

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



Mission Statement

Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

At Howard Junior High, our students will believe in themselves, radiate kindness, accept responsibility, visualize success, and embrace their community.

Vision

Waxahachie ISD and Howard Junior High will support and empower our community of learners for success in the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Howard Junior High has a varied student population that offers many groups to which students can belong. Howard is one of 16 campuses in the Waxahachie Independent School District and is a Title I campus. Howard opened its doors in 2008, and it serves students in grades 6-8. The student population totals 644 students. The make-up of the student body is approximately 18% African American, 32% Hispanic, 5% Two or more races, 0.16% American Indian, 0.8% Asian, and 44% White. The average daily attendance rate is 94.5%. There are 42.7% students identified as economically disadvantaged. Howard Junior High has 6% students who are identified as limited English proficient and 12% in the Gifted and Talented program. There are 66 full time teachers with an average of 11 years of teaching experience.

Howard Junior High is equipped with a highly qualified staff. With over 35.9% of staff members having 11-20+ years of experience, there is depth in instruction and mentoring of new staff members. Howard Junior High will continue to work to retain, hire, and recruit a highly effective staff for effective student learning.

Demographics Strengths

- 71% of eighth grade Black/African American students approached grade level on STAAR Reading.
- 76% of eighth grade Hispanic students approached grade level on STAAR Reading.
- 94% of eighth grade students listed as Two or More Races approached grade level on STAAR Reading.
- 100% of eighth grade Asian students approached grade level on STAAR Reading.
- 76% of sixth grade Hispanic and 75% of students listed as Two or More Races approached grade level on STAAR Math.
- 100% of all races approached grade level on the Algebra 1 EOC.
- 100% of Asian students, 83% of African American students, 89% of Hispanic students, and 80% of students listed as Two or More Races mastered the Algebra 1 EOC.
- ELL students are supported through ESL services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a lack of diversity in professional staff. **Root Cause:** Lack of qualified minority applicants for available positions.

Problem Statement 2: African American and Hispanic math STAAR scores are below the state and district average with the exception of Algebra 1. **Root Cause:** Statewide, minority students are performing below the averages of their peers.

Problem Statement 3: African American reading STAAR scores are below the state and district average with the exception of eighth grade. **Root Cause:** Statewide, minority students are performing below the averages of their peers.

Student Learning

Student Learning Summary

Howard Junior High provides challenging, active, and engaged learning in the classroom for student success. In the 2018-2019 school year, Howard Junior High saw gains in many academic areas. Howard Junior High received a distinction for “Top 25% Comparative Closing the Gaps”. Howard Junior High’s overall accountability rating was a B and 75% of our students showed academic growth. Data provided in this section are based on the 2018-2019 TAPR achievement data in addition to historical findings.

Given the impact of COVID-19, our school received a label of Not Rated: Declared State of Disaster for our 2020 accountability rating.

Student Learning Strengths

- Gain of 5% in overall accountability score
- Gain of 3% in student achievement score
- Gain of 11% in school progress score
- Gain of 8% in closing the gaps score
- Gain of 4% in STAAR performance (Approaches Grade Level or Above for all subjects)
- Gain of 4% in STAAR performance (Meets Grade Level or Above for all subjects)
- Gain of 2% in STAAR performance (Masters Grade Level for all subjects)
- Gain of 4% in Students Who Grew a Year Academically (All subjects)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Howard has experienced limited growth in Approaches Grade Level or Above for all subjects. **Root Cause:** There has not been enough focus on targeted data mining.

Problem Statement 2: Howard has experienced limited growth in Meets Grade Level or Above for all subjects. **Root Cause:** There has not been enough focus on targeted data mining.

Problem Statement 3: Howard has experienced limited growth in Masters Grade Level for all subjects. **Root Cause:** There has not been enough focus on targeted data mining.

