# Jasper Independent School District

# District Improvement Plan

# 2020-2021

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# Comprehensive Needs Assessment

## Demographics

**Demographics 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, 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. 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. Capturing Kids Hearts will be used District wide 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 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.

**Demographics Strengths**

Strengths:

There are a variety of 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.

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

Bullying/Cyberbullying protocols are in place.

All staff will be trained with Capturing Kids Hearts curriculum.

Communities in Schools (CIS) will provide support with academics behavior and social/emotional issues.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Parental involvement is intermittent **Root Cause:** Parents need more notification and opportunities to participate at a flexible time. Also, lack of widely available internet access limits both our student's and their family's access.

**Problem Statement 2:** New teachers need to feel more welcome. **Root Cause:** Lack of written procedures for boarding teaching in place.

**Problem Statement 3:** More bilingual support needed for Non-English speakers. **Root Cause:** Lack of intense recruitment for Bilingual certified staff and technology designed for Bilingual education.

# Student Learning

### Student Learning Summary

§Jasper ISD received an accountability rating of B for both 2018 & 2019 under the A-F accountability system. Campus accountability ratings for 2019 were as follows: Few Primary-D; Parnell Elementary-F; Jasper Junior High School-C; Jasper High School-B. Jasper ISD made gains for all grades in all subjects for approaches grade level (+1%), meets grade level (+2%), and masters grade level (+2%).

### Student Learning Strengths

JHS students scoring at/above criterion for SAT/ACT 24.3% for Class of 2018 – an increase of 6.7% from the Class of 2017 (17.6%).

Jasper ISD Academic Growth Score increased from 60 (2018) to 62 (2019) for all grades in both ELA/Reading & Mathematics combined.

Parnell Elementary increased in all subjects for approaches grade level or above- 61% (2019) from 58% (2018) and meets grade level or above- 27% (2019) from 25% (2018).

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** JHS students taking the ACT/SAT decreased from 58.3% (2017) to 49.0% (2018).

**Problem Statement 2:** Annual dropout rate (Gr. 9-12) increased 0.7% from 2017 (0.1%) to 2018 (0.8%).

**Problem Statement 3:** English I & II EOCs approaches grade level or above rates decreased between 2018 & 2019 - English I - 59% (2018) to 53% (2019) & English II - 59% (2018) to 55% (2019).

# 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 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

Jasper ISD has support systems in place for students in need of academic support. The programs include:

- Dyslexia support
- ELL support
- Credit recovery programs

Jasper ISD offers systems for students that are performing ahead of their peers

- Gifted and Talented classes
- CBE opportunities
- Pre-AP and AP course
- Dual Credit College opportunities

The JISD Technology Department is staffed with one Director, one Instructional Technologist (2019-2020) and two?? Technicians. Each classroom is equipped with a teacher and student desktop. The Junior High and High School campuses have paperless classrooms; however, we are not a one-2-one district. A survey conducted by the district in March

shows that  % of students had access to devices and internet services. This lack of connectivity limited our students from receiving remote instruction during the COVID 19 school closure.

**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.

Lessons are aligned to the written curriculum in the core content areas.

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 department heads and teams leaders for their subject/ grade level to make instructional decisions each six weeks.

Teachers accessed and analyzed student data in 19-20 through the DMAC program and MAPS.

All Campuses provide intervention programs to ensure student success on state assessments.

JISD has established a mentoring program to provide new teachers with additional classroom training and assistance during their first year in JISD.

The District provides programs to meet colleges, career, and military guidance and counseling including dual credit courses, AP and Pre-AP courses, CTE courses at the high school and college level, career fairs, and other programs.

The District provides dual credit and high schools to allow students to achieve their STEM designation upon graduation.

**Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Problem Statement 1: 0% of training in analyzing and spiraling curriculum based on data. **Root Cause:** Systems and coordination of systems needed. The District Core Academic Team was dropped in 2018-2019.

**Problem Statement 2:** 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. The District Core Academic Team was dropped in 2018-2019.

**Problem Statement 3:** : JISD has a lack of identification and use of instructional leaders on each campus. **Root Cause:** Elimination of the District Core Academic Team in 2018-2019.

