

Jasper Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: October 9, 2017

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jasper ISD is a district with a total student population of 2, 464. Following are the number and percent of students by grade level:

Grade Level	Total Number of Students	Percent (%)
EE	7	.28%
PK	132	5.36%
K	152	6.17%
01	187	7.59%
02	170	6.90%
03	185	7.51%
04	186	7.55%
05	189	7.67%
06	202	8.20%
07	168	6.82%
08	188	7.63%
09	190	7.71%
10	180	7.31%
11	168	6.82%
12	160	6.49%
CAMPUS TOTAL	2464	100%

- Female 49.92 % (1,230)
- Male 50.08% (1,234)
- Students with Disabilities 8.69% (214)

- Students in Bilingual Program 3.00% (74)
- Students in ESL Program 4.71% (116)

Based on the 2016-2017 Fall PEIMS reporting, Jasper ISD has the following student demographics:

- African American 41.48% (1,022)
- Hispanic 17.78% (438)
- White 36.77% (906)
- Asian .37% (9)
- Two or More Races 2.96% (73)
- Economically Disadvantaged 74.27% (1,830)
- Limited English Proficient (LEP) 8.12% (200)
- At-Risk 64.69% (1,594)

According to the 2015-2016 TAPR Report, Jasper ISD had a 95.2% student attendance rate and have an overall 4 year Graduation Rate of 89.4% in 2015. Jasper ISD had a 95.1% student attendance rate and had an overall 4 year Graduation Rate of 94.8% in 2014

Teacher Staffing:

- Teacher Total 188.3
- Average Experience 13.8 years
- New to Profession 15.2
- Turnover Rate 26.9

Teacher Staffing based on the TAPR District Profile had the following staff representation:

- Teachers 188.3
- Professional Support 24.2
- Campus Administration (School Leadership) 11.5
- Central Administration 5.8
- Educational Aides 53
- Auxiliary Staff 104.2

Demographics Strengths

Jasper ISD is experiencing an increase in our diverse student population and of these diverse students our Limited English Proficiency students are experiencing a great amount of success in state scores.

1. Teacher average years of experience is 13.8 compared to the state average of 10.9
2. JISD's population is diverse. (41.48% - AA, 36.77% White, 17.78% His, 2.96% Two or More)
3. Male and Female student enrollment are comparable.
4. Student to teacher Ratio
5. JISD is close to the state average of 57.5% for graduates enrolled in Texas Institutions of Higher Education.
6. Education aides in the district are employed at a 13.7% compared to the state rate of 9.6%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teacher turnover rate is 26.9% and the state average is 16.5% **Root Cause:** District does not have a system of written procedures and guidelines that are communicated to everyone.

Problem Statement 2: District student economically disadvantage population is growing each year and teachers are unequipped to work with this growing population. **Root Cause:** Teachers are not trained in strategies that address the needs of this growing population

Problem Statement 3: Support of growing economically disadvantage population that is increasing each year: **Root Cause:** Teachers are not trained or understand how to work with diverse populations.

Problem Statement 4: 2. Hispanic population is growing and bilingual/ESL teachers are needed to support them in their learning. **Root Cause:** ESL and bilingual certified teachers are not being recruited.

Problem Statement 5: SAT/ACT Results lower than state. **Root Cause:** Students need opportunities to practice and prepare for the exams.

Student Academic Achievement

Student Academic Achievement Summary

Jasper ISD received an accountability rating of Met Standard for 2017. Jasper HS, Jasper JH, and Few Primary received a campus accountability rating of Met Standard. Parnell Elementary received an accountability rating of Improvement Required. Jasper ISD made gains in every area in index 1 except for writing and science. The growth included an increase of 1 for reading, +7 for math and +5 for social studies.

