

Waxahachie Independent School District
Finley Jr. High
2021-2022 Campus Improvement Plan



Mission Statement

The mission of Eddie Finley Junior High School is to be a learning-centered institution serving all Constituencies, inspiring an excellence through innovation and empowering students to succeed.

Vision

Vision Statement

Finley will provide a safe and positive learning environment, understand our individual differences, and ensure that all students are challenged and successful.

Beliefs

The business of our campus is to foster the highest level of student learning through collaborative partnerships with stakeholders.

The business of our campus is to foster a safe and orderly campus.

Value Statement

Strategic Goals

We will continue to analyze and use relevant data to improve student achievement and district operations.

We will provide an innovative curriculum.

We will provide professional development for staff.

We will proactively inform and engage our stakeholders.

We will build a better tomorrow through learning, accountability, integrity, responsiveness, quality, quantity, appropriate environment...

Principle & Premises

We will embrace:

New learning standards

Accountability for learning

Motto

“Success Is the Only Option”

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2021

Demographics

Demographics Summary

Finley Junior High is made up of 782 students with 249 6th graders, 259 7th graders, and 274 8th graders. Ours students make up 50.3% economically disadvantaged. Finley Junior High is a Title I campus. Finley strives to create and inviting atmosphere for students parents, and community.

Our students are identified as:

46.27% white

41.79% Hispanic/Latino

8.62% Black/African American

2.16% Two or More Races

.83% American Indian/Alaskan

.33% Asian

Our special populations are:

55.56% At Risk

14.26% Special Education

12:77% LEP

7.63% Dyslexic

7.3% GT

.33% immigrant

Demographics Strengths

Student attendance over 95%

Student participation in athletics, fine arts, clubs, cheerleading, dance and UIL. Finley encourages all students to be active and involved

Positive environment and culture

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus has a high ELL population and very little in the way of support programs and services - for them as students and teachers responsible for them. **Root Cause:** Our teacher and student ethnicity and language do not match.

Problem Statement 2 (Prioritized): Too many students not attending school. **Root Cause:** Not enough accountability at home and state does not enforce truancy laws which causes schools to have to be the enforcer.

Problem Statement 3: Our campus does not support At-Risk students in any way other than math enrichment. **Root Cause:** Lack of Reading Interventionist staff on campus to support struggling readers that effects other content areas.

Student Learning

Student Learning Summary

Finley Junior High is a campus of professionals who are committed to the progress of each student.

Due to Covid - 19 pandemic and the cancellation of Spring 2020 STAAR, the performance section of the 2019-2020 TAPR was not updated. The committee did not have all of the data sources to summarize student achievement for the 2019-2020 school year.

Finley Junior High continued using the advisory as a time to focus on Guidance Counselor Lessons and tutoring. Math and Reading advisories were utilized for targeted intervention. Math Enrichment classes began after Christmas break and included students who failed online, failed the first semester, scored below-level on the Fall/Winter Map Growth Assessment, and teacher recommendations.

The principal at Finley leads data meetings with each subject and grade level after each district common assessment in order to ensure the most effective instructional practices are being utilized and students are given the best opportunities for success. Grade levels will meet monthly to discuss student progress and behavior and how to better serve our students.

Student Learning Strengths

Finley was above the state and district average on 6th Grade Reading STAAR in Approaches, Meets, and Masters.

Finley was above the state average on 7th Grade Reading STAAR in Approaches.

Finley was above the state and district average on 7th Grade Math STAAR in Approaches.

Finley was above the state and district average on 7th Grade Writing STAAR in Approaches.

Finley was above the state and district average on 8th Grade Reading STAAR in Approaches, Meets, and Masters.

Finley was above the state average on 8th Grade Math STAAR in Meets.

Finley was above the state and district average on Algebra I EOC in Approaches (42%>), Meets (30% >), and Masters (10% >).

Core teachers have a class set of chromebooks/laptops.

Due to Advisory procedures and student incentives, the amount of missing work/assignments decreased from previous years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Finley does not address re-teaching for students who are absent, particularly for students who are at-risk of failing due to excessive absences.

