

**Jasper Independent School District**  
**Jasper Junior High School**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Ethnicity

Hispanic-Latino 20.0%

#### Race

American Indian - Alaskan Native 0.2%

Asian 0.2%

Black - African American 41.8%

Native Hawaiian - Pacific Islander 0.2%

White 35.4%

Two-or-More 2.3%

#### Other Student Information

At-Risk 67.54%

Economically Disadvantaged 78.64%

LEP 8.77%

In the TAPR 2017-2018 Campus Profile Staffing was reported as follows:

## Demographics Strengths

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

Jasper Jr. High has been able to keep it's core leadership teachers consisting of core departments heads and core team members consistent for the past 8 years. This has helped the success and consistency with the curriculum at JJHS and helped with the successful implementation of new programs.

1. Teacher average years of experience for campus is 10.3 in most recent TAPR report while the state average is 10.9.
2. Both the number of Bachelors and Masters degrees at JJHS are at or above the state average.

# Student Academic Achievement

## Student Academic Achievement Summary

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

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

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

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

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

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

## Student Academic Achievement Strengths

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

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

Focus on student growth.

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

## School Processes & Programs Strengths

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

JJHS will provide coaching with positive feedback for staff.

JJHS will use Core Subject PLC's on a daily basis.

Avid strategies will be used school wide.

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

JJHS continues to integrate technology in all core subjects.



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

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

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

# Perceptions

## Perceptions Summary

### Family and Community Engagement

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

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

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

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

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

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

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

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

## **Perceptions Strengths**

### **Strengths:**

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

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

The student activities are inclusive of all students.

Students feel safe based on their answers to surveys.

Parents who speak languages other than English have communications translated.

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

Bullying/Cyber-bullying protocols are in place.

# Priority Problem Statements

**Problem Statement 1:** Focus needs to be put on closing the gaps for Meets of sub population student growth and making sure each student is progressing academically.

**Root Cause 1:** Gaps have increased for some students that have not progressed with their peers.

**Problem Statement 1 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

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

- Other additional data

# Goals

**Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready. By 2020-2021, Jasper I.S.D. will increase Special Education and African American scores by 30% in Math, Science, and Writing and 20% in Reading.**

**Performance Objective 1:** All students with an emphasis African-American and SPED students will increase Reading STAAR scores from 64% to 72% by May of 2020  
 To increase college and career readiness through TSI, PSAT, ACT, SAT prep as well as career exploration activities.








**Evaluation Data Source(s) 1:** D-MAC, State Testing, NWEA MAP testing ,Achieve 3000, and FA Data Analysis, PLC Meetings

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Teachers will use Interactive notebooks, Students will keep an agenda	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Asst. Principals District Curriculum director,	Increased STAAR performance				
<b>Funding Sources:</b> Title I - 500.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 2) Teachers will use effective instructional techniques, while following TRS as a curriculum	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals District Curriculum director,	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 5000.00						
<b>Comprehensive Support Strategy TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Teacher will implement AVID Strategies Learned from attending AVID summer institute.	2.4, 2.4, 2.5, 2.5, 2.6	Principal, District AVID director, AVID teachers, JJHS teachers and staff, JJHS AVID Site Team.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 2000.00						
<b>Comprehensive Support Strategy TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Recruit, support, retain teachers and principals 4) Teachers, by District mandate will utilize Achieve 3000 one activity per student per week, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology	2.4, 2.5, 2.6	Principal, District Curriculum director, JJHS teachers and staff.	Increased STAAR Performance				
	<b>Funding Sources:</b> Title I - 9250.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready. By 2020-2021, Jasper I.S.D. will increase Special Education and African American scores by 30% in Math, Science, and Writing and 20% in Reading.

**Performance Objective 2:** All students with an emphasis African-American and SPED students will increase Math STAAR scores from 73% to 78% by May 2020. To increase college and career readiness through TSI, PSAT, ACT, SAT prep as well as career exploration activities.

**Evaluation Data Source(s) 2:** D-MAC, State Testing, NWEA MAP testing WOWZERS, FA Data Analysis, and PLC Meetings

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Teachers will use Interactive notebooks	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
				<b>Funding Sources:</b> Title I - 500.00			
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 2) Teachers will implement AVID Strategies Learned from attending AVID summer institute.	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
				<b>Funding Sources:</b> Title I - 4000.00			
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Teachers, by District mandate will utilize WOWZERS one activity per student per week, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
				<b>Funding Sources:</b> Title I - 18500.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 4) Teachers will implement strategies learned from attending CAMT	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 9000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready. By 2020-2021, Jasper I.S.D. will increase Special Education and African American scores by 30% in Math, Science, and Writing and 20% in Reading.

**Performance Objective 3:** All students with an emphasis African-American and SPED students will increase Writing STAAR scores from 55% to 65% by May 2020. To increase college and career readiness through TSI, PSAT, ACT, SAT prep as well as career exploration activities.

