

Judson Independent School District
Kitty Hawk Middle School
2020-2021 Campus Improvement Plan



Mission Statement

District Mission

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Kitty Hawk Mission

“All Kitty Hawk Middle School students will receive a quality education in a safe and nurturing environment.”

Vision

District Vision

Judson ISD is Producing Excellence!

Kitty Hawk Vision

“Kitty Hawk Middle School is producing excellence to enable students to become successful in a global society.”

Value Statement

Students will receive a well rounded education. KHMS will be a positive place to work and grow as leaders. KHMS will be Exemplary!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kitty Hawk Middle School has a diverse student population with a large enrollment averaging around 1350 students. Approximately half of our students are economically disadvantaged and/or at-risk. Our campus has a long-standing history of being academically sound. The staff is traditionally stable with low turn-over rates and a high number of teachers with ESL endorsement. We are geographically close to Radolph Airforce Base and therefore serve a large number of military connected students. We feed into Veterans Memorial High School.

Demographics Strengths

- Diverse campus
- Offer programs for a variety of needs
- Good Parent involvement and support for extracurricular programs
- Student Attendance: +95% yearly average
- High number of intra/inter district transfers requests from community and from JISD staff.
- Good Teacher retention
- Years of teaching experience: 67% of Staff have 10+ years experience Teachers with advanced degrees =27% 100% Effective Teachers (highly qualified) High number of ESL & GT endorsed teachers
- Active PTSO
- New gym and classrooms

Problem Statements Identifying Demographics Needs

Problem Statement 1: Large enrollment and campus design create problems with insufficient infrastructure and student supervision. **Root Cause:** The campus is made up of several different buildings; campus cafeteria is too small.

Student Learning

Student Learning Summary

Although students did not get to take the 2020 STAAR test due to COVID 19, students did show growth from fall to spring mock STAAR benchmarks on all tests. . Students in special education still struggle in bridging the gaps with their nondisabled peers. Kitty Hawk is currently on a Targeted Improvement Plan. Student groups in need of improvement due to missed targets include white and students of two or more races.

Student Learning Strengths

Kitty Hawk students are strong in writing and math in 8th grade based on school year 2019-2020 fall and spring benchmarks, and in social studies based on receiving a distinction for the 2019 social studies STAAR results. Kitty Hawk received an overall C rating for the 2018-2019 school year. The campus received a B rating for STAAR scores and improved in all areas, except Closing the Gaps and Student Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student groups including White and Two or More Races have not meet learning targets on STAAR reading and math for three consecutive years. **Root Cause:** These two student groups have higher targets than the other groups. Our students in these groups are not keeping pace with other like student groups in the State.

School Processes & Programs

School Processes & Programs Summary

At KHMS, core teachers share a common planning time by content and grade level allowing for collaborative planning and data analysis. New teachers are supported through teacher mentoring programs. The campus has sufficient computers to accommodate eight classes at the same time, not including individual department technology. All teachers have computers in their classrooms. Content department oversight is divided among administrators for curriculum and instructional supervision and coaching. Monthly PLCs are held to assist in data disaggregation and collaborative planning. Monthly mini-professional development sessions are mandated for all teachers on growth plans, new teachers and open to any other teacher wishing to attend.

School Processes & Programs Strengths

Students are supported through Special Education, 504, and RTI, and given supports and accommodations to help ensure academic success. Students have several organizations available to them including band, orchestra, choir, Skills USA, STALL academic competitions, athletics, and numerous clubs. Tutoring is offered one morning and one afternoon per week, along with lunch tutoring sessions given by some teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special education co-teach teams are often not implemented correctly **Root Cause:** Special education co-teachers often do not have the same planning period as their general education co-teachers.

Perceptions

Perceptions Summary

Kitty Hawk Middle School has a long-standing tradition of Kitty Hawk Pride. There is a strong connection between the school and the community. As a campus, KHMS receives several transfer requests each year, especially from JISD staff members living out to the district. Kitty Hawk students excel in academics as well as fine arts, sports, and career and technology competitions. However, there is a perception from parents that there is a lack of control in discipline. Parents feel that students do not respect adults or each other.

