Pewitt Junior High

Campus Improvement Plan
2018/2019

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Pewitt Junior High

Mission

The Mission of the Pewitt Consolidated Independent School District, in partnership with our school community, is to inspire and prepare our students to become confident, innovative problem solvers who demonstrate outstanding character and take full advantage of their individual academic potential so that they are able to thrive in our complex and ever-changing world.

Vision

Exemplify Excellence.
Everyone.
Everywhere.
Every day.

Beliefs

Learning begins with rigorous and relevant learning opportunities that reflect differentiation, high expectations, and student interests.

Diversity of individuals should be valued and appreciated.

Character development is a continual process that supports integrity, mutual respect, and positive attitudes.

Technology is a critical component for success in our global society and modern workforce.

Development of leadership throughout the organization is essential to our success.

Teamwork and collaboration among school stakeholders promotes a common understanding, establishes a positive atmosphere of trust, and reinforces school and community pride.

Educational excellence is achievable and is the responsibility of everyone, everywhere, every day.

Change is necessary for continuous growth and improvement.

Pewitt Junior High Site Based Committee

Name	Position
Barnes, Judith	Special Education Teacher
Boyd, Belinda	Parent
Gentry, Kayla	Teacher
Giles, Tom	Principal
Green, Larissa	Community
Hughes, Patrick	Business
James, Erin	Paraprofessional
Kumrow, Reggie	Teacher
Mars, Sharon	Teacher
Munn, Laura	Community
Murphy, Vanessa	Counselor
Norris, Tabitha	District Representative
Osmon, Holly	Teacher
Pewitt, Myra	Business
Shumake, Pam	Teacher
Watson, Regina	Parent

Pewitt Junior High Campus Improvement Plan

Purpose:

The Paul Pewitt CISD has made a commitment to plan as a system with all stakeholders involved. The planning process seeks the involvement of staff members, community members, and district staff. One of the most important responsibilities of the district is the continuing professional development of the adults in the field of education. The free educational opportunity for all is integral to the American way of life. The success or failure of this responsibility will not only impact the lives of students, but communities, our state and our country.

The purpose of the Paul Pewitt CISD is to strengthen the partnership with the Texas Education Agency, Legislators, and community to ensure all students are provided the opportunity to become productive citizens.

A comprehensive needs assessment was conducted, and the results were utilized in the development of this plan. The comprehensive needs assessment consisted of the analysis of data in each of the following areas: student achievement data, curriculum & instruction, partner involvement, organizational structures and processes, technology, demographics and fiscal issues. The data were gathered through a variety of means including: staff and district surveys, student achievement results, statewide technology surveys, TAPR data and staff self-evaluation instruments.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student achievement data comes from reports in Texas Academic Performance Reports (TAPR) PEIMS, PBMAS, and state accountability reports. We disagregate our data (with the help of DMAC) by performance reports in subject and grade, by ethnicity, by cohort, by economically disadvantaged, by at-risk and non at-risk, and by special education. Overall, we earned a "Met Standard" ranking from the Texas Education Agency (TEA) for the 2017-2018 school year. Our data indicated that our Domain I score was a 34, which earned a scale score of 64 and Met Standard. Domain I is comprised of all tests at three levels. The three levels are Approaches and above, Meets and above, and Masters and above, totaled and divided by three. Domain 2 Part A score was 59, which is one percentage point below the state minimum for a passing score in Domain 2 Part A. Domain 2 Part A measures Academic Growth and is comprised of the total number of progress points earned in Reading and Math divided by the total tests in Reading and Math. The percentage of our overall all students scoring at Meets or above on all tests was 30% with our African American population having 8% score at Meets or higher and our Special Education students had 20% scoring at Meets or above. More one-on-one intervention and hands-on activities should be in place for these struggling learners (intervention classes, paraprofessionals, tutoring). Extended year programs for our students failing state assessments are needed for acceleration. Other areas of concern are Domain III Closing achievement Gaps.
TIP: 70% of all students did not score at Meets Grade Level or higher on all STAAR assessments combined
TIP: 75% of all students did not score at Meets Grade Level or higher on all Math STAAR assessments combined.

