

Midland Independent School District
San Jacinto Jr. High
2015-2016 Campus Improvement Plan



Mission Statement

The Mission of San Jacinto JHS is to prepare our students to advance their academic potential in a safe learning environment.

We will lead them to become productive citizens through the shared responsibility of students, parents and community.

Vision

Through exceptional teaching methods in a nurturing environment, San Jacinto will inspire students to:

- *advance their academic potential
- *be passionate, reflective learners
- *become caring global citizens
- * lead healthy, active and balanced lives

Value Statement

Core values are the fundamental beliefs of a person or organization. The core values are the guiding principles that dictate behavior and action. Core values can help people to know what is right from wrong; they can help organizations to determine if they are on the right path and fulfilling their goals; and they create an unwavering and unchanging guide.

These are the core values of San Jacinto Junior High School:

Servant leadership - involves the individual demonstrating the characteristics of empathy, listening, stewardship and commitment to personal growth toward others.

Reliable - that may be [relied](#) on or trusted; dependable in achievement, accuracy, and honesty.

Diligence - constant and earnest effort to accomplish what is undertaken; persistent exertion of body or mind

Caring - the provision of what is necessary for the health, welfare, maintenance, and protection of someone or something.

Professionalism - the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well

Respect -to show consideration for; valuing each other's point of view; being open to being wrong; accepting people as they are

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics: San Jacinto Junior High had a population of 709 students in 2014-2015 at STAAR testing date. We currently have 748 students enrolled at SJ for the year 2015-2016. SJ in 2014-2015 was approximately 9% African American, 64% Hispanic, 26% White, 1% Asian/Pacific Island, AM Indian/Alaskan/Multi-racial, 47% Economically Disadvantaged, 6% of the students are identified as Special Education, and 8% LEP. San Jacinto's 2014-2015 attendance rate was 94.6%. SJ administrative staff with the help of the attendance clerk and counselors help monitor student attendance on a daily basis, making parent contact and working with students to make up attendance credit. With a high population rate of Hispanic and low socio-economic students on our campus, our teachers help monitor student attendance and continually make parent contact. Saturday School and tutorial are assigned and offer to help students recover time due to absences. Continued efforts will be made to monitor and improve attendance and provide interventions for the academically fragile students that are at-risk.

Demographics Strengths

SJ is unique in the fact that we are a Junior High with a New Comer Program. MHS feeder students coming into Midland from out of the country, that are Junior High appropriate age, will attend SJ. This adds to our diversity and culture. These students bring a fresh view and many new qualities to the atmosphere and culture of SJ. We are the smallest of the Junior Highs in Midland, allowing for a more close and family-like feel and atmosphere

Demographics Needs

Also due to the fact that all ELL students are tested in Reading with no exemptions, the New Comers are at a great disadvantage in achieving success on the State assessment in Reading and Writing. The state offers STAAR-L in Math, Science and Social Studies and this allows these students to have linguistic accommodations to aide them on the State Assessment and the testing vocabulary is somewhat simplified in those areas. Our ELL population remains in the spotlight for added help, as well as our Hispanics, African Americans and Economically Disadvantaged in writing and Special Education students in Math. Economically disadvantaged student scored extremely low in Science and Social Studies on the 14-15 STAAR test. All students scored lowest in Science.

Student Achievement

Student Achievement Summary

- **Student Achievement:** San Jacinto Junior High currently has a TEA rating Improvement required. SJ met 22 of the 38 System Safeguards as set by the state.

TOTALS FOR ALL STUDENTS

Analysis of STAAR DATA 2014-2015 For San Jacinto JHS

TOTALS FOR ALL STUDENTS

7th Grade							
Subject	Total	Level 3		Level 2		Unsatisfactory	
Reading	354	46/354	13%	219/354	62%	135/354	38%
Math	304	3/304	1%	176/304	58%	128/304	42%
Math (L)	17	0/17	0%	2/17	12%	15/17	88%
Writing	354	13/354	4%	227/354	64%	127/354	36%
8th Grade							
Reading	357	59/357	17%	232/357	65%	125/357	35%
Math	312	12/312	4%	169/312	54%	143/312	46%
Math (L)	16	0/0	0%	9/16	56%	7/16	44%
SS 8	341	30/341	9%	175/341	51%	166/341	49%
SS 8(L)	16	0/16	0%	0/16	0%	16/16	100%
Sci 8	342	30/342	9%	160/341	47%	182/342	53%
Sci 8 (L)	16	0/16	0%	2/16	13%	14/16	88%
Algebra I	62	38/62	61%	62/62	100%	0/62	0%

System Safeguards met were:

All students in reading, math and writing; Hispanics in reading, math and writing; Whites in reading, math, writing, science and social studies; and Economically disadvantaged in reading.

System Safeguards NOT met were:

All students in science and social studies; African American in all areas; Hispanics in science and social studies; Economically disadvantaged in writing, science, social studies; Special Education in reading and writing; English Language learners in reading, science and social studies.

Student Achievement Strengths

Algebra I students all passed the EOC STAAR. They continue to excel in upper level math. AVID students are one step away from making SJ an AVID recognized school. We are implementing Cornell notes, AVID Weekly and AVID organizational skills school wide. TELPAS score for the 14-15 school year for SJ were significantly higher than the state average for both 7th and 8th grades.