Root Cause: There are no consequences for student who do not attend school or make up missed work other than failing a grade.

Problem Statement 2: Course failure are more prominent in science and math. **Root Cause:** Not all core teachers are following best practice for grading and/or WISD grading guidelines resulting in skewed grades.

Problem Statement 3 (Prioritized): Special education and low performing students lack growth at Finley. **Root Cause:** TRS pacing guides assume students are performing on grade level and do not include reteach time or extra time to address student gaps.

Problem Statement 4: There is a need to continually refine the rigor of the Advanced courses (structure) to ensure students enrolled in these courses are prepared for high school and beyond. **Root Cause:** TRS Pacing does not allow for flexibility or enrichment of the course.

School Processes & Programs

School Processes & Programs Summary

Finley Junior High staff members are passionate about their students and content areas. Teachers use the TEKS Resource System that is aligned with the state accountability system. The Finley Admin team consists of one principal and two assistant principals. Finley offers tutoring in the morning from 7:45 to 8:25 everyday. Finley also has a 2nd period Warrior Time that provides interventions and missing homework time for all students. Finley Junior High provides opportunities to learn how to be leaders outside of the classroom by participating in the Chick Fil A Leadership team and our male/female leadership groups on campus. We want all students to be involved at our campus.

School Processes & Programs Strengths

Advisory – we feel like we have a great plan in place to utilize this time each day to help kids stay on top of their work. Teachers running the missing work report and following through on it helps kids to eliminate zeros which raises their averages. Next year we plan to add in the piece of working with a partner teacher. Where one teacher takes the kids with missing work & the other teacher has all the kids without missing work. Those without missing work are allowed extra device time or game time. Our trial of this at the end of the 2020-2021 year showed it to be a great motivator to get work turned in.

We offer many opportunities for students to be involved in leadership roles. We have NJHS, Student Council, CFA Leadership, Male & Female Leadership, and Partner PE.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Finley discipline consequences not aligned or documented in timely manner in Skyward. **Root Cause:** Assistant Principals placing students in ISS without any supporting documentation. Also lack of communication from the APs if there is an alternate plan.

Problem Statement 2: Block Scheduling of ELAR causes major problems in the master schedule for all the other content areas on campus. **Root Cause:** District requiring this concept a few years ago in order to help our students that struggle in writing beginning in 4th grade.

Problem Statement 3: Teachers not following the WISD Grading Guidelines by some staff members. **Root Cause:** Lack of time by administration due to other areas that are addressed throughout the campus.

Problem Statement 4: The way that DAEP students are handled is a problem at Finley/WISD. **Root Cause:** Alternative education students are given work by Finley teachers instead of DAEP certified teachers.

Problem Statement 5: There is not an purposeful time set for teachers in the same grade level to meet which keeps them from creating action plans for students that are struggling with academics and behavior. **Root Cause:** Due to the master schedule of a junior high and singleton classes, it is impossible to be able to meet during school hours.

Problem Statement 6 (Prioritized): Parents were uninformed about their child's grades each six weeks. **Root Cause:** Finley went away with giving out hard copy of reports cards and parents did not check their child's grades through Skyward Family Access.

Perceptions

Perceptions Summary

Finley Junior High provides a safe and positive learning environment, understands individual differences and ensures that all students are challenged and successful. Finley Junior High is known throughout the district as a positive campus that begins in the front office and carries out into the hallways and classrooms. As a result, Finley has very little discipline issues that continues to have the lowest numbers of alternative education and in school suspension placement. Finley Junior High strives to have a family type atmosphere for staff members and students. We want all students, parents, and staff members proud to be a part of Finley.

Perceptions Strengths

Teachers are expected to make positive parent contact weekly.

Campus life in regards to respect, relationships, behavior support and belonging are a strength at Finley Junior High.

Increase of appropriate behavior and decrease in office referrals per district discipline reports provided by Central Administration.

Campus safety, procedures, and protocols with everyone wearing an ID badge and staff understanding the importance of seeing visitors that have not checked in to quickly notify and escort visitor to front office.

Staff leaving the district is very minimal and surveys suggest that staff and parents are happy at Finley Junior High.