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Standard	60	5th Percentile District – 22 HS-17, MS-30, EL-32	5th Percentile District – 28 HS-30, MS-26, EL-28	District / HS – 60 MS – 13 EL - 12
JISD District	62	37	31	74
High School	64	19	37	76
Junior High	65	40	30	29
J. F. Parnell	51	36	26	25
J.C. Few	69	68	43	28
Rating	District, HS, JH & Few Met Standard Parnell Improvement Required	All Met Standard	District, HS, JH & Few Met Standard Parnell Improvement Required	All Met Standard

Index 1: 2017 State Target score was 60 and JISD scored 2 above state target. All campuses scored above the state target except Parnell Elementary. In comparison to 2016 3 out of 4 campuses made gains with JHS 63 to 64, JJH 61 to 65 and Few Primary 62 to 69. Parnell declined from 55 to 51.

Index 2: The state target score for index 2 was 22. Jasper ISD scored 37. Which was a gain of 5 points from the previous year. All campuses made gains under index 2 from 2016 -2017. The gains were JHS +2, JJHS+8, Parnell Elementary +2, and Few Primary +11.

Index 3: The district scored 7 points above the state target and made gains from the previous year. All campuses surpassed the state target with the exception of Parnell. Parnell missed the state target by 2 points. The campuses made gains from 2016-2017 and they were +2 HS, +2 JJHS, +6 for Few Primary. Parnell declined by 2 from the previous year.

Index 4: Jasper High School received an academic achievement distinction in ELA/Reading. Jasper Jr High received academic distinctions in math and science and a distinction of top 25 percent student progress. Few Primary received an academic achievement distinction in math and a 25 percent distinction in student progress.

Sub Population	Reading/ELA		Math		Writing		Science		Social Studies	
	Tested	Appr Sat %	Tested	Appr Sat %	Tested	Appr Sat %	Tested	Appr Sat %	Tested	Appr Sat %
All	1141	54	1044	63	327	47	378	50	221	43
African American	513	40	460	49	151	39	175	34	92	30
Asian										
Hispanic	183	65	164	70	58	43	64	48	42	45
Pacific Islander	5	40	5	20	4	50	0	0	0	0
White	402	65	379	77	104	58	127	70	81	52
American Indian										
Two or More Races	35	74	33	67	10	80	9	78	6	83
Special Ed	135	7	126	18	39	10	60	15	37	14
ELL	76	47	67	58	32	22	35	37	15	27
Economically Disadvantaged	757	47	684	55	226	41	245	40	147	33

System Safeguards and Performance Based Measurement (PBM) areas of concern at each campus includes: All students, Afr American, Hispanic, White. In addition, the ELL, Spec Ed and Afr Am groups are not performing like other groups in the areas of Reading, Writing, Social Studies, and Science.

Student Academic Achievement Strengths

Math scores increased from 61% in 2016 to 68% in 2017.

Social Studies scores increased for the district increased for 55% in 2016 to 60% in 2017.

Index 2 – Jasper ISD scored 15 points above the state target of 22.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 39% of Af Am students reached approaching in writing and 0% masters level. **Root Cause:** PD needed to develop strategies to reach all student populations.

Problem Statement 2: Spec Ed students scored 39pts below all student populations in all subjects tested. **Root Cause:** All teachers need training to work with the diverse population

Problem Statement 3: Writing scores decreased from 53% to 48% passing. **Root Cause:** Writing is not a priority in most grades.

Problem Statement 4: All students on STAAR outperformed ELL students by 9%. **Root Cause:** Students are not being taught by teachers trained in ESL, SI or Bilingual Education strategies

Problem Statement 5: All students on STAAR outperformed Spe Ed students by 39%. **Root Cause:** Training for teachers to work with diverse populations

District Processes & Programs

District Processes & Programs Summary

Jasper ISD believes all students can learn through access to a guaranteed and viable curriculum. In order to ensure that every child is provided assurance, Jasper ISD and the Curriculum, Instruction and Assessment Department including the District Academic CORE Team Teachers created a handbook based on the principles of research based best practices used to deliver instruction. The purpose of the JISD Curriculum Management Plan is:

- To improve academic achievement for all students
- To be consistent across campuses (language and stability)
- To implement vertical and horizontal alignment
- To evaluate through formative assessments taught curriculum (support what is written, taught, and tested)
- To guarantee the learning process in all classrooms
- To maintain ongoing curriculum changes through cost effectiveness
- To convey a procedural academic plan for all teachers (clear direction)
- To identify staff development that is linked to curriculum design and delivery

District Processes & Programs Strengths

100% JISD teachers have access to the TEKS Resource System which is a comprehensive, user friendly curriculum management system that JISD has adopted for vertical alignment and consistency.

The District CORE Academic Team represents the JISD academic population and includes core subject areas from each campus and Bilingual, ESL, Special Education and CTE Teachers.

District CORE Academic Team provides as system of support.

Two Formative Assessments are aligned to the written curriculum and are administered in core content areas each six weeks.

Data Analysis is performed by each teacher lead by the District CORE Team leader for their subject/ grade level to make instructional decisions each six weeks.

Masters Level III increased in 2016-17 resulting in 7 Designated Distinctions for Few Primary, Jasper Junior High and Jasper High School.

Teachers accessed student data in 16-17 through the DMAC program.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: State assessment reporting categories in all subject areas tested fall in the range of 47% to 60%. **Root Cause:** Training and monitoring implementation after training are absent. Must have systems and follow through.

Problem Statement 2: 0% of training in analyzing assessments and spiraling curriculum based on data. **Root Cause:** Systems and coordination of systems needed

Problem Statement 3: A large percentage of classroom walkthroughs indicate lack of monitoring the instructional classroom. **Root Cause:** The importance of walk throughs as well as feedback must be enforced.

Perceptions

Perceptions Summary

Campuses connect with parents and stakeholders in the community to engage them in the education of students. Several events such as Annual Open Houses, online registration events, JISD Spotlight Night, STAAR Nights at sporting events, Title I meetings, Lunch and Learn meetings, Booster clubs, Coffee with Bean, campus social media pages, and AVID Family Night allow opportunities and avenues to support their students in learning. Parents are also sent calendars of events from parent liaisons on each campus. Parents and community members are also members of the Campus Improvement Teams. Local restaurants partner with schools to help reward our students for making the Honor Roll, achieving 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 schools. 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 our schools are 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 parents about what is happening in their classrooms.

Students generally like the atmosphere of their campuses, based on their response to surveys. Students do not like the fact that, on some campuses, there is a lot of teacher turnover and in some cases have had long-term substitutes who were responsible for their learning because certified staff was unable to be hired. Teachers are also frustrated by this issue. 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 the schools. 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 district by showing pictures of great things that are happening throughout the district. 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. Site-based planning committees do have 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 any bullying issues. 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 district 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

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/Cyberbullying protocols are in place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The safety audit reveals issues that have not been addressed. **Root Cause:** The safety audit issues need to be addressed by administration on each of the campuses.

Problem Statement 2: Discipline trends are not available to pinpoint issues within the district. **Root Cause:** There is limited data available for tracking of discipline issues.

Problem Statement 3: Parental involvement is intermittent and there's not an official social media site. **Root Cause:** Parents need more notification and

opportunities to participate at a flexible time

Problem Statement 4: New teachers need to feel more welcome. **Root Cause:** Lack of written procedures for boarding teaching in place.

Problem Statement 5: More bilingual classes needed for Non-English speakers. **Root Cause:** More intense recruitment efforts.