**Problem Statement 4:** 100% of teachers require training in classroom technology and home learning programs including google classroom. **Root Cause:** JISD did not require teachers to provide classes online prior to the COVID-19 school closures.

**Problem Statement 5:** 27% of students have technological devices and internet service available to receive home learning services. (According to survey results with limited responses) **Root Cause:** Lack of broadband. JISD has a student population of 73% that is economically disadvantage.

# Priority Problem Statements

# Goals

**Revised/Approved: October 12, 2020**

**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 2021.

**Evaluation Data Sources:** STAAR Results

| | Reviews | | | |
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| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** 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.<br>**Strategy's Expected Result/Impact:** Teachers will experience growth in their teaching field.<br>**Staff Responsible for Monitoring:** Principals, Executive Director of Curriculum and Instruction and Special Programs | 55% | 15% | | |
| **Strategy 2:** Align curriculum for resource/basic classes with regular education classes to create constancy in instructional practices and strategies.<br>**Strategy's Expected Result/Impact:** All students making progress and experiencing growth on benchmarks and STAAR.<br>**Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Special Programs and Director of Special Programs | 50% | | | |
| **Strategy 3:** JISD will implement a comprehensive RtI process and provide ongoing training on all campuses to provide targeted support for all students.<br>**Strategy's Expected Result/Impact:** JISD will have interventions and strategies in place for students experiencing difficulties as well as trained teachers who consult and implement RtI with fidelity.<br>**Staff Responsible for Monitoring:** Principals | 5% | | | |

0% No Progress  100% Accomplished  Continue/Modify  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 2:** 60% of SPED students will perform at approaching, met, or masters in all tested subjects by June 2021.

**Evaluation Data Sources:** STAAR Reports

| **Strategy 1:** To address the deficiencies 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 leaders 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.<br>**Strategy's Expected Result/Impact:** All sub-populations will make progress to meet the 60% passing target.<br>**Staff Responsible for Monitoring:** Superintendent, Executive Director of Curriculum, Instruction, and Special Programs, Director of Special Education, Director of Federal and State Programs, CTE Coordinator, and Principals | **Reviews** | | | |
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| | 40% | | | |

0% No Progress | 100% Accomplished | Continue/Modify | 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 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 Sources:** Walkthroughs

| **Strategy 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.<br>**Strategy's Expected Result/Impact:** Student performance will increase and they will experience growth in reading, math, and science.<br>**Staff Responsible for Monitoring:** Executive Director of Instruction, Curriculum, and Special Programs and Principals | **Reviews** | | | |
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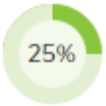
| |  | | | |

| **Strategy 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.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Special Programs, Principals, and DMAC Campus Coordinators | **Reviews** | | | |
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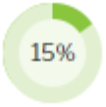
| |  | | | |

| **Strategy 3:** Provide support and training to campuses on the implementation of programs such as Google Classroom and Seesaw to support virtual learning.<br>**Strategy's Expected Result/Impact:** Student and parent support in virtual learning will increase.<br>**Staff Responsible for Monitoring:** Director of Technology | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **May** |
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 No Progress Accomplished Continue/Modify 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 Sources:** BOY, MOY, EOY progress scores, STAAR data, Trainings (agenda/sign in sheets)

| **Strategy 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.<br>**Strategy's Expected Result/Impact:** Increase academic performance of students and relevant professional development for staff.<br>**Staff Responsible for Monitoring:** Executive Director Curriculum, Instruction, and Special Programs, Director of State and Federal Programs, Director of Special Education, and Principals | **Reviews** | | | |
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| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **May** |
| | 5% | | | |

0% No Progress | 100% Accomplished | Continue/Modify | 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 5:** Jasper ISD will increase Special Education and African American scores by 30% in Math, Science, and Writing and 20% in Reading by June 2021.

**Evaluation Data Sources:** BOY, MOY, EOY progress scores, and STAAR data

| **Strategy 1:** SPED students will participate in progress monitoring to evaluate growth.<br>**Strategy's Expected Result/Impact:** Special Education students will experience growth as teachers will be able to focus on areas in need of intervention.<br>**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction<br>**Results Driven Accountability** | **Reviews** | | | |
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| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **May** |
| | 10% | 0% | 0% | |

0% No Progress | 100% Accomplished | Continue/Modify | 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 6:** Jasper ISD will develop CTE programs that will advance students enrolled in CTE from no students earning a State Certification to at least 15 students earning State Industry certification by June 2021.