Student Achievement Needs

- An area of focus this year is Economically Disadvantaged students that missed 3 out of 4 safeguards and African American student that missed all of the safeguards.
- An Areas of focus for this year is MATH, with new TEKS and new curriculum, this is challenging the students and pushing them up a full grade level on TEKS, sometimes 2 and 3 grade levels. Also Reading across the content areas. Reading score have decrease over the last 3-4 years.
- ELL scores in Reading to improve across the grades.
- Intervention classes for all students that failed to meet standard on Reading and/or math will be mandatory during the school day. After school tutorials will be available Monday through Friday from 4:05-4:45 and provide transportation for those in need. District initiatives will be implemented with fidelity. Common formative assessments will be used throughout the six weeks in all academic areas in Math, Reading, Writing, Social Studies, and Science in all grade levels. PLC collaborative group, STAAR\$Ward, SIOP, CHAMPS will be used in all academic areas to help all students become more successful with specific emphasis on special education students, ELLs and Economically Disadvantaged.
- Three writing advisory classes added to focus on TELPAS writing skills. ELL students attend these advisory classes daily to work on writing, grammar and vocabulary skills as a pullout of enrichment for a six week period.
- An enrichment/intervention class has been added to improve student productivity and scores.

School Culture and Climate

School Culture and Climate Summary

- **School Culture and Climate:** The San Jacinto Culture was reviewed by the staff members. SJ's strengths lie in the quality of the instruction provided and the intervention programs offered to all students on campus. This atmosphere helps all of our students be successful and is reinforced by the family atmosphere shared by the staff members. SJ also attempts to ensure that ALL students' languages and cultures are represented through parent communication: signs posted in hallways, events, etc. This is attributed to the time on task in classrooms and a true lesson focus with the end in mind. Teachers have established content and language objectives for each day which allows for true TEK/ELPS related teaching and no time wasted. A campus wide discipline program CHAMPS is continuing. As individual teachers, most have established a great rapport with students. This has really helped foster a positive student/teacher relationship. The teachers that attended athletic events and other extracurricular activities reaped the rewards in the classroom. Students were more respectful of the teacher, were prone to correct behavior issues quicker and work harder to achieve academically within the mentors classroom.

*Teen Flow is an organization that mentors students. They work with SJ students on Wednesdays at lunch to help mentor students and help with self-esteem building. *Melvin Adams is a motivational speaker that comes to SJ two times a semester to help with self-esteem. He brings motivational speakers to provide school wide assemblies. *CHALLENGE DAY is a motivation program that will come in for 4 days in the first semester for team building and conflict resolution with 400 Students.

SJ implemented a new bell system that has helped to change the climate. The bell system plays music during passing period to move the students on to class. This has helped to reduce the number of Tardies normally seen in a school day. It also improves the mood and attitude of the students and staff.

School Culture and Climate Strengths

This year SJ along with their PTA is continuing positive discipline program to encourage good behavior and fewer discipline referrals. This program is the Mustang Motivator program. This encourages students to behavior positively by allowing teachers to "punch" holes in students Mustang Motivator cards for small infractions. This is immediate attention to poor choices or behavior and not a referral for students. At the end of the six weeks, all students with 3 or less hole punches will attend a Mustang Motivator party sponsored by the PTA and community members. All students with zero hole punches will receive a full week of "No Uniform" privileges.

Also, SJ have implemented a "Positive Referral" system for student who do something out of the ordinary. They bring that to the office and receive an immediate reward and then their name is placed in the pot, along with the referring teacher, for a bigger prize at the end of the six weeks.

- Challenge Day
- Teen Flow

- Melvin Adams
- PTA volunteers

School Culture and Climate Needs

- Improve Attendance and number of tardies by implementing a new bell system
- Improve student attitudes by implementing incentives for: attendance, tardies, A & AB honor rolls.
- Improve student attitudes and encourage good behavior/discipline by posting "Catcha" photos on the Media center displays.
- Improve staff attitudes by giving incentives for following AVID strategies, working hard and going "above and beyond".
- Reduce the number of discipline referral that place students in ISS, DAEP, OSS or expulsion.
- Improve parent involvement by adding a Parent Liaison that will coordinate parent meeting once a month.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention: The school has seen quite a bit of teacher turnover the past few years as well as administrative staff which has affected campus climate. The campus has worked on staff continuity and motivation to stay. SJ has established a mentoring system for brand new teachers to MISD and a buddy system for those with teaching experience but are new to SJ. All San Jacinto teachers and paraprofessionals meet highly qualified standards. They are involved in district and campus planning and staff development to improve student achievement.

Staff Quality, Recruitment, and Retention Strengths

Many of our teacher here have been part of SJ for 8 or more years. They bring a foundation of stability to the climate of the school. They are always willing to teach and mentor new teachers to the campus and new teachers to education. We bring a atmosphere of "family" on the SJ campus.

Staff Quality, Recruitment, and Retention Needs

Many of our teachers are young and leave when they began families. Needs are to have list of qualified child care providers for the teachers to be able to have choices for their children. With the economy now it is hard for teachers with school age children to find after school care.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment: District adopted initiatives have been implemented on the San Jacinto campus. Excellence in Teaching has been implemented in ELA, Math, Science, and Social Studies. Students will also be monitored with common formative assessments throughout each six weeks. Students will be monitored on an individual basis with attention on the academic fragile groups of African Americans, Economically Disadvantaged and ELL students. Frequent walk throughs (IFVs) will be made by administrators and department chairs to insure that high yield strategies are being implemented, to ensure that teachers are teaching at a higher rigor level, to ensure teachers are implementing standards required by the state, and that students are showing growth and success. San Jacinto has implemented PLC collaborative groups in departments and interdisciplinary. These groups have dedicated meeting times to plan and collaborate together about curriculum, strategies and students. San Jacinto staff has been trained in STAAR4Ward strategies and are implementing them for the success of ALL students.

Curriculum, Instruction, and Assessment Strengths

- Excellence in Teaching is implemented in all core areas.
- Department planning times are common within the cores across grade levels.
- Co-teachers for Special Education.
- Teaming for teachers and students during Enrichment/Intervention, and common collaborative times.
- Co-teachers for ELL.