Increase in district children choosing to attend Finley is a positive strength to our campus perception.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus does not focus on educating parents in how to support their students. **Root Cause:** There is a lack of parenting classes due to Covid-19 restrictions the previous school year.

Problem Statement 2: Parents and community are not involved in our school. **Root Cause:** Due to Covid - 19 restrictions, only specific events were allowed to be on campus during the previous school year.

Problem Statement 3: Very few partnerships exist at our school. **Root Cause:** Staff members are not reaching out to community members to get involved with our campus.

Priority Problem Statements

Problem Statement 1: Too many students not attending school.

Root Cause 1: Not enough accountability at home and state does not enforce truancy laws which causes schools to have to be the enforcer.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Finley does not address re-teaching for students who are absent, particularly for students who are at-risk of failing due to excessive absences.

Root Cause 2: There are no consequences for student who do not attend school or make up missed work other than failing a grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special education and low performing students lack growth at Finley.

Root Cause 3: TRS pacing guides assume students are performing on grade level and do not include reteach time or extra time to address student gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our campus does not focus on educating parents in how to support their students.

Root Cause 4: There is a lack of parenting classes due to Covid-19 restrictions the previous school year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Finley discipline consequences not aligned or documented in timely manner in Skyward.

Root Cause 5: Assistant Principals placing students in ISS without any supporting documentation. Also lack of communication from the APs if there is an alternate plan.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parents were uninformed about their child's grades each six weeks.

Root Cause 6: Finley went away with giving out hard copy of reports cards and parents did not check their child's grades through Skyward Family Access.

Problem Statement 6 Areas: School Processes & Programs

Goals





Goal 1: Eddie Finley Sr. Junior High School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2022, 90% of all students and each student group will 'Approach Grade Level' on all sections of the STAAR Test. The African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 8% growth.

Evaluation Data Sources: Comparison of previous years; TAPR report card and PEIMS data. STAAR scores from last year will be evaluated.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with an aligned, rigorous curriculum: coherent, articulated, and challenging.</p> <p>Strategy's Expected Result/Impact: Students will be challenged and show improvement on the STAAR test and meet district and state accountability.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Curriculum Specialist.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish common meeting times for department and grade level members. Evaluate lessons, common assessments, and the Response to Intervention process. Teachers will have a purposeful agenda, minutes taken, and provide to the campus principal.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan more efficient and allow grade and subject levels to teach on the same pacing schedule. Teachers will use the Teacher Resource System and follow the instructional focus document. Teachers will also be able to grow in areas where needed by meeting with common planning times and gain insightful strategies from other staff members.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Curriculum Coaches.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: TRS will drive our Curriculum and create a system to connect vertical and horizontal instruction.</p> <p>Strategy's Expected Result/Impact: Students will be able to transfer to any junior high in the district and not lose any instruction. Teachers are also provided curriculum through TRS that will help with efficiency on creating lessons and plans.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Administrators, Department Chairs.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Decrease the gap in STAAR achievement between student groups in all subjects area by using APEX tutorials, Title I instructional personnel, STAAR remediation courses in grades 6-8.</p> <p>Strategy's Expected Result/Impact: Finley will show an increase in percentage of students meeting expectations on the Texas Assessment Instruments.</p> <p>Staff Responsible for Monitoring: Administration, teachers, instructional coordinators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Personnel - Title I (211) - \$65,564.36</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Gather feedback from teachers regarding the implementation of district common assessments; Data must be reviewed via Eduphoria: Teachers review data from district common assessments during data meetings with district curriculum staff and campus principal. Teachers goals should be 90%, 60%, 30% in the three indicator levels by TEA.</p> <p>Strategy's Expected Result/Impact: Teachers will improve instructional methods and students will show an increase on state standardized assessments.</p> <p>Staff Responsible for Monitoring: Administration, Curriculum Specialists, Department Chairs, and staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase appropriate resources to support our ESL, reading, math, science, social studies, and remediation classes. Resources should be TEKS based and close the educational gaps at Finley JH></p> <p>Strategy's Expected Result/Impact: Students will demonstrate improvement in all areas that resources are being utilized and educational gaps will continue to close.</p> <p>Staff Responsible for Monitoring: Curriculum Department, Administration, Department Chairs.</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize Warrior Time (Advisory) to support our struggling students in all subject areas. Students will strategically placed with appropriate staff members in their struggling areas.</p> <p>Strategy's Expected Result/Impact: Students will be given additional instruction through Tribe time and will further increase their knowledge and skills to better serve them on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, teachers Counselling Staff and Curriculum Department.</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Increase student student Performance on the STAAR test by focusing on vocabulary levels, key concepts, hands on activities, and reading levels.</p> <p>Strategy's Expected Result/Impact: Students will become stronger in vocabulary that will help them on all parts of state assessments. Students will also be more engaged in learning through hands on activities.</p> <p>Staff Responsible for Monitoring: Department chairs, Administration, Curriculum Department.</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to provide inclusion support to our course class subjects to improve Special Education scores on the STAAR test.</p> <p>Strategy's Expected Result/Impact: Communication between special and regular education teachers will improve and student will be better served in the educational process.</p> <p>Staff Responsible for Monitoring: Special Education Department, Administration, Counseling Department.</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize Tutoring opportunities for students to maintain a passing grade level and progress throughout the year. Tutoring will be daily from 7:45 am - 8:20 am and also after school tutoring from 3:55-4:55.</p> <p>Strategy's Expected Result/Impact: Finley will show a decrease in student failures and students will have more opportunities for after school activities.</p> <p>Staff Responsible for Monitoring: Staff, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Math teachers provide after school tutoring. - Title I (211) - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Eddie Finley Sr. Junior High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.