**Evaluation Data Source(s) 3:** D-MAC, State Testing, NWEA MAP testing ,Achieve 3000, and FA Data Analysis, PLC Meetings

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Teachers will use Interactive notebooks, Students will keep an agenda	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 500.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 2) Teachers will implement AVID Strategies Learned from attending AVID summer institute.	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 2000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Teachers will use effective instructional techniques, while following TRS as a curriculum	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 3000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 4) Teachers will use Collins Writing teaching strategies	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
<b>Funding Sources:</b> Title I - 9250.00							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 5) Teachers, by District mandate will utilize Achieve 3000 one activity per student per week, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR Performance				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							








**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready. By 2020-2021, Jasper I.S.D. will increase Special Education and African American scores by 30% in Math, Science, and Writing and 20% in Reading.

**Performance Objective 4:** All students with an emphasis African-American and SPED students will increase Science STAAR scores from 68% to 75% by May 2020. To increase college and career readiness through TSI, PSAT, ACT, SAT prep as well as career exploration activities.

**Evaluation Data Source(s) 4:** D-MAC, State Testing, NWEA MAP testing ,Achieve 3000, and FA Data Analysis, PLC Meetings

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Teachers will use Interactive notebooks Students will keep Agendas	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 500.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 2) Teachers will implement AVID Strategies Learned from attending AVID summer institute.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction. District AVID Director	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 2000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 3) Teachers will focus on hands on activities and labs using TRS curriculum	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 3000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 4) Teachers will use techniques learned from attending CAST to reach all students	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
<b>Funding Sources:</b> Title I - 4000.00							
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 5) Teachers, by District mandate will utilize Achieve 3000 one activity per student per 2 week time period, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR Performance				
<b>Funding Sources:</b> Title I - 18500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready. By 2020-2021, Jasper I.S.D. will increase Special Education and African American scores by 30% in Math, Science, and Writing and 20% in Reading.

**Performance Objective 5:** All students with an emphasis African-American and SPED students will increase Social Studies STAAR scores from 56% to 65% by May 2020. To increase college and career readiness through TSI, PSAT, ACT, SAT prep as well as career exploration activities.

**Evaluation Data Source(s) 5:** D-MAC, State Testing ,Achieve 3000, and FA Data Analysis,

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Teachers will use Interactive notebooks, Students will keep an Agenda	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 500.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 2) Teachers will use effective instructional techniques, while following TRS as a curriculum	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 2000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Teachers will implement AVID Strategies Learned from attending AVID summer institute.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction. District AVID Director	Increased STAAR performance				
	<b>Funding Sources:</b> Title I - 5000.00						




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 4) Teachers, by District mandate will utilize Achieve 3000 one activity per student per 2 week time period, Map equivalent Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology	2.4, 2.5, 2.6	Principal, Assistant Principals, Director of Curriculum and Instruction.	Increased STAAR Performance				
	<b>Funding Sources:</b> Title I - 18500.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Goal 2: Jasper Jr. High will increase the attendance rate from 94% to 96% in the 6th through 8th grades.

**Performance Objective 1:** Jasper Jr. High will strive for an attendance level of 95%.

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

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Jasper Jr. High will contact parents of those students who are absent for than 3 consecutive days.		Administration, Teachers, Attendance clerk, Counselors.	Increased student attendance				
2) Jasper Jr. High will reward those students who have less than 3 absences each 6 weeks, and perfect attendance for the year.		Administration, Teachers, Attendance clerk, Counselors.	Increased student attendance				
<b>Funding Sources:</b> State Compensatory Education - 0.00							
							

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

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

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

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Focus will be put on teaching procedures, modeling procedures and re-teaching procedures when needed.		Faculty, and administration	less discipline referrals.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) School-wide application of Capturing Kids Hearts to improve campus climate, culture and discipline.		Administrators, staff and Director of Operations	More positive school climate and decrease in discipline referrals				
<b>Funding Sources:</b> Title I - 2000.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = 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 conducive to learning.

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

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

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Conduct monthly drills and hold after action review meetings to improve campus safety.		Administration, after action review committee, faculty and staff	Improved safety on campus				
2) Jasper Jr. High will follow the faculty created JJHS "non negotiables"		Administration, faculty and staff	Improved educational climate, working environment, and campus culture.				
							

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

**Performance Objective 3:** Decrease PEIMS reported discipline by 5%

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

**Summative Evaluation 3:**

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

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

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Jasper Jr. High will communicate important information about academics and school activities by using School Messenger, Skyward, Family Access, the JJHS website, progress reports, report cards, and various social media for the campus	3.1, 3.2	Parent Liaison, Administration					
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>2) Jasper Jr. high will host over 15 events where parents can attend after school, including: AVID family night, STAAR Night, Parent Spotlight Night, Open House, Pep-Rallies, Sporting events, Band and Choir concerts.</p>	3.1, 3.2	Administration, AVID site team, parent liaison, Directors and Coaches	Increase parent and community involvement				
<b>Funding Sources:</b> Title I - 500.00							