Curriculum, Instruction, and Assessment Needs

- More time to teach writing and reading, possible a two hour block.
- More remediation time for math skills not mastered in previous grades.
- New Comer students mastering reading well enough to pass the state STAAR test, without a STAAR-L for reading.
- New math TEKS are, many times, two grade levels above where these students are. Need additional time to teach these new math TEKS.

Family and Community Involvement

Family and Community Involvement Summary

- **Family and Community Involvement:** San Jacinto has a great parent PTA base. These parents are very involved and help in any capacity needed. Mustang Mania is held at the beginning of the year as a “meet the teacher” aspect with a high attendance rate. Open House also brings in a high volume of parents to San Jacinto as we also have student performances and a hamburger cookout held by the Athletic department. SJ holds meetings a year to assist ELL students and their parents. One is held at the beginning of the year to help parents fill out all school/district forms with translation assistance in Spanish . A parent meeting is held at the end of the first semester and at the end of the year to offer assistance for parents in regards to student success, parent need, etc. Family activities are also held throughout the year to involve both parents and students in school activities. We have one Partner in Education. Donations from students, parents, and community members are made for “used” and “newly purchased” uniforms that the school houses for students in need. SJ has also involved in community fundraisers such as United Way, March of Dimes, Santa Pals, Can Food Drives, HOT and the Leukemia foundation. This year SJ is adding a Parent Liaison to conduct monthly parent meetings to involve parents and answer questions. SJ has a monthly newsletter that is sent out electronically to inform parents of activities that are occurring.

Family and Community Involvement Strengths

- Title 1 parent meetings
- Mustang Mania nights
- Open house
- PIE - 7-11, parent donations of money and time
- Parent Liaison

Family and Community Involvement Needs

- Reaching Hispanic and African American parents to be involved in meetings and PTA
- More parents wanting to get involved at school
- Mentors for students with attendance issues

School Context and Organization

School Context and Organization Summary

School Context and Organization: San Jacinto will work to keep parents informed and be part of the decision making process. All schedules and duties are made with student achievement and safety in mind. Parent conferences will be scheduled by parent, student, or teacher need through department chairs. The counselors will present classroom presentations that are socially and age appropriate. Counselors will also be available based on student needs. Daily Planners, School web site, Parent Connection, School Links, informal/formal conferences, and academic student notebooks will help to improve communications.

School Context and Organization Strengths

- All teachers were trained on ParentLink to help communication with home
- All teacher web pages are updated each six weeks
- AVID binders for all students provided
- Planner for AVID students
- Common departmental conferences for planning
- Common PLC collaborative meeting time for interdisciplinary teachers
- Strong PTA

School Context and Organization Needs

- Need for vertical alignment from 6th to 7th grades and 8th to 9th grades

Technology

Technology Summary

- **Technology:** Using the district inventory, efforts will be made to update the campus technology. Smartboards, document cameras, and computers will be purchased as the budget allows. Teachers will continue to attend district technology training to become proficient on the district technology test. Students are being provided more opportunities to use technology due to district initiatives. A teacher technologist is on staff to assist teachers and students with technology needs. Opportunity to purchase more mobile laptop computer lab, Chromebooks and iPad labs for students, camera for "flipped" classrooms is a goal for this year. BYOD for all students beginning in October. SJ push is to meet the 1:1 ratio of students to Chromebooks all students.

Technology Strengths

- Computer labs for students to access
- WiFi access throughout the school
- iPods for ELL students to take PowerPoint's/notes home to study
- Rosetta Stone for ELL
- 60 mobile net books, 30 science laptops, 30 SJ laptops, 180 Chrome books
- 30 iPad2 for students

Technology Needs

- WiFi access for all students throughout the school needs a large boost
- Mobile Computer labs, Chromebooks and carts
- Mobile iPad labs
- Added memory or updated computers for teachers

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS






Support Systems and Other Data

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

Goals


Goal 1: San Jacinto will support high academic standards.

Performance Objective 1: 100% students will reach high standards, at a minimum, reaching Level 3 on the STATE assessment or one point above the state passing standard.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will use PLC collaborative meetings, STAAR4Ward, Eduphoria disaggregation, Excellence in Teaching and common formative assessments to develop materials and lessons for instruction for individual students from a diagnostic study of TEKS/ELPS objectives. (Target Group: All) Used all year.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Assistant Principal(s), Principal, Technical Assistance Team (TAT)	Formative - Common assessment results at the end of each 3 weeks, STAAR results at the end of the year.				
Funding Sources: 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Grade level departmental planning will be conducted during conference periods at least once a week and department logs will be kept to ensure district curriculum guidelines are followed. (target group :all)</p>	1, 2, 3, 8, 9	Department Chairs, Assistant Principal(s), Principal, teachers	Formative -Common assessment results at the end of each 9 weeks, core exam results at the end of each semester, STAAR results at the end of the year.				
Funding Sources: 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will utilize data analysis from 9 week TEKS based assessments and Common Formative Assessments to develop materials and lessons for small group instruction to help students meet state passing standards in all core areas. (target group: all) Supplies need are paper, card stock, markers, highlighters, dry erase markers, note cards, and such.</p>	1, 2, 3, 8, 9, 10	Principals, Teacher, Technical Assistance Team	Formative - Common assessment result and STAAR results at the end of the year				
Funding Sources: 211 Title 1							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: San Jacinto will support high academic standards.