Perceptions Strengths

The staff works consistently to improve student behaviors through guidance and counseling, Flight Time kindness activities, and incentives for random acts of kindness. We offer a diverse group of clubs so that students can find a place where they feel they belong. There are numerous opportunities for student extracurricular activities with high student participation and parental support of sports and extracurricular activities. The teachers take pride in their work and are driven to achieve student success. Kitty Hawk works to hold high standards for behavior and academics. Students are consistently held to the Judson ISD Code of Conduct. There is a strong tradition of pride in the school with a large alumni population. PBIS has been implemented beginning in the 2019-2020 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a perception that there are numerous student fights at Kitty Hawk, although fighting and physical aggression only accounted for less than 10% of the referrals during the 2019-2020 sy. **Root Cause:** Much of the negative perceptions regarding behavior come from negative posts on social media.

Problem Statement 2: Students do not feel completely safe and secure at Kitty Hawk **Root Cause:** The open campus concept along with recent school shootings cause students to focus on the possibility of violence on their own campus.

Priority Problem Statements

Problem Statement 1: Student groups including White and Two or More Races have not meet learning targets on STAAR reading and math for three consecutive years.

Root Cause 1: These two student groups have higher targets than the other groups. Our students in these groups are not keeping pace with other like student groups in the State.

Problem Statement 1 Areas: Student Learning


Goals





Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: Increase Mastery level on 2021 STAAR Reading test by +/- 2% points in all grade levels.

Evaluation Data Sources: 2021 STAAR Reading test

<p>Strategy 1: Continue implementation of Readers Workshop with fidelity across grade levels</p> <p>Strategy's Expected Result/Impact: 6th Performance @ Masters 18% 7th Performance @ Masters 31% 8th Grade Performance @ Masters 30%</p> <p>Staff Responsible for Monitoring: ELAR Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
<p>Strategy 2: Continue to update/improve bookroom to facilitate Reader's/Writer's Workshop Model</p> <p>Strategy's Expected Result/Impact: Increase in student reading stamina through an increase in independent reading time. Increase in student lexile levels</p> <p>Staff Responsible for Monitoring: ELAR Department Chair Grade level leads Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
<p>Strategy 3: Continue ongoing professional development on Reader's and Writer's workshop model to support ELAR block in 6th and 7th and ELAR in 8th.</p> <p>Strategy's Expected Result/Impact: Increase in teachers' effective instructional practices in reading and writing</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
	50%		
	Nov	Feb	May
	10%		

Strategy 4: Introduce Blended Learning. Strategy's Expected Result/Impact: Increase in individual student participation as evidenced by individual student grades; increase in 2021 STAAR reading scores compared to 2019. Staff Responsible for Monitoring: Administrators teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue








Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student groups including White and Two or More Races have not meet learning targets on STAAR reading and math for three consecutive years. Root Cause: These two student groups have higher targets than the other groups. Our students in these groups are not keeping pace with other like student groups in the State.

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: Increase Mastery level on 2021 Math STAAR test by +/-2% points in all grade levels.








Evaluation Data Sources: 2021 STAAR math test

<p>Strategy 1: Introduce Blended Learning.</p> <p>Strategy's Expected Result/Impact: Increase in individual student participation as evidenced by individual student grades; increase in 2021 STAAR math scores compared to 2019.</p> <p>Staff Responsible for Monitoring: Administrators teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Daily spiraling of previously taught Math TEKS to ensure retention and mastery of objectives.</p> <p>Strategy's Expected Result/Impact: 6th Performance @ Masters 19% 7th Performance @ Masters 9% 8th Grade Performance @ Masters 26%</p> <p>Staff Responsible for Monitoring: all math teachers administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Implement the use of technology such as, but not limited to, Imagine Math (a web-based learning system) to quickly and accurately identify the level of content mastery and offer individualized lessons and interventions to struggling and at-risk RTI Tier II and III students.</p> <p>Strategy's Expected Result/Impact: increase in math STAAR scores for at-risk students</p> <p>Staff Responsible for Monitoring: Administrators RTI math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
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Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: Increase Mastery level on 2021 STAAR Science test by +/- 2% points in all grade levels.