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

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

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

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Jasper Jr. High will provide staff with recognition such as the Believe program, public recognition for outstanding work and nominations for various rewards, including Believe and Teacher of the Year nominations and awards.		Administration, Counselor	Increased staff moral				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Jasper Jr. High will promote teacher & faculty appreciation, birthday cards, Christmas gifts, retirement gifts and Teacher Appreciation Week.		Administration, office staff	Increased staff moral				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Jasper Jr. High has instituted a Teacher of the Month celebration to recognize outstanding teachers		Principal and teachers	increased teacher moral and campus climate				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use Interactive notebooks, Students will keep an agenda
1	1	2	Teachers will use effective instructional techniques, while following TRS as a curriculum
1	1	3	Teacher will implement AVID Strategies Learned from attending AVID summer institute.
1	1	4	Teachers, by District mandate will utilize Achieve 3000 one activity per student per week, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology
1	2	1	Teachers will use Interactive notebooks
1	2	2	Teachers will implement AVID Strategies Learned from attending AVID summer institute.
1	2	3	Teachers, by District mandate will utilize WOWZERS one activity per student per week, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology
1	2	4	Teachers will implement strategies learned from attending CAMT
1	3	1	Teachers will use Interactive notebooks, Students will keep an agenda
1	3	2	Teachers will implement AVID Strategies Learned from attending AVID summer institute.
1	3	3	Teachers will use effective instructional techniques, while following TRS as a curriculum
1	3	4	Teachers will use Collins Writing teaching strategies
1	4	1	Teachers will use Interactive notebooks Students will keep Agendas
1	4	2	Teachers will implement AVID Strategies Learned from attending AVID summer institute.
1	4	3	Teachers will focus on hands on activities and labs using TRS curriculum
1	4	4	Teachers will use techniques learned from attending CAST to reach all students
1	4	5	Teachers, by District mandate will utilize Achieve 3000 one activity per student per 2 week time period, Map Testing BOY , MOY , EOY and one Formative Assessment per six weeks all of which require the use of technology
1	5	1	Teachers will use Interactive notebooks, Students will keep an Agenda
1	5	2	Teachers will use effective instructional techniques, while following TRS as a curriculum
1	5	3	Teachers will implement AVID Strategies Learned from attending AVID summer institute.



# Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	David Burt	Principal
District-level Professional	Rodney Herrington	At-Risk Counselor
Paraprofessional	Karen Byerly	PEIMS/Registrar
Classroom Teacher	Rachel Alvis	Teacher
Classroom Teacher	Lindsay Jeansonne	Teacher
Classroom Teacher	Lori Culbertson	Teacher
Classroom Teacher	Brent Edwards	Teacher
Paraprofessional	Cara Elsbury	Computer Lab Coordinator
Classroom Teacher	Brittany Lewis	SPED Representative
Classroom Teacher	Lisa Lewis	Teacher
Classroom Teacher	Katy Pace	Teacher
Parent	Terri Cheeley	Parent
Parent	Beth Penney	Parent
Community Representative	Susan Stover	Community Representative
Community Representative	Julie Lanier	Community Representative
Business Representative	Scott Stover	Business Representative
Business Representative	Chris Lanier	Business Representative

# Campus Funding Summary

<b>State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	Motivational rewards for good attendance		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Student Agenda		\$500.00
1	1	2	TEKS Resource Conference for teachers (5)		\$5,000.00
1	1	3	Teacher Attendance to AVID Summer Institute		\$2,000.00
1	1	4	Additional technology IPAD cart of 30 devices per Department and coinciding device for teachers		\$9,250.00
1	2	1	Student Agenda		\$500.00
1	2	2	Summer AVID Institute		\$4,000.00
1	2	3	Additional technology IPAD cart of 30 devices per Department and coinciding device for teachers		\$18,500.00
1	2	4	Math CAMT summer conference for teachers		\$9,000.00
1	3	1	Student Agendas		\$500.00
1	3	2	AVID Summer Institute		\$2,000.00
1	3	3	Attend TEKS Resource Conference		\$3,000.00
1	3	4	Additional technology IPAD cart of 30 devices per Department and coinciding device for teachers		\$9,250.00
1	4	1	Student Agendas		\$500.00
1	4	2	AVID Summer Institute		\$2,000.00
1	4	3	TEKS Resource Conference		\$3,000.00

<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	4	Attend CAST conference		\$4,000.00
1	4	5	Additional technology IPAD cart of 30 devices per Department and coinciding device for teachers		\$18,500.00
1	5	1	Student Agendas		\$500.00
1	5	2	Attend TEKS Resource Conference		\$2,000.00
1	5	3	AVID Summer Institute		\$5,000.00
1	5	4	Additional technology IPAD cart of 30 devices per Department and coinciding device for teachers		\$18,500.00
3	1	2	Capturing Kids Hearts		\$2,000.00
4	1	2	Hospitatlity for certain events		\$500.00
<b>Sub-Total</b>					\$120,000.00
<b>Grand Total</b>					\$120,000.00