Performance Objective 1: Adjust personnel assignments to meet the needs of student enrollment and class size. Per local board policy, class sized must be below 28 students.


Evaluation Data Sources: Skyward System, Master schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor class size and student to teacher ratio.</p> <p>Strategy's Expected Result/Impact: Classes are balanced and provide a good learning environment for students and better teacher support.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize staff for enrichment and tutorial programs. Based on class size and educational gaps.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased satisfactory rates on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Department Chairs, Staff, Human Resource Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze all teacher data in the areas of: Certification, Testing, Experience, and endorsements.</p> <p>Strategy's Expected Result/Impact: Finley will continue to provide students with the best and appropriate certified teachers for our students. Better instruction will take place in result, better scores.</p> <p>Staff Responsible for Monitoring: Principal, HR Department, Title 1 Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support and provide professional development on needed components identified through teacher input and campus STAAR results.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow and improve instructional methods for our students at Finley JH.</p> <p>Staff Responsible for Monitoring: Curriculum Department, Administration, Department Chairs,</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Create a plan with the assistance of Human Resources to attract a more diverse teacher population to meet the needs of our diverse student population.</p> <p>Strategy's Expected Result/Impact: Hire diverse teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Principal, Human Resources

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Eddie Finley Sr. Junior High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: Finley Junior High will continuously provide support and relevant and quality staff development

Evaluation Data Sources: District Surveys, TAPR report, Staff Climate surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Foster a process for support, suggestions and concerns to provide opportunities for feedback and input on campus components.</p> <p>Strategy's Expected Result/Impact: Suggestions will be taken and used to create meaningful support and opportunities for campus needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Administrative Staff, Instructional Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Address curricular needs on an individual classroom/department basis dependent upon walk-throughs and TTESS. Finley principals are expected to do 10 informal walkthroughs that are documented in Google Forms and feedback emailed to staff member.</p> <p>Strategy's Expected Result/Impact: Teachers will be better supported and given the tools they need in order to provide quality instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Department Heads, Curriculum Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus-wide professional development on areas cited in Comprehensive Needs Assessment and in areas of need determined by STAAR scores: (a.) Inclusion/co-teaching model for special education students, (b.) Intervention strategies/plans for all content areas, (c.) Technology addressing needs of all levels of teachers, (d.) Meeting the needs of all student groups by addressing instructional strategies, intervention plans and opportunities to build relationships with all cultures.</p> <p>Strategy's Expected Result/Impact: Finley will know what areas it needs to improve on by the CNA that in result, best serve the needs of the student.</p> <p>Staff Responsible for Monitoring: Administration, Special Education Director, Teachers, Curriculum and Instruction Director.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Create a positive culture for staff to flourish in their specific academic realm. Teachers will feel they can take instructional risks because of the positive environment.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more comfortable and supported by the positive culture that is created at Finley. Students will be given more engaging lessons that will help them be more successful in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Department Chairs, Curriculum Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Finley Junior High will provide teachers with opportunities to attend professional development outside the district throughout the year. Allowing teachers to grow and develop the instructional strategies to prepare students in the content area.</p> <p>Strategy's Expected Result/Impact: Teachers will be encouraged to be life long learners and grow in areas of their teaching content. It will create continuous motivation to grow for all teachers.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Curriculum department.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Eddie Finley Sr. Junior High will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2021, 100% of the parental engagement goals will be completed by encouraging and promoting a climate that fosters family engagement in the education of all students.