School Processes & Programs

School Processes & Programs Summary

Howard Jr. High staff is knowledgeable of the state standards and research-based methods for implementation of these critical learning standards. The Howard staff ensures the teaching, learning, and assessment materials and resources are available for a given course of study according to the district scope and sequence. Courses are aligned with the Texas Essential Knowledge and Skills (TEKS) and incorporate instruction and assessment processes into valuable learning opportunities on a daily basis.

Howard Jr. High staff provides leadership and models a collaborative decision making process among staff and students. Use of a collaborative problem solving model leads to quality teaching, improved campus culture/climate, and engaged learning for students.

WISD and Howard Jr. High will use all available technology for student success. To enhance student learning, Howard is a Bring Your Own Technology campus, and students are encouraged to utilize digital resources to support academics. Students are taught digital citizenship lessons throughout the school year. Teachers seek out innovative uses for technology.

School Processes & Programs Strengths

- Class size ratio is 28:1 in core subjects.
- TEKS Resource System aligns teachers on the campus and across the district.
- Advanced courses are offered to meet the needs of all students in math, reading, science and social studies.
- Advanced electives provide opportunities for students of varied ability to seek interests at higher levels.

- Campus committees allow voice for the teachers, staff, parents, and community.
- Eduphoria provides teachers an easy method to collect and maintain trainings, certifications, and enrollments.
- Digital collection of student records though Eduphoria platform provides teachers and administrators immediate access to student records, intervention plans, assessment scores and other valuable records to impact instruction.
- Content area teams provide opportunities for professional communities and shared dialogue among staff members.
- G.U.I.D.E. Mentoring program supports new Howard staff through trainings and observations.

- Students can go digital in a safe, secure, and efficient technological environment using enhanced web filters and firewalls to prevent students from venturing to inappropriate content while on district guest network.
- Howard experienced increased availability to technology for students for academic use through BYOD access, mobile classroom devices, and campus computer access. We are approaching one-to-one device access on our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not have consistent vertical and horizontal planning meetings. **Root Cause:** Teachers teach more than one subject or grade level and/or do not have common planning periods.

Problem Statement 2: Teachers have many questions about Special Populations programs and processes. **Root Cause:** Teachers need training and information about the programs.

Perceptions

Perceptions Summary

Howard Junior High strives to meet the needs of our students and those of our families and community members. Many of our parents are actively involved in their student's education both at home and at school. Our campus goal is to provide the support our parents and community needs in order to make an even greater impact on student learning. Howard Junior High experiences high family participation in all extracurricular programs throughout the school year.

Howard Jr. High has a varied student body with interests in academics, fine arts, athletics and student extracurricular activities. Students are encouraged to advocate for their interests and needs through open communication with campus staff. The staff works to provide opportunities that meet the need of all students through special interest clubs such as National Junior Honor Society, UIL, and Student Council. Many students enhance their junior high years through participation in band, theater, musical theater, choir, drill team and cheerleading. The athletics program offers many sports for both boys and girls while striving to help grow the complete child. Through these programs, teachers and students connect on a level beyond the classroom.

Perceptions Strengths

- Friendly, welcoming environment is evident upon entering the building.
- English to Spanish translation services are provided through support of campus staff on a daily basis.
- School safety is evident with high expectations prevalent throughout the campus.
- School Messenger, Remind, social media announcements, and student planners provide continuous communication opportunities for families.
- Skyward Parent Portal (grades, attendance, enrollment information, and health record) is promoted and viewed by many families on a regular basis.
- Parent Teacher Organization strives to support all students and seeks greater parent involvement.
- Student extra-curricular events and groups promote a positive school image.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PTO and Dads at the Door participation is smaller than in years past. **Root Cause:** Many active participants, and leaders, were lost to rezoning and participation stagnated.

Problem Statement 2: Parents and students believe that bullying is an ongoing issue on campus. **Root Cause:** Some parents and students do not understand the true definition of bullying. Students must be empowered to stand up for others.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Howard Junior High will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By the end of the school year, 100% of the parental engagement goals will be completed.