School Culture and Climate

School Culture and Climate Summary

 The overall climate and culture of the school was positive for the 2017-2018 school year. We have established a climate and culture of high-expectations with a reward system for promoting academics and appropriate behavior. We have also established a discipline committee to establish common behavior expectations and consistent consequences for inappropriate behavior. We utilize a Parent Advisory Council to solicit parental ideas and suggestions for improving parental and family engagement. We utilize parent, teacher, and student surveys to gain insight into the perceptions and experiences of those entities.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

All campus staff members are certified and trained in their respective positions. Ongoing training needs are evaluated on an as-needed basis and addressed in a timely manner to ensure all staff are provided the training required to serve the students of Pewitt Junior High.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Our campus utilizes the TEKS Resource System which contains an Instructional Focus Document and a Year-at-a-Glance. Throughout the year, benchmark assessments and checkpoint assessments inform instruction and differentiation strategies. The monitoring process for the curriculum includes vertical and grade level meetings locally. Assessments are reviewed and analyzed to determine continued need either through reteach or bell-ringer activities. Benchmark assessments are released STAAR assessments and checkpoints are teacher created utilizing a test question bank through DMAC. Review of our STAAR data indicates a need to increase the focus on individual as well as grade level academic needs. Lesson plans, lesson objectives, formative and summative assessments are utilized to meet the changing academic needs of students. Teachers are provided weekly PLC planning times to analyze their TEKS and SE performance, to better understand the depth and complexity of the standards, and to align their instruction and assessment purposefully to meet the needs of all learners. Students identified as "at-risk" are provided additional support through one on one, tutoring, and an increased focus on reading and reading comprehension skills.

Family and Community Involvement

Family and Community Involvement Summary

The need and importance of parental and community involvement is a constant and will be addressed in a positive manner designed to increase the positive parental, family, and community engagement at Pewitt Junior High. Pewitt Junior High utilizes a Parent Advisory Council to increase parental involvement and to solicit parent input in campus decisions regarding academics, attendance, rewards, discipline, and additional suggestions for increasing parental and family engagement.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

Campus administration will continually assess and address the academic needs of the students and teachers of Pewitt Junior High. Campus administration will make needed adjustments to master schedule and individual student schedules to ensure the academic needs of each student are met.

School Context and Organization Summary

Campus administration will continually assess and address the academic needs of the students and teachers of Pewitt Junior High. Campus administration will make needed adjustments to master schedule and individual student schedules to ensure the academic needs of each student are met.

Technology

Technology Summary

A campus needs assessment regarding technology was conducted at the beginning of the 2017-2018 school year. The technology items needed were listed as needs. The campus technology needs are addressed in the campus improvement plan and where possible have been purchased and put into place. Additional hardware as well as additional software was purchased and is in place for student use.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2018/2019 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

Pewitt Junior High

Goal 1. Ensure all students receive exceptional learning opportunities that prepare them for graduation and post-secondary success.