Performance Objective 2: An AVID site team will be established and sent to AVID Summer Institute to train them in AVID strategies with a 100% emphasis on Rigor/Relevance/Relationships, to become an AVID demonstration school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Continue an advisory class period to the class day to implement AVID strategies, build organizational skills, vocabulary development, team building and tutorial help. Use of the Advisory class to team students and teachers for enrichment and intervention activities.</p>	1, 2, 3, 7, 9, 10	Principal, Assistant Principals, advisory teachers and Department chairs.	Students will improve on academic achievement in both grades on report cards and test scores. Monitored through end of six weeks grade reporting.				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Students will keep a 3 ring notebook and dividers to keep all their notes and class information using the AVID notebook organizational strategy. Students will keep a daily planner and take notes using Cornell style method to help develop their organizational skills. Meet monthly with the AVID team members. (target group: all)</p>	1, 2, 3, 6, 8, 9, 10	Principals, AVID teacher, Advisory teachers, teachers, Family and Community partnership Coordinator	Formative -10 instructional focus visits and observations completed weekly by administrators and department chairs. Weekly binder checks in advisory class.				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Use AVID weekly Reader, in each core content area, to enhance student reading skills, with a focus on developing alternative reading strategies.</p>	1, 2, 3, 7, 9, 10	Principals, AVID teachers, Leadership teams	Formative - instructional focus visits, observations completed weekly in advisory classes, discipline reports, grade reports completed at the end of each six weeks.				
Funding Sources: 211 Title 1 - \$0.00							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) AVID students will apply AVID strategies across the curriculum. They will visit college campuses to gain background knowledge in preparation of seeking out colleges. SJ will provide two 8th grade AVID class and one 7th grade AVID class.</p>	1, 2, 3, 8, 9, 10	Instructional Facilitator, teachers, principals, campus counselors, teachers	College applications, PSAT scores, Formative - College applications PSAT Students will improve on academic achievement in grades, organization and test scores. More students will seek out post graduation education opportunities.				
Funding Sources: 211 Title 1							
							

Goal 1: San Jacinto will support high academic standards.






Performance Objective 3: Increase student attendance to meet the districts 96%, motivation and rigor/relevance in the classroom.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) The counselors and teachers will work with all students with emphasis on special student population and their parents regarding student progress, attendance and student individual needs. A flier about Compulsory Attendance will be sent out at the beginning of school to inform all about the importance of attendance. Postage cost for parent mail outs for invitations and reminders.(target group: ALL, ECD, At Risk)</p>	1, 2, 6, 9, 10	Assistant Principals, counselors, principal, teachers	Daily attendance reports, STAAR results at the end of the year, benchmark results and grade reports at the end of each 6 weeks.				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>2) Motivational awards, recognition, and certificates will be used to recognize students and teachers successes - A, A/B honor roll, perfect attendance and mustang motivator card. PTA and PIE will work with our students to provide rewards for attendance, good discipline and academic performance. (target group: all)</p>	1, 2, 6, 10	Assistant Principals, principal, counselors, department heads, teachers	6 weeks perfect attendance reports, Ecampus reports, honor roll reports, teachers, students parent surveys, reduced discipline referrals				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Addition of Teaming to advisory classes to focus on improving attendance, discipline and academic achievement. With this the addition of Team leaders for each of the 7 teams to receive a stipend for extra duties for instruction support and organization (\$1,000 per semester)</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal, Team Leaders	Student improvement on academic achievement in formative and summative assessments.				
Funding Sources: 211 Title 1 - \$16000.00							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Work to create a learning environment that is safe and conducive to learning by utilizing Tardy eLinator System that will help improve student tardies and discipline(approx \$900).</p>	1, 2, 9, 10	Principals, attendance clerk	Reduce the number of tardy students, therefore increasing the time for instruction.				
Funding Sources: 211 Title 1							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 2: San Jacinto will uniformly use effective instructional strategies.

Performance Objective 1: 100% of the special population sub groups will receive extra assistance.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will be placed in Reading and Math Intervention classes if they failed to meet standard on the previous year's STAAR reading and/or math test.</p>	1, 2, 3, 7, 8, 9	Academic coaches, Principals, Intervention teachers/coaches, English department chair, Math department chair	STAAR assessment results at end of current year.				
Funding Sources: 211 Title 1, 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Provide Super Saturday School Events for students to focus on core academic areas, receive extra help and mandatory make up attendance time. Provide snacks/breakfast for Super Saturday school students. Use of PTA and PIE for rewards and Title 1 funds for snacks.</p>	1, 2, 3, 7, 8, 9, 10	Principals, teachers, tutors	Monitor Saturday School attendance correlation with academic achievement and make up attendance time.				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Allow all students to stay for tutorials and have snacks provides and transportation home.</p>	1, 2, 3, 8, 9, 10	Principals, tutors, teachers	Monitor tutorial attendance, grade reporting at the end of each six weeks.				
Funding Sources: 211 Title 1							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: San Jacinto will uniformly use effective instructional strategies.

Performance Objective 2: Sheltered instruction and other strategies will be provided to 100% of the Newcomers and ESL students to increase opportunities for STAAR/TELPAS/STAAR-L success.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will receive training and utilize the SIOP/ELPS/KAGAN strategies learned to differentiate instruction with available resources including but not limited to Inside, KAGAN, ELPS resources and Language Power.</p>	1, 2, 3, 4, 8, 9, 10	Academic coaches, principals, Director of Bilingual/ESL, teachers	STAAR, STAAR-L results and TELPAS results at the end of the year.				
Funding Sources: 263 Title III, Bilingual							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) NewComer Academy will provide the Rosetta Stone language program to encourage the development of the English language in our student that are new to America.</p>	1, 2, 3, 7, 8, 9, 10	ESL/Newcomer teachers, principals, Bilingual/ESL director	STAAR, STAAR-L results and TELPAS scores at the end of the year.				
Funding Sources: 263 Title III, Bilingual							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

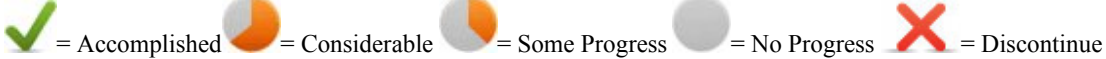
Goal 2: San Jacinto will uniformly use effective instructional strategies.