Evaluation Data Sources: - Parent/Teacher Conferences

- Campus Orientations/Website
- Parent volunteer log/sign-in sheets
- Agendas from parent trainings
- Social Media data
- Survey results





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide information about extra-curricular activity opportunities.</p> <p>Strategy's Expected Result/Impact: * Increased parental involvement</p> <ul style="list-style-type: none"> * Increased volunteer hours * More followers on social media <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff</p> <p>Funding Sources: Parent resources for study habits, online resources, snacks - Supply - Parental Involvement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents with information regarding campus report card findings.</p> <p>Strategy's Expected Result/Impact: * Increased parental involvement</p> <ul style="list-style-type: none"> * Increased volunteer hours <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide online resources for parents to support children at home with content area coursework.</p> <p>Strategy's Expected Result/Impact: * Increased parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities to support student and parent learning through Open House and individual parent meetings. Strategy's Expected Result/Impact: * Increased parental involvement * Increased volunteer hours Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Extracurricular Event Coordinators/Coaches/Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase parent awareness of (and provide student access to) career and college planning information regarding HB 5 in preparation for high school scheduling. Strategy's Expected Result/Impact: * Increased parental involvement * Increased volunteer hours Staff Responsible for Monitoring: Principal, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Use social media (Facebook, Twitter, and Instagram) to share the good things happening on campus. Strategy's Expected Result/Impact: * Positive communication * Positive public relations * Increase in social media followers Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Develop and implement a Parent Compact to engage parents in their child's educational experience. Strategy's Expected Result/Impact: * Increased parental involvement Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Campus Advisory Team	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Howard Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: During the current school school year, there will be zero breeches of security measures in order to provide a safe environment.





Evaluation Data Sources: Security reports, staff feedback, EOP guidelines

Strategy 1 Details	Reviews			
Strategy 1: Analyze campus safety needs, effectiveness of secured entrances and during student safety during transitions. Strategy's Expected Result/Impact: * Students will feel safe on campus Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Behavior Coordinator, Campus Security Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Revise campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrances Strategy's Expected Result/Impact: * Staff will understand and implement the new EOP procedures Staff Responsible for Monitoring: -Campus leadership team, -Office staff -Campus security guard -District Director of Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure WISD Crisis Management Plan is readily available. Strategy's Expected Result/Impact: * Staff will understand the plan Staff Responsible for Monitoring: Principal, Assistant Principals	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 2: Howard Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: There will be a 5% decrease in discipline incidents.





Evaluation Data Sources: Safety alert forms, staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Student safety and emotional strength will be monitored by the staff through various means and with parental input.</p> <p>Strategy's Expected Result/Impact: * Students will feel safe on campus</p> <p>Staff Responsible for Monitoring: Administrative Staff, Teachers, Parents and Students.</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 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.</p> <p>Strategy's Expected Result/Impact: * Students will feel safe</p> <p>* Bullying will decrease on campus</p> <p>* Staff will respond appropriately when a report is filed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Health and PE teachers, Counselors, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continued emphasis on Discipline Framework to build meaningful relationships with students 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.</p> <p>Strategy's Expected Result/Impact: * Decline in student discipline issues</p> <p>* Positive relationships with students will be formed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Office Staff, Teachers, Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continuation of mediation practices on campus through a mediation team of trained staff and students will lower the number of student conflict incidents and issues.</p> <p>Strategy's Expected Result/Impact: * Reduced number of conflict incidents between students compared to previous year</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Mediation Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Howard Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 3: 100% of students will participate in campus health and wellness programs.





