3) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication. | Principal | Agendas, memoranda, work records, and principal documentation | | | |
| 4) Positive reinforcements will be used to promote good behavior and participation in campus events, such as Student of the Month, and the CJH Y-Award | Principal, Teacher | Number of positive office visits will increase | | | |
| 5) Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff. | Principal Teachers | Parent/student signature pages and compact, observation of student behavior in the classrooms, hallways, and special areas. | | | |
| 6) Safe and Civil Team will continue to carry out campus school wide reform. | SHIELD TEAM | SHIELD Initiatives/Workshop Participation/Procedures | | | |
| 100% = Accomplished        0% = No Progress        ✗ = Discontinue | | | | | |

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 2 | Students will create projects, ideas, and display instructional content through various levels of methodologies. |
| 1 | 1 | 4 | Renaissance STAR and Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) TIER Classes will address the specific needs of students using the Leveled Literacy Intervention Kits (Fountas & Pinnell) |
| 1 | 1 | 7 | Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner. |
| 1 | 1 | 8 | Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. |
| 1 | 1 | 9 | Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible. |
| 1 | 1 | 10 | The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) |
| 1 | 1 | 11 | All ELAR Students will be complete Renaissance STAR each month during the designated assessment window. |
| 1 | 1 | 12 | All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students. |
| 1 | 1 | 14 | Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests. |
| 1 | 2 | 1 | The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students, using Renaissance Math and Learning Farm. |
| 1 | 2 | 3 | Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. |
| 1 | 2 | 4 | The Renaissance STAR program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) |
| 1 | 2 | 5 | Mathematics Teachers will receive professional development regarding the use of essential TEKS through the PLC process and utilize the Renaissance STAR program and online strategies for teaching math. |
| 1 | 2 | 6 | Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 2 | 12 | Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible. |
| 1 | 3 | 1 | 6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district. |
| 1 | 3 | 2 | ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students |
| 1 | 3 | 3 | Professional Development will include attendance at staff developments, workshops, outside training, and educational conferences, focusing on Economically Disadvantaged Students. |
| 1 | 3 | 4 | CJH Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walk through. |
| 1 | 3 | 5 | The district's expectation of learning will be restated in language that students will understand by the campus teachers, stated in our District Literacy Plan. As a unified campus faculty, the campus classroom expectations & norms of learning will be posted in every classroom on the campus 45% on grade-level reading level as a district & 75% on grade-level reading level in each specific grade. |
| 1 | 3 | 6 | Social Studies teachers will participate in weekly staff development activities disseminating the data of the TEKS, assessments, and instructional practices, utilizing the Instructional Coordinator, Lead4ward, ExPloros, and TCMPC. |
| 1 | 3 | 7 | CJH Social Studies Teachers will participate in an ePLC through Lead4Ward. |
| 1 | 3 | 8 | Special Education Teachers will participate in TEKSresource implementation Scope and Sequence, YAG, IFD, and assessment desegregation. |
| 1 | 3 | 9 | Differentiated Instruction Training for Special Ed. Teachers |
| 1 | 4 | 6 | Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. |
| 1 | 4 | 7 | CJH will utilize the Student Intervention Team to as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions |
| 1 | 4 | 8 | 6-8 Reading Professional development will be offered bi-monthly the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district. |
| 1 | 4 | 9 | ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students |
| 1 | 4 | 10 | Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences. Teachers will also participate in a Professional Learning Community to disaggregate student data to improve student performance. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 4 | 11 | Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible. |
| 1 | 4 | 13 | Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests. |
| 1 | 4 | 14 | All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students. |
| 1 | 4 | 15 | All ELAR Students will be complete Renaissance STAR each month during the designated assessment window. |
| 1 | 4 | 16 | The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) |
| 3 | 2 | 6 | Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building. |
| 3 | 2 | 7 | The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.) |
| 4 | 1 | 8 | CJH will participate in Technology Night in the Fall and Spring semester and have students showcase what they have learned using technology. |
| 4 | 2 | 5 | Teachers and staff will implement the Fundamental 5 strategies for improving student performance. Administrators will look for evidence of the Fundamental 5 when appraising the teachers and staff. |

# Title I Schoolwide Elements

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# 2018-2019 Campus Site-Based Commitee

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Kristi  Lasher | 7th Grade ELAR |
| Classroom Teacher | Amy Morgan | 6th Grade ELAR |
| Classroom Teacher | Lydia Muniz | 8th Grade ELAR |
| Paraprofessional | Charlie Williams | Special Education Para-Professional |
| Paraprofessional | Rebekah Lightsey | Classroom Instructional Para-Professional |
| Parent | Amy Frausto | Parent |
| Parent | Laci  Wimmer | Parent |
| Business Representative | Theresa Hollas | Parent |
| Parent | Holly Mueck | Parent |
| Business Representative | Jodi Morgan | Business Leader |
| District-level Professional | Susan  Pommerening | Assistant Superintendent |
| Non-classroom Professional | Lisa Laneer | Non-Classroom Professional |