Performance Objective 3: 100% of the students served in Enhanced Academic Services, ELL, and Special Education will receive differentiated instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will work on the improvement of academic language using SIOP/KAGAN/ELPS, Lead4Ward, Excellence in Teaching and other strategies.</p>	1, 2, 3, 7, 8, 9, 10	Principals, teachers, department chairs, special education, instructional specialist	Students will become successful through the use of academic language with successful STAAR results, STAAR-: results and TELPAS results at the end of the school year				
Funding Sources: 263 Title III, Bilingual							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will use current and most up to date Level of Blooms to correlate to students expectations and the TEKS when creating content and language objectives. Professional Development will be provided through campus based instruction.</p>	1, 2, 3, 4, 8, 9	Director of Bilingual/ESL, Director of K-12 Literacy, instructional facilitator, teachers	10 instructional focus visits completed weekly by administrators and dept. chairs will prove the use of measurable objectives as well as the levels of Blooms.				
Funding Sources: 263 Title III, Bilingual							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Students will receive assistance through the use of co-funded content mastery, co-teach and modified assignments. (target group: SPED, 504)</p>	1, 3, 7, 8, 9, 10	Assistant Principals, Principal, Special Ed Teachers, and teachers	End of 6 weeks grading report, test results.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 2: San Jacinto will uniformly use effective instructional strategies.

Performance Objective 4: Provide assistance for special student population and their parents, including but not limited to economically disadvantaged, at-risk, ELL, and African-American students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Counselors and staff will work with the needs of special population students and their parents: including but not limited to Economically Disadvantaged, At-Risk, LEP and African-American Students.</p>	1, 2, 6, 9, 10	Principals, counselors, teachers	Student Drop out rate, parent involvement, DAEP/ISS enrollment				
Funding Sources: 211 Title 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide ELPS flip charts for staff use in improving TELPAS, STAAR scores specifically for economically disadvantaged, at-risk , African American and ELL students.</p>	1, 2, 3, 8, 9, 10	Department chairs, directors of Bilingual/ESL, Principals teachers	STAAR data, STAAR-L, TELPAS data, 6 week reports Eduphoria.				
Funding Sources: 211 Title 1							
							


Goal 3: San Jacinto will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 1: 100% of the teachers will attend conferences and/or professional development to receive professional training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Administration will attend TASSP annual conference, and teachers will attend CAST, CAMT, ELPS, AVID summer institute, KAGAN, Dinah Zikes, Co-Teacher through Region 18, AVID DEMO schools, NTSA, Bill of Rights conference, TESOL, TLA, Humanities Texas, and all other staff development deemed appropriate in order to improve instruction, rigor, and relevance.</p>	1, 2, 4, 5, 9, 10	Directors of Bilingual/ESL, ELA, K-12 Literacy Math, Social Studies & Science, Special Education , principals, teacher and T&L	Improved instruction across the curriculum, continued professional education hours.				
Funding Sources: 211 Title 1							
							






Goal 3: San Jacinto will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 2: Provide support for 100% of the new staff members.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) New teachers to SJ/MISD will be assigned a mentor, if they are brand new to teaching, or a buddy if they are new to SJ/MISD to ensure the success of new teachers.</p>	1, 2, 5, 10	principals, department chairs, teachers and assigned mentors, MISD mentor/mentee training staff	Master list of assigned mentors/mentees/ buddies				
Funding Sources: 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) "New Staff" meetings will be held each 6 weeks to discuss issues and concerns of new staff members.</p>	1, 2, 4, 5	principals, PDAS evaluators, department chairs	Agenda/Minutes of meetings, sign in registers.				
Funding Sources: 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>3) Faculty Team building activities, including, but not limited to: ropes course, paintball, Rockhounds, Christmas family dinner, faculty pot luck lunch once a month, dress-up theme days.</p>	1, 2, 3, 4, 5	Principals, department chairs, CEIC members	Retention of high quality teachers.				
Funding Sources: Other							
							






Goal 3: San Jacinto will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 3: Teachers will become a self-monitoring faculty that leads the school 100% of the time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Administration staff will participate in reading "School Culture Rewired", "What Great Principals do Differently", and "Coaching CHAMPS" to improve teacher and administrator relationships and success.</p>	1, 2, 3, 4, 8	Principal, assistant principals, department chairs	Discussion/documentation of book study within department chair meetings				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers will participate in reading "Discipline in the Secondary Classroom" to improve student behavior and classroom management.</p>	1, 2, 4, 5	Principals, teachers counselors and department chairs	Discussion/documentation of book study within department/faculty meetings.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teacher will receive training in from Solution Tree in Professional Learning Communities (PLC). They will implement this training through lesson planning and classroom teaching strategies.</p>	1, 2, 3, 4, 5, 8, 10	Principals, Team Leaders, district coaches	Lesson planning, increase in level 3 teaching by staff				
Funding Sources: 211 Title 1 - \$33000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Professional development for math teachers through a consult to help teach the new TEKS for math.</p>	2, 3, 4, 8, 10	Math department chair, Math ED, coaches	IFV, increase in assessment scores				
Funding Sources: 211 Title 1 - \$2800.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 4: San Jacinto will prepare technologically advanced students.