Problem Statement 6: Character education is not consistent between campuses. **Root Cause:** Counselors are tied to other none counseling duties.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-Risk population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Attendance data

Parent/Community Data

- Parent surveys and/or other feedback

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 ISD will increase passing percentage scores in writing from 48% to 65%, science from 61% to 66%, math from 68% to 73%, reading from 60% to 65%, and social studies from 60% to 65% by June 2018.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Prescribe specific, focused trainings for all teachers in areas needing improvement.	4	Executive Director of Curriculum, Instruction and Special Programs	Teachers experiencing training will develop and grow their knowledge and skills				
2) Each campus will pursue more opportunities for common planning and PLCs specifically in areas needing improvement, such as writing science, and math. Administration will perform walkthroughs as well as feedback to staff.		Principals, Executive Director of Curriculum and Instruction and Special Programs	Teachers will experience growth in their teaching field.				
Problem Statements: School Processes & Programs 3							
3) Align curriculum for resource/basic classes with regular education classes to create constancy in instructional practices and strategies.		Core Team and Executive Director of Curriculum, Instruction, and Special Programs	All students making progress and experiencing growth on benchmarks and STAAR.				
Problem Statements: School Processes & Programs 2							
4) SPED students will participate in progress monitoring to evaluate growth.		CORE Team and Executive Director of Curriculum and Instruction	Special Education students will experience growth as teachers will be able to focus on areas in need of intervention.				

<p>System Safeguard Strategy</p> <p>5) Students below grade level as measured by diagnostic assessments and formative/mock tests will receive targeted instruction. The instruction may be provided through dyslexia services, content mastery (504/Spe Ed), Title labs, in school intervention times, pullout/push in instruction, prescriptive small group instruction in the classroom and/or before/after school tutorials.</p>	2, 9	Executive Director of Curriculum, Instruction and Special Programs, Principals, Lead Teachers, and Core Team Teachers	Targeted instruction will focus efforts to make progress and experience growth.					
<p>PBMAS</p> <p>6) JISD will implement a comprehensive RtI process and provide ongoing training on all campuses to provide targeted support for all students.</p>	2	Director of Special Education	JISD will have interventions and strategies in place for students experiencing difficulties as well as trained teachers who consult and implement RtI with fidelity.					
Funding Sources: Title II - 0.00								
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>7) The district will continue to increase the rigor of instruction for special education students in order to improve achievement on the state mandated testing. Special education student grades/progress will be monitored each six weeks and additional training will be provided based on individual needs.</p>	2	Director of Special Education	Improved student success					
Problem Statements: Student Academic Achievement 2								
<p>8) Provide writing professional development throughout the school year and during the summer to incorporate best practice strategies for integrating writing across content areas for all writing teachers including special education teachers and teachers of ELLs.</p>		Executive Director of Curriculum, Instruction, and Special Programs and Principals	JISD will earn Increased writing scores throughout the district.					
Problem Statements: Student Academic Achievement 3								
								

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Spec Ed students scored 39pts below all student populations in all subjects tested. Root Cause 2: All teachers need training to work with the diverse population</p>
<p>Problem Statement 3: Writing scores decreased from 53% to 48% passing. Root Cause 3: Writing is not a priority in most grades.</p>
School Processes & Programs
<p>Problem Statement 2: 0% of training in analyzing assessments and spiraling curriculum based on data. Root Cause 2: Systems and coordination of systems needed</p>
<p>Problem Statement 3: A large percentage of classroom walkthroughs indicate lack of monitoring the instructional classroom. Root Cause 3: The importance of walk throughs as well as feedback must be enforced.</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: 60% of SPED students will perform at approaching, met, or masters in all tested subjects by June 2018.