Objective 1. Increase STAAR student performance for Domain 2 Part A to a performance score of 70 or higher, earning a top 25% ranking within our campus comparison group.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train all teachers on the use of the TEKS Resource System, including the Year at a Glance (YAG) and the Instructional Focus Document (IFD) and monitor implementation. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,6,7)	Assistant Principal(s), Campus Principal(s), Director of Curriculum, Teacher(s)	August 2018	(L)Other	Summative - Sign-in Sheets Walk-Through Data Lesson Plans
2. Hold weekly PLC meetings between administration and teachers utilizing data from DMAC, Study Island, and Renaissance to discuss the individual academic needs and progress of all students, including at-risk and economically disadvantaged students. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,6,7)	Assistant Principal(s), Campus Principal(s), Teacher(s)	Weekly	(L)Other, (S)State Compensatory	Summative - Sign-in Sheets Lesson Plans Walk-Through Data PLC Agendas Checkpoint Analysis Form
3. Implement school-wide incentive program to reward students who meet academic and attendance criteria. (Title I SW: 1,2,9,10) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s), Teacher(s)	August 2018	(O)Staff Time	Summative - Honor Roll Report Attendance Records Advisory Rewards Records
4. Implement an assessment (benchmark and checkpoint) schedule to collect data, designed to improve the instructional practices in classrooms. Set goals for each of the different passing levels of STAAR and monitor for progress after each checkpoint. (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,7)	Assistant Principal(s), Campus Principal(s), Counselor(s), Teacher(s)	Every six weeks	(F)Title I - $0, (O)Staff Time	Summative - DMAC Data Checkpoint Calendar
5. Monitor student attendance daily and implement appropriate plans with students and parents to address and improve attendance as needed and prevent student drop-outs. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4,5,6)	Assistant Principal(s), Campus Principal(s), Counselor(s), Staff, Teacher(s)	Monthly	(O)Staff Time	Summative - Record of Parent Communication Attendance Percentages AP Attendance Reports
6. Monitor instruction using T-TESS walk through form, analyze campus trends, and engage in critical conversations to improve student performance. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,7)	Campus Principal(s), Teacher(s)	Monthly	(O)Staff Time	Summative - T-TESS Reports

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Goal 1. Ensure all students receive exceptional learning opportunities that prepare them for graduation and post-secondary success.

Objective 1. Increase STAAR student performance for Domain 2 Part A to a performance score of 70 or higher, earning a top 25% ranking within our campus comparison group.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Invite incoming 6th graders to tour the PJH campus during the Spring in an effort to ease their transition from elementary to junior high. Offer early class selection to all incoming 6th grade students. (Target Group: All, 6th) (Strategic Priorities: 4) (CSFs: 3,5,6)	Assistant Principal(s), Campus Principal(s), Counselor(s), Staff	May 2019	(O)Staff Time	Summative - Planning Agendas Sign-in Sheets
8. Utilize the Pewitt Junior High advisory period to facilitate a Drop Everything and Read (DEAR)program for intervention and progress monitoring of students in an effort to improve reading fluency, comprehension, and vocabulary. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4,6)	Assistant Principal(s), Campus Principal(s), Counselor(s), Special Programs Teachers, Staff	Weekly	(O)Staff Time, (S)State Compensatory	Summative - Advisory Schedule Renaissance Reports Accelerated Reader Reports
9. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in school performance, school culture and climate, staff quality, curriculum and instruction, family and community engagement, school context and organization, and technology. (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,5,6,7)	Campus Principal(s), Teacher(s)	September 2018		Summative - Comprehensive Needs Assessment Summary
10. Proved consistent lesson frames in every classroom with measurable expectations. Utilize bell ringer activity in every classroom to increase effective instruction time. Team 6th math and social studies teachers, and 7th math and social studies teachers together and address weak math concept areas through bell ringers in the social studies classrooms. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Principal(s)	daily with 6 week reviews	(L)Other	Summative - Data Analysis Forms

Pewitt Junior High

Goal 1. Ensure all students receive exceptional learning opportunities that prepare them for graduation and post-secondary success.