Performance Objective 1: Technology standards will increase 100% by improving and adding technology resources for campus needs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Title 1 will provide funding resources to acquire laptops, Chrome books, desktop computers, software, LCD projectors, bulbs, mounts, carts, document cameras, smartboard turnkeys, iPODS, calculators, science kits, printers, clickers, iPADS, electronic dictionaries, headphones and any other technology equipment/software needed to supplement the curriculum and assist in parent/student need.</p>	1, 2, 3, 9, 10	Principals, teachers, Directors of ELA, K-12 Literacy, Math, Science and Social Studies, CTE, secondary education, T&L	STaR chart, improve student learning				
Funding Sources: 211 Title 1, 199 Local, CTE							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Title I will provide funding to acquire a campus instructional technologist to help meet the technology assistance needs of the campus (\$1,000 per semester)</p>	1, 2, 3, 4, 10	Campus Instructional Technologist	Periodic monitoring of the website, professional development, technology, assistance.				
Funding Sources: 211 Title 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Purchase materials, hardware and software for the implementation of a new "flipped classroom" approach to teaching in the classrooms, and the training for the teachers implementing this strategy.</p>	1, 2, 3, 4, 5, 8, 9	Principal, Assistant principals, Department chairs, science teachers	Student improvement in Science on grade reports at the end of each 6 weeks, district assessments and State assessments.				
Funding Sources: 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Computer application courses will be offered to school personnel to provide high level computer skills. Teachers will sign up through Eduphoria.</p>	1, 2, 3, 4, 9	principals, department chairs, instructional technology department, teachers	course completion				
Funding Sources: 199 Local							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: San Jacinto will prepare technologically advanced students.






Performance Objective 2: Advanced computer courses will be offered to 100% of the 8th grade students and CTE teachers will assist students enrolled in CTE courses in reaching a high standard of academic success.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) CTE classes will be offered to 8th grade students for high school credit.	3, 10	counselor, principals, teachers	high school credit				
Funding Sources: CTE, 211 Title 1, 199 Local							
Critical Success Factors CSF 1 2) CTE teachers will use real world applications to enhance student learning; including but not limited to warm-up activities, mathematical formulas, and lessons.(target group:CTE)	3, 8, 9, 10	Campus instructional technologist, teachers	High school credit				
Funding Sources: CTE							
							

Goal 5: San Jacinto will provide facilities that support exemplary learning environments

Performance Objective 1: Create a safe, healthy and orderly environment in which 100% of the students achieve.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Conduct monthly fire drills, 1 tornado drills, 2 lock down/shelter in place drills, use Raptor system to screen visitors, use audio visual recording equipment, utilize Crime Stoppers program, administer the safe and drug free survey to randomly selected students.</p>	2	principals, instructional technology dept, teachers	Reports of drills, Crime Stopper stats, results of survey				
Funding Sources: 199 Local							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Training will be given to specific identified staff members on the use of AED, providing CPR, and NCI, and Flu shots will be provided to all staff members to help ensure a healthy environment.</p>	4	Director of Special Education Health services supervisor, principals, teachers	Results of parent, teacher student surveys, restraint reports				
Funding Sources: 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Continuation of bullying and suicide prevention programs for students and staff. The programs are Teen Flow, Melvin Adams, Camfel productions, Challenge Day, Project Wisdom, counselor lead training and any other program deemed appropriate for the mental and/or physical health of the student/staff population.</p>	1, 2, 3, 8, 9, 10	Counselors, principals, teachers, community members from various organizations	Results of parent, teacher, student surveys, counselor reports				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) A physical fitness program will be provided to all students enrolled in a physical education class to help them reach a required moderate or vigorous physical activity (MVPA) level. A fitness gram will be conducted on all students enrolled in a physical education class.</p>	2, 3, 8, 9	Instructional Facilitator	Fitness assessment data.				
Funding Sources: 199 Local							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Implement CATCH as our designated Campus School-wide Health program. We will implement through teaching healthy modes of living (exercise, rest, & healthy eating habits). Our goal is to improve physical activity by incorporating activities that keep all students active during PE class and Band class.</p>	1, 3, 4, 5, 9	Health Services Supervisor, instructional Specialist, principals	Health services data, CATCH survey				
Funding Sources: 199 Local							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Coaches will provide open gym to help increase physical activity at least 1 time a month.</p>	1, 2, 3	Instructional Facilitator, teachers	Fitness assessment data				
Funding Sources: 199 Local							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) All 7th grade students will be provided with a vision, hearing and acanthosis nigericans screening to ensure optimal health.</p>	1, 9	Health Service Provider	Vision, hearing, and acanthosis nigericans screening results, documented in each student's PRC.				
Funding Sources: 199 Local							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) Implementation and utilization of new district wide CHAMPS program, Discipline in the Secondary School by all classroom teachers and administrators.</p>	1, 2, 9	principals, department chairs, teachers	Decrease in office referrals and student assignments to ISS or DAEP. Decrease in number of expulsions.				
Funding Sources: 199 Local							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: San Jacinto will fully develop positive partnerships with Midland's community and business organizations.

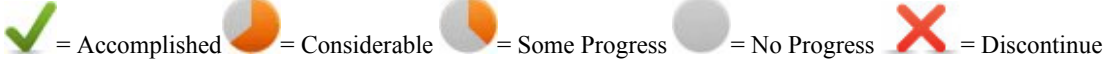
Performance Objective 1: Plan and schedule meetings/events that will provide opportunities for parent involvement and provide information about the school and school programs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) A campus report card meeting will be held to inform parents about the campus results.</p>	6, 10	principals, counselors, department chairs	Improved parental involvement				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>2) Offer an open house to inform parents and students about the academic and elective choices that SJ has to offer.</p>	6, 7, 10	Principals, counselors, teachers	Improved parental involvement, parent surveys				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Provide an informational meeting for incoming 6th graders to go over orientation, 6 year plan, personal graduation plans.</p>	1, 6, 7, 10	Principals, counselors, department chairs	Improved parental involvement, parent surveys				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Provide a Title 1 informational meeting to inform parents about Title 1 requirements and eligibility.</p>	1, 2, 6, 10	Director of Compliance and Special Programs, Principals	Improved parental involvement parent surveys				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Offer a parent meetings each month to inform them of the enrollment process, school rules attendance, health information, TxConnect and any thing else needed to attend MISD schools.</p>	1, 6, 7, 9	Counselors, principals, Parent Liaison, instructional facilitator	Improved parental involvement, parent sign in sheets				
Funding Sources: 263 Title III, Bilingual							