**Evaluation Data Sources:** CTE Certifications

| | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Align programs of study to result in an industry based certification.<br>**Strategy's Expected Result/Impact:** Senior graduate with Industry based certification<br>**Staff Responsible for Monitoring:** Coordinator of CTE | 10% | 0% | 0% | |
| **Strategy 2:** Investigate associate degrees aligned to CTE certifications<br>**Staff Responsible for Monitoring:** Coordinator of CTE | 0% | 0% | 0% | |
| **Strategy 3:** Increase competition participation opportunities for CTE students<br>**Strategy's Expected Result/Impact:** Increase participation in CTE<br>**Staff Responsible for Monitoring:** Coordinator of CTE | 25% | 0% | 0% | |

0% No Progress  100% Accomplished  Continue/Modify  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 7:** Jasper ISD will increase its College, Career, Military Readiness for all students through Advanced Placement and Dual Credit College Readiness Standards by June 2021.

**Evaluation Data Sources:** Master Schedule

| **Strategy 1:** Provide training opportunities for Counselors, Principal, and CTE Coordinator in CCMR<br>**Strategy's Expected Result/Impact:** Increase knowledge of new requirements and accountability<br>**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction, Director of State and Federal Programs and CTE Coordinator | **Reviews** | | | |
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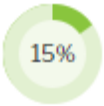
| |  | | | |

 No Progress Accomplished Continue/Modify 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 8:** Jasper ISD will meet or exceed Region V STAAR averages in all subject areas for all students by June 2021.

**Evaluation Data Sources:** STAAR scores

| **Strategy 1:** 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.<br>**Strategy's Expected Result/Impact:** Targeted instruction will focus efforts to make progress and experience growth.<br>**Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction and Special Programs, Principals, and Lead Teachers | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **May** |
| | 25% | 0% | 0% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**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%.

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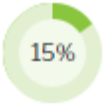
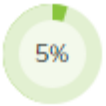
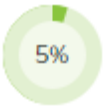
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Educate parents, students, staff, and families about the negative affects of absenteeism both academically and socially for students.<br>**Strategy's Expected Result/Impact:** Jasper ISD will experience an increase in student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

No Progress

Accomplished

Continue/Modify

Discontinue

**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 conductive 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 Sources:** Sign In Sheets and Surveys

| | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** HS teachers will participate in Sheltered Instruction Training, AP Summer Institutes, and CTE Conferences/Workshops.<br>**Strategy's Expected Result/Impact:** JISD will have teachers who are knowledgeable in their teaching field.<br>**Staff Responsible for Monitoring:** Principal and Director of Federal and State Programs | 5% | | | |
| **Strategy 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.<br>**Strategy's Expected Result/Impact:** JISD will have teachers who are knowledgeable in their teaching field and use the knowledge to promote student growth.<br>**Staff Responsible for Monitoring:** Principals | 15% | | | |
| **Strategy 3:** All Counselors and Diagnosticians will attend training related to impacting student growth and development.<br>**Strategy's Expected Result/Impact:** All counselors will receive training and use the training to promote student growth in all areas (socially, emotionally and academically).<br>**Staff Responsible for Monitoring:** Director of State and Federal Programs and Director of Special Education | 5% | | | |
| **Strategy 4:** Provide training for principals and leaders to address safety findings in audits.<br>**Strategy's Expected Result/Impact:** Knowledgeable staff<br>**Staff Responsible for Monitoring:** Director of Operations | 5% | | | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**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 conductive 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 Sources:** SWIS Data

| **Strategy 1:** Provide ongoing training and monitoring of the implementation of PBIS across all campuses.<br>**Strategy's Expected Result/Impact:** The professional development will provide teachers with strategies to mange classroom discipline effectively.<br>**Staff Responsible for Monitoring:** Director of Special Education | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **May** |
| | 20% | | | |

| **Strategy 2:** Train staff and implement Capturing Kids' Hearts on all JISD campuses.<br>**Strategy's Expected Result/Impact:** The implementation will positively impact the campus culture/climate.<br>**Staff Responsible for Monitoring:** Director of Operations | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **May** |
| | 50% | 0% | 0% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**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 Sources:** Sign In Sheets, Flyers of Events and/or advertisements

| | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Provide opportunities for parents to volunteer on campuses<br>**Strategy's Expected Result/Impact:** Involved parents on all campuses<br>**Staff Responsible for Monitoring:** Parent Liaisons | 10% | | | |
| **Strategy 2:** 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.<br>**Strategy's Expected Result/Impact:** Increased attendance of school events as the events will be publicized and well circulated in the community.<br>**Staff Responsible for Monitoring:** Principals and Parent and Family Engagement Liaisons<br>**Funding Sources:** Parent and Family Engagement Liaisons - Title I - $1,000 | 50% | | | |
| **Strategy 3:** 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.<br>**Strategy's Expected Result/Impact:** Parents will become informed partners in the education of the students.<br>**Staff Responsible for Monitoring:** Parent and Family Engagement Liaisons and Principals | 15% | | | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

**Performance Objective 1:** Reduce the district's turnover rate from 26.9% to 24% by July 2021.

**Evaluation Data Sources:** Number of employees returning for school year. Information will be provided by the HR department.

| | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Train staff and communicate how to use and implement systems, procedures, routines and guidelines one each campus and through each department.<br>**Strategy's Expected Result/Impact:** Increase staff knowledge and less frustration amongst staff members<br>**Staff Responsible for Monitoring:** Principals, Executive Director of Curriculum Instruction and Special Programs | 10% | | | |
| **Strategy 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.<br>**Strategy's Expected Result/Impact:** Data from the survey will be used to develop a written retention and recruitment plan.<br>**Staff Responsible for Monitoring:** Superintendent | 0% | | | |
| **Strategy 3:** Encourage staff members to participate in the TERPP program via informational email and/or flyers.<br>**Strategy's Expected Result/Impact:** Increase the percentage of staff receiving the retention incentive from 13% to 18% by the end of the school year.<br>**Staff Responsible for Monitoring:** HR Coordinator | 15% | | | |
| **Strategy 4:** Increase the percentage of Jasper ISD staff participating in the monthly staff recognition program by sending nomination notices.<br>**Strategy's Expected Result/Impact:** Staff members will be acknowledged for going above and beyond resulting in increased moral on the campuses.<br>**Staff Responsible for Monitoring:** Principals | 10% | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

# District Improvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Leslie McCullough | Perceptions Subcommittee |
| Classroom Teacher | Regina McDonald | Programs and Processes Subcommittee |
| Classroom Teacher | Melba Pickering | Student Learning Subcommittee |
| Classroom Teacher | Marlena Smith | Demographics Subcommittee |
| Classroom Teacher | Samantha Felts | Perceptions Subcommittee |
| Classroom Teacher | Dominic Mannino | Programs and Processes Subcommittee |
| Classroom Teacher | Samantha Peters | Student Learning Subcommittee |
| Classroom Teacher | Lynn Jones | Programs and Processes Subcommittee |
| Classroom Teacher | Brittany Lewis | Perceptions Subcommittee |
| Classroom Teacher | Jeff Hicks | Perceptions Subcommittee |
| Classroom Teacher | Joseph Molina | Programs and Processes Subcommittee |
| Classroom Teacher | Becky Pickering | Student Learning Subcommittee |
| Classroom Teacher | Amy Strickland | Demographics Subcommittee |
| Non-classroom Professional | Melissa Barbay | Student Learning Subcommittee |
| District-level Professional | Vanessa Phillips | Demographics Subcommittee |
| Classroom Teacher | Stephanie Barba | Demographics Subcommittee |
| Parent | Nicole Colvin | Programs and Processes Subcommittee |
| Parent | Angie Neal | Demographics Subcommittee |
| Business Representative | Craig Stewart | Perceptions Subcommittee |
| Business Representative | Michael Spadaccini | Demographics Subcommittee |
| Community Representative | Steve Adams | Perceptions Subcommittee |
| Community Representative | Chasity Shillings | Student Learning Subcommittee |

# District Funding Summary

| Title I | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 1 | 2 | Parent and Family Engagement Liaisons | | $1,000.00 |
| | | | | **Sub-Total** | $1,000.00 |
| | | | | **Grand Total** | $1,000.00 |