Evaluation Data Source(s) 2: STAAR Reports

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) To address the missed district safeguards in Math (AA and SE); Reading (AA, H, ED, SE, and ELL); Writing (All - AA, H, W, ED, SE, and ELL), JISD will coordinate efforts with the district PBMAS Team to increase student performance. The team will meet monthly to ensure data is disaggregated and analyzed to provide necessary interventions based on student need in all sub-populations on all campuses.</p>		<p>Superintendent, Executive Director of Curriculum, Instruction, and Special Programs, Director of Special Education, Director of Federal and State Programs, CTE Coordinator, and Principals</p>	<p>All sub-populations will make progress to meet the 60% passing target.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: 39% of Af Am students reached approaching in writing and 0% masters level. Root Cause 1: PD needed to develop strategies to reach all student populations.</p>
<p>Problem Statement 2: Spec Ed students scored 39pts below all student populations in all subjects tested. Root Cause 2: All teachers need training to work with the diverse population</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 3: 100% of all students and teachers will have access to software and hardware to enhance instruction in all areas including: reading, writing, science, and social studies by the end of the school year.

Evaluation Data Source(s) 3: Walkthroughs

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All campuses will use a progress monitor tool to document progress of each student's growth. Students will use a research based technology program to monitor progress and address weak areas using interactive interventions.	10	Executive Director of Instruction, Curriculum, and Special Programs and Principals	Student performance will increase and they will experience growth in reading, math, and science.				
2) All campuses will coordinate six weeks testing in the areas of reading, writing, math, science, and social studies. Each six weeks, tests will be scanned into DMAC where data will be disaggregated by each department to make data driven decisions for instructional review and spiraling of weak objectives. Principals and coordinators can also pull data from OnData Suite to target individual decision making.	2, 8	Executive Director of Curriculum, Instruction, and Special Programs, Principals, and DMAC Campus Coordinators	Jasper ISD will improve the achievement of individual students and the overall instructional program by allowing teachers to adjust instruction as needed using the data.				



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


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 4: 100% of all Jasper ISD students will make individual progress in all areas through strong instruction provided by teachers under the leadership of knowledgeable leaders.

Evaluation Data Source(s) 4: BOY, MOY, EOY progress scores, STAAR data, Trainings (agenda/sign in sheets)

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All designated JISD staff will receive training during the school year and/or summer on academic weaknesses, instructional strategies, and any other area needed to increase the knowledge of staff to improve instruction and any required/recommended guideline trainings such as Gifted and Talented (GT), AVID, Dyslexia, 504, Bilingual/ESL (ELLs), RtI, Diagnostic Reading or Math programs, assessment requirements.	3, 8	Executive Director Curriculum, Instruction, and Special Programs, Director of State and Federal Programs, Director of Special Education, and Principals	Increase academic performance of students and relevant professional development for staff.				
Problem Statements: Student Academic Achievement 3, 5 Funding Sources: Title II - 20000.00, Title I - 0.00, State Compensatory Education - 0.00							
System Safeguard Strategy 2) English Language Learners will receive targeted Instruction from ESL Teachers, Bilingual Teachers, Sheltered Instruction Trained Teachers and a Bilingual Aide trained in strategies that support student learning.		Executive Director of Curriculum, Instruction and Special Programs, Director of Federal and State Programs, and Principals	Increased academic performance of students				
Problem Statements: Demographics 4 - Student Academic Achievement 4 Funding Sources: State Bilingual/ESL - 0.00, Title III - 16000.00							
3) Provide tutorials for all student groups including credit recovery, reteaching, and examination prep.		Principals	Increased learning and growth for all student groups.				
Problem Statements: Demographics 5							
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: 2. Hispanic population is growing and bilingual/ESL teachers are needed to support them in their learning. Root Cause 4: ESL and bilingual certified teachers are not being recruited.
Problem Statement 5: SAT/ACT Results lower than state. Root Cause 5: Students need opportunities to practice and prepare for the exams.
Student Academic Achievement
Problem Statement 3: Writing scores decreased from 53% to 48% passing. Root Cause 3: Writing is not a priority in most grades.
Problem Statement 4: All students on STAAR outperformed ELL students by 9%. Root Cause 4: Students are not being taught by teachers trained in ESL, SI or Bilingual Education strategies
Problem Statement 5: All students on STAAR outperformed Spe Ed students by 39%. Root Cause 5: Training for teachers to work with diverse populations