Objective 2. Increase percentage of students scoring at Meets or exceeds to 45%, earning a to 25% ranking among our campus comparison group.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement a devoted time for reading for all students, including struggling learners and learners working at an accelerated pace. Establish individual goals as well as campus-wide goals to support student efforts. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal(s), Campus Principal(s), Counselor(s), Teacher(s)	August 2018-June 2019	(O)Staff Time	Summative - Study Island Reports Master Schedule DMAC Data
2. Implement Universal Screening criteria and data analysis process to monitor student growth in reading and mathematics. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Campus Principal(s)	Every six weeks	(O)Staff Time	Summative - Benchmark Data DMAC Data Study Island Reports Renaissance Reports
3. Conduct six week check progress reviews on all Special Education, 504, and At Risk students to evaluate individualized educational needs. (Target Group: SPED, AtRisk, Dys, 504) (Strategic Priorities: 2,4) (CSFs: 1,2)	Campus Principal(s), Counselor(s), Diagnostician(s)	Every Six Weeks	(O)Staff Time	Summative - Study Island Reports DMAC Data
4. Monitor and enhance student progress in reading and math via STAR Renaissance and Study Island. (Title I SW: 1,2,9,10) (Target Group: All, AtRisk)	Assistant Principal(s), Campus Principal(s), Teacher(s)	August 2018 - June 2019	(F)Title I	Summative - STAR Renaissance Reports Study Island Reports
5. Provide access to Study Island and Prodigy for teachers to use as an interactive instructional resource for math, science, social studies, and ELAR. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4,7)	Campus Principal(s), Director of Curriculum	August 2018	(F)Title I, (L)Other	Summative - Usage Reports Lesson Plans
6. Ensure all teachers have completed a GT 30 hour training and/or completed a six hour update. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Campus Principal(s)	December 2-18	(O)Staff Time	Summative - Certificates of Participation
7. Embed college and career readiness standards, pathways, and graduation plans into 7th grade Tech Apps classes. (Target Group: All) (Strategic Priorities: 3) (CSFs: 4,6)	Campus Principal(s), Director of Curriculum	Monthly	(O)Staff Time	Summative - Lesson Plans

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Goal 1. Ensure all students receive exceptional learning opportunities that prepare them for graduation and post-secondary success.

Objective 3. Increase African American and/or Economically Disadvantaged students STAAR performance scores to a level at or above state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor individual student performance for African American and/or Economically Disadvantaged students, track student progress and meet with teachers during weekly PLC meetings to make instructional adjustments. (Target Group: AA, ECD, SPED, AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Campus Principal(s), Counselor(s), Special Programs Teachers, Staff	August 2018 - June 2019	(O)Staff Time	Summative - DMAC Data Progress Monitoring Data PLC Sign-in Sheets PLC Agenda Checkpoint Analysis Form
2. Evaluate paraprofessionals' schedules to ensure paraprofessionals are in the appropriate classes based on the academic needs of students. (Target Group: AA, ECD, SPED, AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,4)	Campus Principal(s)	August 2018 - June 2019	(F)Title I, (O)Staff Time	Summative - DMAC Data Progress Monitoring Data Para-Professional Schedules
3. Provide tutoring opportunities for struggling students based on progress monitoring data. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4)	Campus Principal(s), Special Programs Teachers	August 2018 - June 2019	(O)Staff Time	Summative - Student Progress Monitoring Data Para-Professional Schedule Sign-in Sheets
4. Increase special education support for students in the general education classroom through professional development opportunities targeted at increasing achievement for students with special needs. (Target Group: SPED) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Principal(s), Counselor(s), Diagnostician(s), Region 8 ESC, Special Programs Teachers	August 2017 - June 2018	(O)Staff Time	Summative - Student Progress Monitoring Data Walk-Through Data Certificates of Participation
5. Provide targeted tutorials and advisory intervention for students identified under federal safeguard measures who perform unsatisfactory on campus checkpoints. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time	Summative - Advisory Schedule Student Schedules Sign-in Sheets

Pewitt Junior High

Goal 1.   Ensure all students receive exceptional learning opportunities that prepare them for graduation and post-secondary success.