- Evaluation Data Sources:** - Lesson plans
 - Workbooks
 - District Adopted Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and implement the district's Abstinence Program curriculum grades 6-8. Program to be delivered through science classes by the counseling staff.</p> <p>Strategy's Expected Result/Impact: * Students will receive the abstinence curriculum lessons</p> <p>Staff Responsible for Monitoring: - Science Teachers - Counselors</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 2: Howard Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 4: Trends in staffing, facility and program needs will be gathered during the current year to be prepared for the following school year. Necessary adjustments will be reviewed for the continuation of a 28:1 ratio in all core classes for the following school year.

Evaluation Data Sources: Class size reports, enrollment data, campus room arrangement, master schedule with shared teaching spaces minimized





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize student enrollment projections to develop an appropriate plan for master schedule and instructional spaces.</p> <p>Strategy's Expected Result/Impact: * A 28:1 ratio in all core classes</p> <p>Staff Responsible for Monitoring: Principal, Assistant principals, counselors, Assistant Superintendent of HR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with district Support Services team to minimize facility needs which could interrupt student learning.</p> <p>Strategy's Expected Result/Impact: * Less interruptions in student learning</p> <p>Staff Responsible for Monitoring: Principal, Director of Support Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Howard Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By the end of the academic year, 90% of students will Approach Grade Level, 60% will Meet Grade Level, and 30% will Master Grade Level on Math and Reading STAAR.

- Evaluation Data Sources:**
- Response to Intervention documentation of progress monitoring
 - Academic Intervention Group attendance records
 - Campus Retention data
 - Summer Program Enrollment
 - STAAR Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all students are provided a quality viable curriculum to support mastery of state standards through high quality lessons.</p> <p>Strategy's Expected Result/Impact: * Increased performance on STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to support the Multi-Tiered Systems of Support (MTSS).</p> <p>Strategy's Expected Result/Impact: * Build a solid foundation for Tier 1 instruction</p> <ul style="list-style-type: none"> * Proficiency for all students *Student, family, and community engagement *Safe and nurturing school environment *Decreasing disparities in student achievement *Increase advanced learning opportunities *Addressing disproportionality in disciplinary rates <p>Staff Responsible for Monitoring: Principal, Asst. Principals, SST Committees, Region 10</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue a co-teach/inclusion model by providing training for all staff members on inclusion and special education needs.</p> <p>Strategy's Expected Result/Impact: *Increased percentage of special education students included in general education classes</p> <p>Staff Responsible for Monitoring: Director of Special Education, Campus Diagnostician, Principal, Special Education teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Prioritize data talk sessions with teachers, district personnel, and administrators in all core content areas.</p> <p>Strategy's Expected Result/Impact: *Increased student performance *Reduced misconceptions/misunderstandings</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students identified as At-risk will be serviced by instructional Title 1 personnel to increase student achievement and close achievement gaps among student groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement of at-risk students</p> <p>Staff Responsible for Monitoring: Principals Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Instructional Personnel - Title I (211) - \$71,297.13</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Howard Junior High 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: All teachers and paraprofessionals will be highly qualified.

Evaluation Data Sources: *State Board for Educator Certification (SBEC) and Human Resources reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze all teacher data in the areas of: (a). certification, (b). testing, and (c). staff development to ensure that teachers are placed in an area that best meets students' needs based on strengths.</p> <p>Strategy's Expected Result/Impact: * Certified teachers will be in place in each core classroom</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Howard Junior High 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: Howard Junior High will continuously provide support and relevant, quality staff development.