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: Increase Jasper ISD attendance rate from 95.2% to 96%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Educate parents, students, staff, and families about the negative affects of absenteeism both academically and socially for students.		Assistant Principals and Parent Liaisons	Jasper ISD will experience an increase in student attendance rates and parent will be informed about absenteeism.				
2) Investigate mentoring programs and possibly encourage community members to volunteer to mentor high risk students in high school.		At Risk Counselors	Increased community participation on campus				
3) Implement a confidential incentive system for high risk students to attend school and graduate.		At Risk Counselors and Assistant Principals	Increased attendance rate on each campus				
4) Secondary counselors will make contact with all student not returning to school during the Fall semester to encourage re-enrollment.	9	Counselors and Director of State and Federal Programs	Students will return to school and have the support of the counselor to encourage attendance.				
5) Campus Principals will make home visits as needed for students experiencing attendance issues or other difficulties in school.		Superintendent	Campuses will gain a strong home school connection where all barriers are removed and students are encouraged to attend school.				

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: 100% of JISD classroom teachers will be offered opportunities for professional development in the areas of classroom management and strategic teaching for working with special populations including ELL, GT, SpeEd and At Risk students to ensure a supportive learning environment for all.

Evaluation Data Source(s) 1: Sign In Sheets and Surveys

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HS teachers will participate in Sheltered Instruction Training, AP Summer Institutes, and CTE Conferences/Workshops.		Principal and Director of Federal and State Programs	JISD will have teachers who are knowledgeable in their teaching field.				
2) Teachers and other staff members will participate in training relevant to their teaching/work field. The training may include CAMT, AVID SI, CAST, and/or specified training through Region 5.		Principals	JISD will have teachers who are knowledgeable in their teaching field and use the knowledge to promote student growth.				
Problem Statements: Demographics 2, 3							
3) All Counselors and Diagnosticians will attend training related to impacting student growth and development.		Director of State and Federal Programs and Director of Special Education	All counselors will receive training and use the training to promote student growth in all areas (socially, emotionally and academically).				
4) Provide training for principals and leaders to address safety findings in audits.		Director of Operations	Knowledgeable staff				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: District student economically disadvantage population is growing each year and teachers are unequipped to work with this growing population. Root Cause 2: Teachers are not trained in strategies that address the needs of this growing population


Problem Statement 3: Support of growing economically disadvantage population that is increasing each year: **Root Cause 3:** Teachers are not trained or understand how to work with diverse populations.

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: Through effective implementation of the JISD code of conduct and a discipline matrix, JISD will reduce discipline referrals on each campus by 2%.

Evaluation Data Source(s) 2: SWIS Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use the School Wide Information Systems (SWIS) to provide a use-able format for discipline data to monitor and maintain fidelity to the PBIS systems.		Director of Special Education, Principals and Assistant Principals	The ability to reduce discipline because administrators have a way to look at the data and determine areas that need to be addressed immediately.				
PBMAS 2) Provide ongoing training and monitoring of the implementation of PBIS across all campuses.		Director of Special Education	The professional development will provide teachers with strategies to manage classroom discipline effectively.				
							


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

Performance Objective 1: 100% of Jasper ISD campuses will provide unique opportunities for parents and community members to be involved on campuses.

Evaluation Data Source(s) 1: Sign In Sheets, Flyers of Events and/or advertisements