Objective 4.   Ensure policies and programs are in place to meet federal safeguard target improvement areas in Reading for African American, and Eco Disadvantaged sub-populations and in Math for All Student, African American, White, and Eco Disadvantaged sub-populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor federal safeguard student data, campus Checkpoints, and meet with teachers to address any sub-populations still under-performing to determine solutions. (Target Group: All, W, AA, ECD, AtRisk) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time	Summative - STAAR Data on Federal Subgroups PLC Sign-in Sheets PLC Agendas
2. Provide targeted tutorials and advisory intervention for students identified under federal safeguard measures who perform unsatisfactory on campus checkpoints. (Title I SW: 1,2,6,9,10) (Target Group: All, H, AA, ECD, AtRisk)	Assistant Principal(s), Campus Principal(s), Counselor(s), Staff	August 2018 - June 2019	(F)Title I	Summative - PLC Sign-in Sheets PLC Agendas DMAC Data Reports

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Goal 2.   Recruit, retain, and develop highly motivated staff members who maximize student success.

Objective 1.   Recruit highly qualified teachers in all academic areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in Region 8 job fair to develop a pool of highly qualified teachers should openings exist. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,6,7)	Campus Principal(s)	Spring 2019	(O)Staff Time	Summative - Registration Applicant Pool Analysis
2. Develop relationships with Texas A&M-Commerce and Texarkana teacher training programs. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time	Summative - Agendas Calendar Applicant Pool Analysis

Pewitt Junior High

Goal 2.   Recruit, retain, and develop highly motivated staff members who maximize student success.

Objective 2.   Provide intentional recognition of staff excellence with regard to instruction and data analysis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recognize staff throughout the year for high performance, random acts of kindness, being a team player, and demonstrating leadership in addition to general appreciation for educating our students. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,6,7)	Assistant Principal(s), Campus Principal(s), Counselor(s)	August 2018 - June 2019	(O)Staff Time	Summative - Calendar of Events Shout-out Emails
2. Implement a process that allows each teacher to observe another teacher's classroom once every six weeks. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,6,7)	Campus Principal(s)	Every Six Weeks	(O)Staff Time	Summative - Peer Observations
3. Reduce class sizes in science through the addition of a third teacher, resulting in increased student achievement and more effective instruction. (Title I SW: 1,2,5,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s)	August 2018 - June 2019	(F)Title IIA Principal and Teacher Improvement - $32,790	Science Benchmark Data Walk-Through Data Master Schedule
4. Provide opportunities for teachers, paraprofessionals, and campus administration to attend goal based professional development sessions through Region 8 and other conferences. Enable one technology teacher to attend TCEA conference to stay informed of high yield instructional technology practices and bring knowledge back to other teachers at the JH campus. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,6,7)	Campus Principal(s), Director of Curriculum	August 2018 - June 2019	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time	Summative - Calendar of Events Sign-in Sheets Certificates of Participation

Pewitt Junior High

Goal 3.   Provide facilities that support positive learning environments.

Objective 1.   Monitor classroom size and environments to ensure we are maximizing use of campus facility and instructional best strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with maintenance and technology to provide teachers with classroom furniture, supplies and technology connections that allow for best practices regarding student learning, engagement, and motivation. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,6,7)	Campus Principal(s), Director of Maintenance, Director of Technology	August 2018 - June 2019	(O)Staff Time	Summative - Technology Tickets Maintenance Tickets Progress Monitoring Data
2. Share best practices in creative effective learning environments with teachers via ongoing email, print, and face to face communications and work with facilities and technology to remove barriers to learning. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Campus Principal(s), Director of Maintenance, Director of Technology, Region 8 ESC	August 2018 - June 2019	(O)Staff Time	Summative - Technology Tickets Maintenance Tickets Progress Monitoring Data Faculty Meeting Agendas Faculty Meeting Sign-in Sheets
3. Increase the usage of the library and library material resources, Mac lab, technology lab, and outdoor facilities to engage students in learning activities. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time, (S)State Compensatory	Summative - Master Schedule

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Goal 4. Promote and fully develop positive partnerships with parents, community members, and business organizations.