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Teachers will maintain web pages with pertinent information and campus calendar, to be updated once a 6 weeks. Competitions and incentives will be provided for the best web pages.</p>	1, 2, 4, 6	Instructional technologist, principals and department chairs.	Periodic monitoring of teacher/campus web page.				
Funding Sources: 199 Local, 211 Title 1							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Use Title one funds for a parent Liaison to conduct monthly informational parent meetings, assist in conferences and contacts and mail-outs to parents with information regarding the school and district. Liaison will receive a stipend of \$1000 per semester.</p>	1, 2, 6, 10	Principal, Assistant Principals, leadership team	Increase in parental involvement as indicated by meeting sign-in sheets. Increase in student academic performance at six week grading periods. Decrease in absences in attendance. Decrease in discipline issues.				
Funding Sources: 211 Title 1 - \$2000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) Offer parent meetings for ELL parents to inform them of the enrollment process, school rules attendance, health information, TxConnect, TELPAS, LPAC, Rosetta Stone and any thing else needed from MISD schools.</p>	1, 2, 6, 7, 9, 10						
Funding Sources: 211 Title 1, 263 Title III, Bilingual							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 6: San Jacinto will fully develop positive partnerships with Midland's community and business organizations.

Performance Objective 2: Plan and schedule at least six meeting/events that providing opportunities to implement of community involvement and provide information about the school and school programs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Provide opportunities for community members to be a part of the CEIC. Actively seek out Partners in Educations to help provide additional support for the school.</p>	1, 2, 6	CEIC members, principal, teachers, counselors and parents	Improved community involvement, Acquiring at least one Partner in Education for SJ				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Provide school newspapers, fliers, electronic newsletters, web pages, internet informative sites and informational meetings to keep parents and community members updated about school events and programs.</p>	1, 5, 6, 10	counselors, instructional technologist, teachers, department chairs, parent volunteers, principals	improved staff, student, and community involvement				
Funding Sources: 211 Title I							
							

Goal 7: San Jacinto will exercise fiscal responsibility.

Performance Objective 1: To utilize 100% of federal, state, local, and campus funding for the improvement of student learning and teacher instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Title I, Local, SCE and Campus funds will be utilized to supplement capital outlays, supplies, office supplies based on campus needs, testing supplies, office equipment supplies, classroom supplies and staff development based on campus achievement needs, students initiatives, parents activities, and student incentives, for all core areas of our school: math, reading, science, social studies, foreign language and fine arts, etc.</p>	2, 10	principals, counselors, teachers	Grade reports at the end of each 6 weeks, STAAR results at the end of the year				
Funding Sources: 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) State funds such as SCE, ELL, CTE, GT, etc. will be utilized to extend student learning and staff development.</p>	2, 10	Principal	Student achievement, conference certificates				
Funding Sources: CTE							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use PLC collaborative meetings, STAAR4Ward, Eduphoria disaggregation, Excellence in Teaching and common formative assessments to develop materials and lessons for instruction for individual students from a diagnostic study of TEKS/ELPS objectives. (Target Group: All) Used all year.
1	1	2	Grade level departmental planning will be conducted during conference periods at least once a week and department logs will be kept to ensure district curriculum guidelines are followed. (target group :all)
1	1	3	Teachers will utilize data analysis from 9 week TEKS based assessments and Common Formative Assessments to develop materials and lessons for small group instruction to help students meet state passing standards in all core areas. (target group: all) Supplies need are paper, card stock, markers, highlighters, dry erase markers, note cards, and such.
1	2	1	Continue an advisory class period to the class day to implement AVID strategies, build organizational skills, vocabulary development, team building and tutorial help. Use of the Advisory class to team students and teachers for enrichment and intervention activities.
1	2	2	Students will keep a 3 ring notebook and dividers to keep all their notes and class information using the AVID notebook organizational strategy. Students will keep a daily planner and take notes using Cornell style method to help develop their organizational skills. Meet monthly with the AVID team members. (target group: all)
1	2	3	Use AVID weekly Reader, in each core content area, to enhance student reading skills, with a focus on developing alternative reading strategies.
1	2	4	AVID students will apply AVID strategies across the curriculum. They will visit college campuses to gain background knowledge in preparation of seeking out colleges. SJ will provide two 8th grade AVID class and one 7th grade AVID class.
1	3	1	The counselors and teachers will work with all students with emphasis on special student population and their parents regarding student progress, attendance and student individual needs. A flier about Compulsory Attendance will be sent out at the beginning of school to inform all about the importance of attendance. Postage cost for parent mail outs for invitations and reminders.(target group: ALL, ECD, At Risk)
1	3	2	Motivational awards, recognition, and certificates will be used to recognize students and teachers successes - A, A/B honor roll, perfect attendance and mustang motivator card. PTA and PIE will work with our students to provide rewards for attendance, good discipline and academic performance. (target group: all)
1	3	3	Addition of Teaming to advisory classes to focus on improving attendance, discipline and academic achievement. With this the addition of Team leaders for each of the 7 teams to receive a stipend for extra duties for instruction support and organization (\$1,000 per semester)
1	3	4	Work to create a learning environment that is safe and conducive to learning by utilizing Tardy eEliminator System that will help improve student tardies and discipline(approx \$900).