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Jasper ISD will investigate creating an interactive share point site that allows parents and community members to sign up, keep up to date on all opportunities to volunteer, etc	6	JISD Parent Liaisons and Technology Department	Possible implementation of a share point for community and staff				
2) Provide opportunities for parents to volunteer on campuses		Parent Liaisons	Involved parents on all campuses				
3) Parents, Community, Jasper ISD Staff and individuals interested in Jasper ISD will receive communication (English and Spanish) about district/campus events and accomplishments through multiple avenues used by the district and campuses. Ex:Local newspaper, local radio stations, JISD Website and campus web-pages, Twitter, district and campus Facebook pages, Skyward email, and school messenger phone system.	6	Principals and Parent Liaisons	Increased attendance of school events as the events will be publicized and well circulated in the community.				
	Problem Statements: Perceptions 3						
4) Campus level administrators will host parent trainings with a focus on supporting students in academic success. The topics may include but are not limited to STAAR, College and Career Readiness, and Cyber safety, etc.	6, 7	Parent Liaisons and Principals	Parents will become informed partners in the education of the students.				
							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: Parental involvement is intermittent and there's not an official social media site. **Root Cause 3:** Parents need more notification and opportunities to participate at a flexible time


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: Reduce the district's turnover rate from 26.9% to 24% by July 2018.

Evaluation Data Source(s) 1: Number of employees returning for 2018-2019 school year. Information will be provided by the HR department.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train staff and communicate how to use and implement systems, procedures, routines and guidelines one each campus and through each department.		Principals, Executive Director of Curriculum Instruction and Special Programs	Increase staff knowledge and less frustration amongst staff members				
Problem Statements: Demographics 1							
PBMAS 2) Develop and implement a retention survey to be conducted with all staff. Use the results of the survey to develop a teacher retention and recruitment plan for the district.	5	Superintendent	Data from the survey will be used to develop a written retention and recruitment plan.				
3) Encourage staff members to participate in the TERPP program via informational email and/or flyers.		HR Department	Increase the percentage of staff receiving the retention incentive from 13% to 18% by the end of the school year.				
4) Increase the percentage of Jasper ISD staff participating in the monthly staff recognition program by sending nomination notices.		Principals	Staff members will be acknowledged for going above and beyond resulting in increased moral on the campuses.				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teacher turnover rate is 26.9% and the state average is 16.5% Root Cause 1: District does not have a system of written procedures and guidelines that are communicated to everyone.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Students below grade level as measured by diagnostic assessments and formative/mock tests will receive targeted instruction. The instruction may be provided through dyslexia services, content mastery (504/Spe Ed), Title labs, in school intervention times, pullout/push in instruction, prescriptive small group instruction in the classroom and/or before/after school tutorials.
1	1	7	The district will continue to increase the rigor of instruction for special education students in order to improve achievement on the state mandated testing. Special education student grades/progress will be monitored each six weeks and additional training will be provided based on individual needs.
1	2	1	To address the missed district safeguards in Math (AA and SE); Reading (AA, H, ED, SE, and ELL); Writing (All - AA, H, W, ED, SE, and ELL), JISD will coordinate efforts with the district PBMAS Team to increase student performance. The team will meet monthly to ensure data is disaggregated and analyzed to provide necessary interventions based on student need in all sub-populations on all campuses.
1	4	2	English Language Learners will receive targeted Instruction from ESL Teachers, Bilingual Teachers, Sheltered Instruction Trained Teachers and a Bilingual Aide trained in strategies that support student learning.

District Educational Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Lynn Betz	Student Academic Achievement
Classroom Teacher	Debra Cordova	Student Academic Achievement
Classroom Teacher	Kahla McGill	Student Academic Achievement
Classroom Teacher	Kathryn Bluestone	Demographics
Board Member	Tom Webb	Perceptions
Non-classroom Professional	Barbara Hoyle	Demographics
Classroom Teacher	Lydsie Davis	Perceptions
Classroom Teacher	Debbie Smith	Perceptions
District-level Professional	Linda Mattox	Programs and Processes
Classroom Teacher	Leslie Faulkner	Programs and Processes
Community Representative	Ray Lewis	Programs and Processes
Business Representative	Rodney Coleman	Student Academic Achievement
Parent	Erin Shofner	Student Academic Achievement
Community Representative	Neal Adams	Perceptions
Business Representative	Jim Hamilton	Demographics