Evaluation Data Sources: school surveys, district surveys


Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by providing parents with information regarding campus report card findings</p> <p>Strategy's Expected Result/Impact: Students will be held accountable at school and home by parents being more involved and informed.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Revise and update district, campus, and teacher websites to ensure parents have access to pertinent information and news: Teachers will have use the platform, Google Classroom, for each class, and share code with parents and students.</p> <p>Strategy's Expected Result/Impact: Parents will have easy readily communication over news that is important to the child.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student/parent awareness of and access to career and college planning information through HB 5 meetings in preparation for high school scheduling.</p> <p>Strategy's Expected Result/Impact: Students and parents will have increasing knowledge of information that will be beneficial for career and college readiness.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by providing parents the opportunity to receive information about extra-curricular activity opportunities (specifically UIL and Destination Imagination).</p> <p>Strategy's Expected Result/Impact: Parents will be able to encourage students to participate in extra-curricular activities by having the information.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through House Bill 5 Graduation requirements.</p> <p>Strategy's Expected Result/Impact: Students will be able to perform and stay on track with existing grade levels.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through targeting students demonstrating advanced skills in math, reading, science and social studies to register for advanced courses in grades 6-8 and in grade 9 during spring of grade 8.</p> <p>Strategy's Expected Result/Impact: There will be an increase in numbers of students in advanced courses and ideally will be beneficial for both student and district.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through Open House at Finley JH in March with sessions offered by Global High and WHS administrators.</p> <p>Strategy's Expected Result/Impact: Students will be able to attend these sessions and be better informed for future academics.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers, PIEMS Secretary</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide parenting classes for parents through practical parent education.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: practical parent education curriculum - Title I Parental Involvement - \$59</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Eddie Finley Junior High will better communicate with parents over their child's grades through providing a paper copy of report card each 6 weeks.</p> <p>Strategy's Expected Result/Impact: Parents will have a more and clear understanding of child's grades.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Warrior time teachers will pass out report cards each six weeks, students will initial proving they received it, and parents will sign report card and students will be required to bring report card back by the end of the week.

 No Progress

 Accomplished

 Continue/Modify





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Goal 4: Eddie Finley Sr. Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: By June 2021, Finley will have met 90% of the clean, safe, learning environment needs. 10 % decrease in Bulling incidents, Discipline referrals, and to meet all safety drills and procedures.