Goal	Objective	Strategy	Description
2	1	1	Students will be placed in Reading and Math Intervention classes if they failed to meet standard on the previous year's STAAR reading and/or math test.
2	1	2	Provide Super Saturday School Events for students to focus on core academic areas, receive extra help and mandatory make up attendance time. Provide snacks/breakfast for Super Saturday school students. Use of PTA and PIE for rewards and Title 1 funds for snacks.
2	1	3	Allow all students to stay for tutorials and have snacks provides and transportation home.
2	2	2	NewComer Academy will provide the Rosetta Stone language program to encourage the development of the English language in our student that are new to America.
2	3	3	Students will receive assistance through the use of co-funded content mastery, co-teach and modified assignments. (target group: SPED, 504)
3	1	1	Administration will attend TASSP annual conference, and teachers will attend CAST, CAMT, ELPS, AVID summer institute, KAGAN, Dinah Zikes, Co-Teacher through Region 18, AVID DEMO schools, NTSA, Bill of Rights conference, TESOL, TLA, Humanities Texas, and all other staff development deemed appropriate in order to improve instruction, rigor, and relevance.
3	2	1	New teachers to SJ/MISD will be assigned a mentor, if they are brand new to teaching, or a buddy if they are new to SJ/MISD to ensure the success of new teachers.
3	2	2	"New Staff" meetings will be held each 6 weeks to discuss issues and concerns of new staff members.
3	2	3	Faculty Team building activities, including, but not limited to: ropes course, paintball, Rockhounds, Christmas family dinner, faculty pot luck lunch once a month, dress-up theme days.
3	3	1	Administration staff will participate in reading "School Culture Rewired", "What Great Principals do Differently", and "Coaching CHAMPS" to improve teacher and administrator relationships and success.
3	3	2	Teachers will participate in reading "Discipline in the Secondary Classroom" to improve student behavior and classroom management.
4	1	4	Computer application courses will be offered to school personnel to provide high level computer skills. Teachers will sign up through Eduphoria.
5	1	1	Conduct monthly fire drills, 1 tornado drills, 2 lock down/shelter in place drills, use Raptor system to screen visitors, use audio visual recording equipment, utilize Crime Stoppers program, administer the safe and drug free survey to randomly selected students.
5	1	3	Continuation of bullying and suicide prevention programs for students and staff. The programs are Teen Flow, Melvin Adams, Camfel productions, Challenge Day, Project Wisdom, counselor lead training and any other program deemed appropriate for the mental and/or physical health of the student/staff population.

Goal	Objective	Strategy	Description
5	1	4	A physical fitness program will be provided to all students enrolled in a physical education class to help them reach a required moderate or vigorous physical activity (MVPA) level. A fitness gram will be conducted on all students enrolled in a physical education class.
5	1	6	Coaches will provide open gym to help increase physical activity at least 1 time a month.
5	1	8	Implementation and utilization of new district wide CHAMPS program, Discipline in the Secondary School by all classroom teachers and administrators.
6	1	1	A campus report card meeting will be held to inform parents about the campus results.
6	1	2	Offer an open house to inform parents and students about the academic and elective choices that SJ has to offer.
6	1	3	Provide an informational meeting for incoming 6th graders to go over orientation, 6 year plan, personal graduation plans.
6	1	4	Provide a Title 1 informational meeting to inform parents about Title 1 requirements and eligibility.
6	1	5	Offer a parent meetings each month to inform them of the enrollment process, school rules attendance, health information, TxConnect and any thing else needed to attend MISD schools.
6	1	6	Teachers will maintain web pages with pertinent information and campus calendar, to be updated once a 6 weeks. Competitions and incentives will be provided for the best web pages.
6	2	1	Provide opportunities for community members to be a part of the CEIC. Actively seek out Partners in Educations to help provide additional support for the school.
6	2	2	Provide school newspapers, fliers, electronic newsletters, web pages, internet informative sites and informational meetings to keep parents and community members updated about school events and programs.
7	1	1	Title1, Local, SCE and Campus funds will be utilized to supplement capital outlays, supplies, office supplies based on campus needs, testing supplies, office equipment supplies, classroom supplies and staff development based on campus achievement needs, students initiatives, parents activities, and student incentives, for all core areas of our school: math, reading, science, social studies, foreign language and fine arts, etc.
7	1	2	State funds such as SCE, ELL, CTE, GT, etc. will be utilized to extend student learning and staff development.

State Compensatory

Budget for San Jacinto Jr. High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
District Funded R180 and S44 Teachers	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
	6100 Subtotal:	\$0.00

Title I

Instruction by highly qualified professional teachers

2015-2016 Campus Education Improvement Committee

Committee Role	Name	Position
Principal	Deborah Kendrick	Principal
Assistant Principal	Aaron Fong	Assistant Principal
Assistant Principal	Crystal Urias	Assistant principal
Classroom Teacher	Adam Alba	Department Chair/Athletic Director/Teacher
Classroom Teacher	Bill DeLaVan	Teacher-Fine Arts
Classroom Teacher	Alonzo Garza	Team Leader/Teacher/TCC
Classroom Teacher	Joe Masch	Teacher - Social Studies/Coach
Classroom Teacher	Ashton Munoz	Teacher - Science
Classroom Teacher	Erik Nunez	Teacher - Spanish/Math/Coach
Classroom Teacher	Sergio Tarin	Teacher - Fine Arts
Classroom Teacher	Charles Testement	Teacher - CTE Shop
Classroom Teacher	Sara Whitefiled	Team Leader/Teacher/DEIC
Classroom Teacher	John Wilks	Teacher/TCC/DEIC
Community Representative	Karen Kitto	Community representative
Non-classroom Professional	Linda Hancock	Librarian
Parent	Christine Foreman	7th Grade Parent
Parent	Anita Gamersfelder	8th grade Parent

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$16,000.00
1	3	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	3	3			\$33,000.00
3	3	4			\$2,800.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
5	1	3			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00

6	1	4			\$0.00
6	1	6			\$0.00
6	1	7			\$2,000.00
6	1	8			\$0.00
6	2	2			\$0.00
7	1	1			\$0.00
Sub-Total					\$53,800.00

199 Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
2	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
6	1	6			\$0.00
Sub-Total					\$0.00

263 Title III, Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
6	1	5			\$0.00
6	1	8			\$0.00
Sub-Total					\$0.00
CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
7	1	2			\$0.00
Sub-Total					\$0.00
Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$53,800.00