Objective 1. Provide increased opportunities for staff, students, parents, and community members to share their voice and participate in campus events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a Meet the Teacher event to welcome parents and increase parent and family engagement, and to orient new and returning students to PJH. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Campus Principal(s)	August 2018	(O)Staff Time	Summative - Sign-in Sheets
2. Hold two parent/teacher conference days (one in the Fall and one in the Spring). The purpose of these two days is to provide parents and families to visit the campus and to discuss their child's academic and behavioral performance. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Campus Principal(s)	October 2018 and March 2019	(F)Title I	Summative - Agenda Sign-in Sheets
3. Utilize a Parent Advisory Council comprised of six parents representing all Pewitt Junior High grade levels for the purpose of addressing academics, attendance, discipline,and increasing parental and family engagement. Meetings to be held on a monthly basis. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Campus Principal(s), Counselor(s)	Monthly	(O)Staff Time	Summative - Agenda Sign-in Sheets PAC Applications

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Goal 4.   Promote and fully develop positive partnerships with parents, community members, and business organizations.

Objective 2.   Partner with community members and business organizations to embed real world learning experiences for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve students in service learning projects that support our students and community members. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time	Summative - Reports on Service Learning Projects
2. Partner with community members and businesses to bring information to our students regarding college and careers. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Campus Principal(s), Counselor(s)	Every Six Weeks	(O)Staff Time	Summative - Calendar Dates Agendas Sign-in Sheets

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Goal 5. Support a process that promotes open and timely communication with staff, students, parents, and community members.

Objective 1. Increase the avenues of communication between the campus and staff, parents, and community members to support student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a PJH Facebook page and Twitter Feed as a form of one way communication to parents, students, and community. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,5,6)	Campus Principal(s)	Weekly	(O)Staff Time	Summative - News Feed Data
2. Maintain PJH school website page to provide timely communication regarding school events and critical information. (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,5,6)	Campus Principal(s), Counselor(s)	Monthly	(O)Staff Time	Summative - News Feed Results
3. Promote school events and celebrations through the local newspaper and community agencies. (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,5,6)	Campus Principal(s)	Monthly	(O)Staff Time	Summative - Articles
4. Utilize a system to initiate and monitor parent communication regarding academic and behavior celebrations and concerns. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,5,6)	Campus Principal(s)	Weekly	(O)Staff Time	Summative - Survey Results Parent Communication Records Sign-in Sheets
5. Encourage and support parents in accessing the Gradebook Parent Portal to monitor student progress. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Campus Principal(s)	Every Six Weeks	(O)Staff Time	Summative - Parent Portal Access Records Report Cards

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Goal 6. Exercise fiscal responsibility through efficient management of resources and operations to maximize student achievement.

Objective 1. Ensure appropriate allocation of federal and state funds and alignment to district and campus goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate budget allocations to content area and specialist teachers and outline expectations for spending that is aligned to student success. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time	Summative - Completed Purchase Orders
2. Require instructional goals be attached to the request for expenditure of funds to ensure a return on investment. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2)	Campus Principal(s)	August 2018 - June 2019	(O)Staff Time	Summative - Completed Purchase Orders

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Goal 7. Encourage 21st century learning through the use of technology in the teaching and learning process.

Objective 1. Increase utilization of current campus instructional technology resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Share best practices and tips in instructional technology on a monthly basis across the campus to develop a culture of technology integration. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Campus Principal(s)	Monthly	(O)Staff Time	Summative - Faculty Meeting Agendas Sign-in Sheets
2. Provide Google accounts for all junior high students to allow for integration of instructional technology across the grade levels and embed Google activities in classroom instruction more frequently. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1)	Campus Principal(s), Director of Technology	August 2018	(O)Staff Time	Summative - Lesson Plans Walk-Through Data

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Goal 8. Emphasize integrity, strong character, and community pride throughout the district.