Evaluation Data Sources: Skyward, counselor safety alert forms, EOP drill reports spreadsheet, counselor documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor transitional dismissals.</p> <ul style="list-style-type: none"> -Monitor confidential reports. -Maintain camera structure. - Be visible during passing periods, lunches, and arrival/dismissal. <p>Strategy's Expected Result/Impact: Finley will have a decrease in office referrals and safety will increase throughout the building. The morale of the school will be a positive throughout the school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Campus Security</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse, (c). Sexting, (d). Dating violence, including enforcement of protective orders, (e). Binge Drinking, (f). Childhood Obesity, (g). Suicide Prevention, and (h). P.A.P.A. program</p> <p>Strategy's Expected Result/Impact: Staff will be better equipped to monitor students in the following areas and be more proactive in handling these certain situations. Students will demonstrate a more positive outlook by being better served by staff members. Parents will feel like the school and district are taking care of their children through these initiatives.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Revise campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrances. Finley will utilize the the I Love U Guys protocol that all campus staff learned over the summer during a training.</p> <p>Strategy's Expected Result/Impact: School will be much safer with one controlled entrance at the front of the school. All other doors will be locked and security is stationed near the front.</p> <p>Staff Responsible for Monitoring: Administration, Campus Security, District Security, Finley Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement campus attendance incentives for students in order to reach a goal of 98% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: School will be impacted by increase of scores due to students attending class.</p> <p>Staff Responsible for Monitoring: Principals, Attendance Clerk, Teachers, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus school nurse will implement district coordinated school health in order for school clinic to run efficiently and safe.</p> <p>Staff Responsible for Monitoring: Campus nurse, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will coordinate and test all students on campus through the Fitness Gram program in our Physical Education classes.</p> <p>Staff Responsible for Monitoring: Physical Education Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Eddie Finley Sr. Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Discipline referrals will decline by 15% for the 2020 - 2021 school year.





Evaluation Data Sources: Skyward and PIEMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Principals and Staff will be visible during the day - especially during lunch and passing periods. Strategy's Expected Result/Impact: Students will have a better and more positive relationship with administrators by being able to see them throughout the day. Negative behavior will also decrease by this increased staff members monitoring. Staff Responsible for Monitoring: Finley Staff and Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Restorative Discipline Practices to build meaningful relationships with student to promote healthy and productive decisions that support: (a) discipline in the classroom, (b) campus climate and culture, (c) the overall development of our students. Strategy's Expected Result/Impact: By creating a restorative discipline practice, students will be better equipped and taught on how to make better choices with each teacher and therefore less discipline problems in the school building. Staff Responsible for Monitoring: Administration and Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement district policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for students on the Bullying Policy, (iii). Schedule campus anti-bullying activities, and (iv). Support Safety Alert bully Reporting plan, (b). Child Abuse, (c). Sexting, (d). Childhood Obesity, (e). Suicide Prevention. Edit Remove Strategy's Expected Result/Impact: Students will understand and be better informed on bullying which will allow students to attend school without fear of bullying. Staff Responsible for Monitoring: Administration and Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Eddie Finley Sr. Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 3: Trends in staffing, facility, and programs needs will be gathered periodically to direct the necessary adjustments, transition, and placement of staff. Data meetings will be held to discuss the trends.

Evaluation Data Sources: STAAR data, DCAs, Staff surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide appropriate plan for master schedule and instructional spaces with traveling instructors minimized.</p> <p>Strategy's Expected Result/Impact: Staff members will be appropriately placed in areas of their certification and create a schedule that will keep class sizes to the required minimum student teacher ratio approved by the board of trustees. It will also increase teacher morale.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, PIEMS secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with district Support Services team director and members to ensure campus' needs are met that have interrupted student learning in the past (ceiling leaks, water leaks, tile floor, heating and AC needs).</p> <p>Strategy's Expected Result/Impact: Students will have less interruptions in learning when work orders are processed during appropriate times. Building will also be highly functional with proper and scheduled maintenance.</p> <p>Staff Responsible for Monitoring: Principals, Central Office, Curriculum, Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review building floor plan and use of instructional space for optimization on learning and planning.</p> <p>Strategy's Expected Result/Impact: Students will be better served and educated and instructional space will be properly utilized.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum Department, Finley Staff, Maintenance.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Review intervention needs and place staff according to needs and STAAR scores.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate success on the STAAR test by their educational needs being met by using interventions and programs.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, Curriculum Department.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Eddie Finley Sr. Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.


Performance Objective 1: The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.