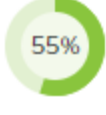




Evaluation Data Sources: 2021 STAAR science test

Strategy 1: Expository science journal entry reflections to make connections & demonstrate mastery Strategy's Expected Result/Impact: Increase in depth in skill mastery/application of skills for Science TEKS in 6th & 7th Grade 8th Grade Performance @ Masters 31% Staff Responsible for Monitoring: Science teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Daily spiraling of previously taught concepts to include TEKS from previous grade levels. Strategy's Expected Result/Impact: Increase in depth in skill mastery/application of skills for Science TEKS in 6th & 7th Grade 8th Grade Performance @ Masters 31% Staff Responsible for Monitoring: Science teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: Introduce Blended Learning. Strategy's Expected Result/Impact: Increase in individual student participation as evidenced by individual student grades; increase in 2021 STAAR science scores compared to 2019. Staff Responsible for Monitoring: Administrators teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: Increase Mastery level on 2021 STAAR Social Studies test by +/- 2% points in all grade levels

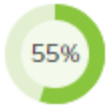






Evaluation Data Sources: Social Studies Mock STAAR test;
2021 STAAR social studies test.

<p>Strategy 1: Daily spiraling of previously taught TEKS to include prior grade level TEKS to make connections. Strategy's Expected Result/Impact: Increase in depth in skill mastery/application of skills for Science TEKS in 6th & 7th Grade Social Studies 8th Grade Performance @ Masters 32% Staff Responsible for Monitoring: Social Studies Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Utilize content specific vocabulary across grade levels Strategy's Expected Result/Impact: Increase in depth in skill mastery/application of skills for Social Studies TEKS in 6th & 7th Grade Social Studies 8th Grade Performance @ Masters 32% Staff Responsible for Monitoring: Social Studies Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Introduce Blended Learning. Strategy's Expected Result/Impact: Increase in individual student participation as evidenced by individual student grades; increase in 2021 STAAR social studies scores compared to 2019. Staff Responsible for Monitoring: Administrators teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: Increase Mastery level on 2021 STAAR writing test by +/- 2% points.








Evaluation Data Sources: 2021 STAAR writing test

<p>Strategy 1: Introduce Blended Learning into all 6th grade core classrooms. Strategy's Expected Result/Impact: Increase in individual student participation as evidenced by individual student grades. Staff Responsible for Monitoring: Administrators 6th grade teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Continue implementation of Writers Workshop with fidelity across grade levels Strategy's Expected Result/Impact: Increase in student writing fluency. Staff Responsible for Monitoring: ELAR Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Continue to update/improve bookroom to facilitate Reader's/Writer's Workshop Model Strategy's Expected Result/Impact: Increase student writing fluency and ability through exposure to literary models and mentor texts. Staff Responsible for Monitoring: ELAR Department Chair Grade level leads Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Consistently provide communication between school, staff, home, and all other stakeholders.








Evaluation Data Sources: End of year parent and staff surveys indicate satisfaction with the school's communication at or greater than 80%. Increased participation in school events.

Strategy 1: Utilize Bright Arrow alert system to disperse important information to parents and staff, including voice messages, emails, and text messages. Strategy's Expected Result/Impact: Increase parent satisfaction with their students' experience at Kitty Hawk. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Work with PTSO to create a Parent Forum Committee to give parents a platform to discuss concerns and suggestions Strategy's Expected Result/Impact: Increase parent satisfaction with their students' experience at Kitty Hawk. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: Parent communication by teacher(s) if student is failing at progress report Strategy's Expected Result/Impact: Increase parental involvement in grade progression Staff Responsible for Monitoring: Teachers Dept Chairs Administrators ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: To increase employee satisfaction and retention of highly effective teachers, staff and instructional aides

Performance Objective 1: Help new staff/new teachers cope and excel in their first year at KHMS to achieve 100% retention rate







Evaluation Data Sources: Survey new teachers returning the following year to gauge satisfaction. New teacher retention rate

<p>Strategy 1: Conduct walkthroughs and provide feedback through coaching.</p> <p>Strategy's Expected Result/Impact: Teacher growth in the area of instructional delivery and student achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Utilize JISD new teacher mentor program pairing every new teacher with a campus mentor.</p> <p>Strategy's Expected Result/Impact: New teacher retention</p> <p>Staff Responsible for Monitoring: Administration Campus Lead Mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Monthly new teacher meetings to discuss concerns and review campus and district policies and introduce teaching strategies.</p> <p>Strategy's Expected Result/Impact: Increase in teacher skill levels in the areas of instruction and classroom management</p> <p>Staff Responsible for Monitoring: Administration Dept Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: To increase employee satisfaction and retention of highly effective teachers, staff and instructional aides

Performance Objective 2: Provide a safe working environment that is supportive and collaborative while meeting the needs of the staff as measured by increased staff retention compared to 2020-2021 SY.