Objective 1. Implement campus based activities to support the district Character Counts!© program at the Junior High.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a robust curriculum for our character based education electives that is aligned with Character Counts. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Campus Principal(s), Director of Curriculum	August 2018 - June 2019	(L)Other, (O)Staff Time	Summative - Counselor Meeting Agendas Counselor Meeting Sign-in Sheets Calendar of Events Lesson Plans
2. Recognize and reward students for meeting behavioral and character education expectations each six weeks. (Title I SW: 1,2,10) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s)	August 2018 - June 2019	(O)Staff Time	Student Recognition Data Certificates
3. Decrease removals from classroom and ISS placements, and increase the use of restorative discipline practices to support academic achievement and character development. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Principal(s), SRO Officer	August 2018 - June 2019	(O)Staff Time	Summative - Discipline Reports Training Agendas Training Sign-in Sheets Advisory Reward Reports

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Goal 9.   Provide a safe and drug-free learning environment.

Objective 1.   Increase the involvement of students in promoting safe and healthy learning environments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the awareness of bullying, healthy choices, and guidance programs through assemblies and focus efforts to reducing the number of incidents. Provide students with an anonymous bullying reporting system via STOP!T (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,4,6)	Campus Principal(s), Counselor(s), SRO Officer	Every Six Weeks	(O)Staff Time	Summative - Calendar of Events Bullying Reports
2. Support Student Council initiatives which promote safe and healthy learning environments. (Title I SW: 1,2) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s), SRO Officer, Staff	August 2018 - June 2019	(O)Staff Time	Student Council Agendas Student COuncil Sign-in Sheets Advisory Schedule Student Council Project Records
3. Provide a counseling program that supports students in learning more about suicide prevention, conflict resolution, violence prevention and intervention, harassment, and dating violence. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Campus Principal(s), Counselor(s)	Every Six Weeks	(O)Staff Time	Summative - Calendar of Events Agendas Sign-in Sheets

Pewitt Junior High

Goal 9. Provide a safe and drug-free learning environment.

Objective 2. Refine and monitor campus procedures for emergency responses and campus safety measures to ensure the safety and security of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using the appropriate state and district guidance, develop a more effective campus process for emergency drills. (Title I SW: 1,9,10) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Director of Maintenance, SRO Officer, Staff	August 2018 - June 2019	(O)Staff Time	Procedures Plan Drill Results Report
2. Provide training to teachers on implementation of the revised campus procedures, and evaluate effectiveness during monthly/semester drills. (Title I SW: 1,9,10) (Target Group: All)	Assistant Principal(s), Campus Principal(s), SRO Officer, Staff	August 2018 - June 2019	(O)Staff Time	Drill Results Report
3. Collaborate with School Resource Officer to promote and deliver a safe and secure environment for our students. (Title I SW: 1,2,9,10) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s)	August 2018 - June 2019	(O)Staff Time	Meeting Agendas Sign-in Sheets
4. Implement and maintain diligence in utilizing the Raptor security check in system and procedures to for the safety and security of our students. (Title I SW: 1,9,10) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Staff	August 2018 - June 2019	(O)Staff Time	Raptor Records
5. Maintain drug prevention policies and procedures such as mandatory drug testing for extra-curricular activities and use of the local drug dog. (Title I SW: 1,9,10) (Target Group: All)	Campus Principal(s), Counselor(s), SRO Officer, Staff	August 2018 - June 2019	(O)Staff Time	Drug Testing Records

Resources

Resource	Source	Amount
IDEA Special Education	Federal	
Title I	Federal	
Title IIA Principal and Teacher Improvement	Federal	
Title III Bilingual / ESL	Federal	
Title IV Safe and Drug Free	Federal	
Title VI, Part B Rural/Low Income	Federal	
Other	Local	
Staff Time	Other	
FTE--State Compensatory	State	2
State Compensatory	State	$129,948.80
State GT	State	