Evaluation Data Sources: Technology surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide campus-wide professional development on areas cited in Comprehensive Needs Assessment and in areas of need determined by STAAR scores: (a.) Inclusion/co-teaching model for special education students, (b.) Intervention strategies/plans for all content areas, (c.) Technology addressing needs of all levels of teachers, (d.) Meeting the needs of all student groups by addressing instructional strategies, intervention plans and opportunities to build relationships with all cultures.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped in having the resources that were determined by the CNA and students will benefit from intervention strategies.</p> <p>Staff Responsible for Monitoring: Administration, Special Education Director, Teachers, Curriculum and Instruction Director.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide 21st century technology tools and training for teachers.</p> <p>Strategy's Expected Result/Impact: Student engagement will increase.</p> <p>Staff Responsible for Monitoring: Principal, technology department, curriculum coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the integration of Chromebooks into instructional plans.</p> <p>Strategy's Expected Result/Impact: Engaging hands on activities and lessons will increase and student engagement will also increase.</p> <p>Staff Responsible for Monitoring: Principal, technology department, curriculum coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: With the help with WISD technology department, help teachers be able to solve internet and technology problems.</p> <p>Strategy's Expected Result/Impact: less wait time from technology</p> <p>Staff Responsible for Monitoring: Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Create a plan to help promote to parents Skyward Family Access in order for more parent involvement with academics.</p> <p>Strategy's Expected Result/Impact: More accountability at home</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Technology, Finley staff, Principal, Counselors

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 6: Eddie Finley Sr. Junior High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Campus administrators will efficiently and effectively manage and further develop financial resources and allocate those resources to areas of greatest needs.

Evaluation Data Sources: Skyward True Time System





Strategy 1 Details	Reviews			
<p>Strategy 1: Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.</p> <p>Strategy's Expected Result/Impact: Better curricular needs will be met and students and teachers will be supported and served.</p> <p>Staff Responsible for Monitoring: Principal, Staff, administration, Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Materials and training needs for ELAR, Social Studies, Math, and Science are collected, purchased, and prioritized to support instructional needs through documentation including state standards being met.</p> <p>Strategy's Expected Result/Impact: Materials and training's will help teacher instruction that will increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration, Curriculum, Department Chairs, Staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Title I funds will be allocated for curricular needs based on student academic needs following performance on state assessments.</p> <p>Strategy's Expected Result/Impact: All students will be impacted by purchasing curricular needs that will go towards increasing student achievement.</p> <p>Staff Responsible for Monitoring: Administration, Curriculum, Special Ed department, and Staff. Campus Academic Team</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Tutoring opportunities will be available in the morning and afternoon to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Students will have more opportunities outside of the school day to improve grades, academics, and meet their educational needs.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: A yearly survey to pinpoint the needs of our students and facilities at Finley. Evaluate current programs and their effectiveness to student achievement.</p> <p>Strategy's Expected Result/Impact: Finley staff will be able to grow from year to year and programs will benefit from feedback.</p> <p>Staff Responsible for Monitoring: Central Office, Administration, Staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Eddie Finley Sr. Junior High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: Finley will efficiently and effectively manage and further develop financial resources and allocate those resources to areas of greatest need.

Evaluation Data Sources: Skyward True Time System

Strategy 1 Details	Reviews			
<p>Strategy 1: Title 1 funds will be allocated for curricular needs in Math and Reading based on students' academic performance on the STAAR Test, educational success, and growth of each student.</p> <p>Strategy's Expected Result/Impact: Teachers and students will be allowed and given additional tools and support to better instruction that will result an increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Administration, Federal Programs Coordinators, Superintendent of Finance, Department Heads, Curriculum Department.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Materials and training needed for ELAR, Social Studies, Math, and Science are collected and priorities to support instructional needs through documentation including state standards being met.</p> <p>Strategy's Expected Result/Impact: Teachers and students will be allowed and given additional tools and support to better instruction that will result an increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Administration, Superintendent of Finance, Department Heads, Staff, and Curriculum Department.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Make data-driven decisions for spending the allocated funding to ensure the students academic needs are met.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase on state assessments and all students educational needs will be met.</p> <p>Staff Responsible for Monitoring: Principal, Superintendent of Finance, Curriculum Department, Staff, Department Chairs.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Gallas	Interventionist	Title 1	1.0

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Personnel		\$65,564.36
1	1	10	Math teachers provide after school tutoring.		\$1,500.00
Sub-Total					\$67,064.36
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	practical parent education curriculum		\$59.00
Sub-Total					\$59.00
Grand Total					\$67,123.36

Addendums