Evaluation Data Sources: T-TESS, walkthroughs, CEIC minutes, and PLC minutes





Strategy 1 Details	Reviews			
Strategy 1: Foster a process for support, suggestions and concerns to provide opportunities for feedback and input on campus components. Strategy's Expected Result/Impact: * Improved positive work culture and collegial, collaborative teamwork Staff Responsible for Monitoring: Campus Administrators, Administrative Staff, Instructional Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support teachers through in-service and mentoring program. Strategy's Expected Result/Impact: New teachers will receive mentoring Staff Responsible for Monitoring: Campus G.U.I.D.E, mentor coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support and/or provide professional development on components identified through teacher input and campus TAPR. Strategy's Expected Result/Impact: *Improved student performance *Teacher growth Staff Responsible for Monitoring: Principal, assistant principals, curriculum coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide current technology tools and training for staff. Strategy's Expected Result/Impact: *Increased student engagement *Increased learning for students Staff Responsible for Monitoring: Principal, assistant principals, technology department, curriculum department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Support Professional Learning Teams (PLT) by promoting collaboration on campus decisions. Strategy's Expected Result/Impact: *Improved positive work culture *Collaborative teamwork Staff Responsible for Monitoring: Principal, assistant principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Sustain and open-door welcoming environment for all staff members seeking support of campus administrators. Strategy's Expected Result/Impact: *Improved positive work culture *Collaborative teamwork Staff Responsible for Monitoring: Principal, assistant principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Howard 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: Social media and website pages, WISD technology survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Revise and update district, campus, and teacher websites and social media pages to ensure parents have access to pertinent information and news.</p> <p>Strategy's Expected Result/Impact: * Increased awareness of events * Increased participation * Increased followers and users on social media/website platforms</p> <p>Staff Responsible for Monitoring: Technology Department, Principal, Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate campus technology needs to increase student engagement and provide for the most current learning methods to occur regularly in the classrooms.</p> <p>Strategy's Expected Result/Impact: * Increase in engagement in classrooms</p> <p>Staff Responsible for Monitoring: Technology Department, Principal, Librarian</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 6: Howard Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: By June of the current school year, 100% of the financial management strategies will be completed.





Evaluation Data Sources: Campus budget, purchase orders, CEIC minutes, expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs Strategy's Expected Result/Impact: * Stay within guidelines Staff Responsible for Monitoring: Principal and Secretary over Campuses finances	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop staffing priorities and plans based on proposed funding projections to meet student needs Strategy's Expected Result/Impact: * Increase in student performance Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs. Strategy's Expected Result/Impact: * Increase in student performance Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Seek funding options for technology needs by content area and students' need to support state and district technology standards through: (a.) donated resources, (b.) local, state and national grant sources, (c.) campus funding if available. Strategy's Expected Result/Impact: * Decrease in unnecessary spending Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Advisory Team, Teachers	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 6: Howard Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.

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

Evaluation Data Sources: Budget reports, expenditure reports, STAAR data, DCA data

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: - Increased student performance in STAAR scores in areas where additional funding is provided</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Assistant Superintendent of Finance, Department Heads</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Title 1 funds will be allocated for curricular needs in Math and ELAR based on students' academic needs. Special Education and ELL students needs will be addressed, ensuring federal guidelines are followed.</p> <p>Strategy's Expected Result/Impact: * Professional growth that increases student learning</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Federal Programs Coordinator Assistant Superintendent of Finance, Department Heads, Curriculum Director</p> <p>Comprehensive Support Strategy</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 Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CEIC meeting to provide initial training to develop CNA - Fall 2019

CEIC meeting to develop CNA - Spring 2020

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Ryan Cavazos, Principal

Antwaun Criss, Assistant Principal

Karina White, Assistant Principal

Bethany Bolding, Parent

J. Lance Bray, Parent

Rebecca Lockridge, Parent

Stacey Alcala, Business Representative

Pamela Guardado, Business Representative

Joey Alcala, Community Representative

Trenton Polk, Community Representative

Robin Willett, Counselor

Elaine Clem, Teacher

Erin Lightsey, Teacher

Julian Garza, Teacher

Jessica Chambliss, Teacher

Courtney De La Cruz, Teacher

Donna Harvey, Teacher

Tanya Jones, Teacher

Misha Navarro, Teacher

Lisa Richter, Teacher

Carol Watson, Teacher

2.2: Regular monitoring and revision

Campus Improvement Plan revised and developed - Winter/Spring 2020

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan developed -Winter/Spring 2020

CIP will be posted to the school website

CIP is in English and translation will be made available to parents upon request

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards by:

- Using effective instructional strategies that are scientific research based
- Using effective instructional strategies to meet the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners

2.5: Increased learning time and well-rounded education

- Tutoring will be provided before school, after school, and during advisory time to increase learning time
- Extra-curricular activities (sports, UIL, choir, band), mentoring groups, clubs, and other programs will be introduced to provide a well-rounded education

2.6: Address needs of all students, particularly at-risk

- Tutoring will be provided before school, after school, and during advisory time to increase learning time and address specific skills deficits
- Extra curricular activities and intervention programs provided to enhance instruction

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Involvement Policy was developed with parents and staff members and will be available online in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

The School-Parent Compact and Parent Involvement Policy meeting will be held in September 2020

Our annual Title 1 Parent Meeting will be held in September 2020

Other parent involvement meetings and activities are as follows:

Daily Dads at the Door

PTO Meeting TBD

Open House TBD

Grandfriends Week TBD

Waxahachie Junior High Career Fair TBD

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth McCullough	Math Intervention Teacher	Title I	1.0

Campus Funding Summary

Supply - Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Parent resources for study habits, online resources, snacks		\$0.00
Sub-Total					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Instructional Personnel		\$71,297.13
Sub-Total					\$71,297.13
Grand Total					\$71,297.13

Addendums

**Addendum to 2019-20
Campus Improvement Plan
District Improvement Plan**

Subject: Pregnancy Related Services (PRS) Program

Pregnancy Related Services (PRS) are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy prenatal and postpartum periods. The program is designed to help students adjust academically, mentally, and physically and stay in school.

- A. PRS services are delivered to a student when:
 - 1. the student is pregnant and attending classes on a district campus,
 - 2. a valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a district campus, or
 - 3. a valid medical necessity for confinement during the pregnancy postpartum period prevents the student from attending classes on a district campus.
- B. Identification, intake documentation, and needs assessment of pregnant students will be completed, verified, and filed by authorized district personnel.
- C. The following services will be offered to each student eligible for PRS services: (It is not required that each student needs or uses each/every service.)
 - 1. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, or additional PRS contact hours for the prenatal or postnatal special education homebound student provided by a certified teacher, nurse, counselor, or social worker
 - 2. Pregnancy/parenting-related counseling and self-help programs
 - 3. Career counseling and job-readiness training
 - 4. Coordination of child care services for the students' children, if applicable
 - 5. Instruction related to child development, parenting, and home and family living
 - 6. Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs
- D. The certified teacher, serving as the CEHI instructor, will maintain a log of home instruction during the period the student receives CEHI. The certified teacher, nurse, counselor and/or social worker providing the PRS supplemental to homebound services for the special education homebound student will maintain a log of PRS contact hours.
- E. Documentation of each student's participation in the PRS program will be on file with the Coordinator for School-Aged Parenting Program. This documentation will include:
 - 1. Affirmation by a campus official or by a licensed medical practitioner verifying the student's eligibility to receive PRS.
 - 2. Intake documentation by a campus official recording the date of initial contact with a student regarding the student's pregnancy
 - 3. For each period of prenatal confinement, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the prenatal confinement.
 - 4. Documentation by a campus official of the date when the student's pregnancy ended
 - 5. When the break-in-service option is used, documentation by a campus official of the infant's hospitalization period(s), including the date(s) the infant was released from the hospital.

6. For each student whose postpartum period was extended, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the extended confinement.
 7. When the prenatal student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation by a licensed medical practitioner granting permission for the student to be on campus for the temporary, limited services.
 8. When a special education student is served through the PRS program, **both** PRS and special education documentation
 9. The teacher's log of the actual amount of CEHI each student received for each week the student received CEHI (applies to both prenatal and postpartum periods)
- F. Compensatory education allotment funds are used to supplant regular educational instruction and to fulfill daily attendance requirements during the period of a student's homebound confinement.