Evaluation Data Sources: Teacher surveys, teacher retention rate

<p>Strategy 1:) Provide opportunities for teacher/staff collaboration and input regarding campus operations and programs</p> <p>Strategy's Expected Result/Impact: Increase in employee satisfaction and retention</p> <p>Staff Responsible for Monitoring: Administration, Dept. Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Provide links to district and outside trainings using Eduphoria, the district website and Region 20 calendars</p> <p>Strategy's Expected Result/Impact: Increase in the amount of training sessions in the teachers' portfolios. Increase in the number of teachers with GT and ESL certificates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: To increase employee satisfaction and retention of highly effective teachers, staff and instructional aides









Performance Objective 3: Promote professional growth through outside and in-district trainings that would lead to a staff that is 100% GT and ESL certified to meet the varying needs of our students

Evaluation Data Sources: Increase in the number of teachers with GT and ESL certifications.

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment

Performance Objective 1: Use State Compensatory Education funds to provide remediation to At-Risk students


Evaluation Data Sources: Increase in STAAR scores of At-Risk students as compared to 2020 STAAR scores





<p>Strategy 1: Provide extended day tutoring and Saturday camps to provide remediation and support. Strategy's Expected Result/Impact: increase in academic performance of at-risk student Staff Responsible for Monitoring: Administrators, RTI teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Provide materials and technology licenses for at-risk students for remediation in reading and math. Strategy's Expected Result/Impact: increase in academic achievement of at-risk students Staff Responsible for Monitoring: Administrators Comp Ed teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment

Performance Objective 2: Provide professional development to teachers and staff working with At-Risk students.

Evaluation Data Sources: Increases in At-Risk students' STAAR scores and grades, and decreases in the number of discipline referrals written on At-Risk students.







Strategy 1: Provide professional development for Comp Ed funded teachers and coaches from Region Centers or other outside resources. Strategy's Expected Result/Impact: Decrease in at-risk students on the grading period failure list Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 1: Reduce ISS, OSS, and DAEP using Campus-Wide PBIS Discipline Plan

Evaluation Data Sources: 20% reduction in repeat placements in ISS, OSS and DAEP in all grades as compared to 2019-2020 school year.

<p>Strategy 1: RtI Behavior Tier III students monitored by grade level Assistant Principal, RTI Instructional Coaches, and monitor teachers (if SPED.)</p> <p>Strategy's Expected Result/Impact: Tier III improve their behavior, reduce referrals, move to lower Tier, or off of RtI entirely</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Implement Campus-Wide Discipline Action Plan created by teachers & administration using PBIS model</p> <p>Strategy's Expected Result/Impact: reduction in campus referrals</p> <p>Staff Responsible for Monitoring: Administration, PBIS committee, teachers and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning







Performance Objective 2: In cooperation with JISD Police Department K9 Unit, initiate biweekly random drug searches of campus.

Evaluation Data Sources: Decrease in the number of DAEP placements due to students in possession of drugs as compared to 2020-2021

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 3: Identify and support students who qualify as homeless under the McKinney-Vento act


Evaluation Data Sources: Number of identified McKinney-Vento students.


<p>Strategy 1: Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.</p> <p>Strategy's Expected Result/Impact: PEIMS homeless reports, Student Residency Questionnaires (SRQ)</p> <p>Staff Responsible for Monitoring: Counselor PEIMS Clerk Registrar Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Provide appropriate services, including supplies, meals, and transportation, to homeless students to improve academic progress, attendance, and graduation rates.</p> <p>Strategy's Expected Result/Impact: Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning


Performance Objective 4: Increase student average daily attendance to 97% or better.


Evaluation Data Sources: Weekly attendance reports

<p>Strategy 1: NBA - Never Been Absent Club: plan and implement celebrations for students with perfect attendance each nine weeks</p> <p>Strategy's Expected Result/Impact: Increase in student daily attendance</p> <p>Staff Responsible for Monitoring: NBA sponsors Administration Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
	 0%		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Addendums