

Jefferson Independent School District
Jefferson Jr. High School
2017-2018 Campus Improvement Plan



Mission Statement

Provide high quality educational opportunities that will inspire all students to become productive citizens in a culturally diverse and technologically advanced world.

Vision

To provide an environment of excellence that inspires all stakeholders to value learning, respect others, and become responsible decision makers.

Value Statement

Core Beliefs/Values

Students First: Students are the first priority in all decisions.

High Expectations: Working to provide a safe, supportive, and secure environment which provides the strategies needed to create higher levels of achievement for student success.

Communication: Communication and collaboration are key in building trust and creating success.

Continuous Improvement: Creating a culture throughout the district of constantly seeking to improve—everyone is a learner.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment at Jefferson Jr. High is 365 students. There are 91 eighth graders, 97 seventh graders, 78 sixth graders, and 99 fifth graders. The ethnic distribution is 33% African American, 6% Hispanic, 60% white, and 1% other. More than 56% of our students meet At Risk criteria. The faculty is 33% African-American and 67% White. There are 50% males and 50% females.

Student Achievement

Student Achievement Summary

In 2016-2017 Jefferson Jr. High received the rating of Met Standard. Jefferson Jr. High is moving forward with high expectations and striving for growth in all areas. Our means of assessing student growth will include cumulative tests, web based computer diagnostic levels, project based learning, incentive criteria met, and STAAR/TELPAS assessments. We will also aim for high expectations in all extracurricular activities and sporting events. In addition to preparing for state assessments, we will focus on the whole learning experience.

Student Achievement Strengths

- More than 60 % of our students met criteria for our incentive plan each 9 weeks- Grades, tardies, absences, discipline
- 8th Grade math scored at 69 percent (an 8% gain for the cohort) and reading scored at 79 percent (a 7% cohort gain)
- 5th grade reading scored at 85 percent and math at 86 percent
- 7th grade math scored 55% (a 10% cohort gain)
- Our athletic programs took home several district titles and UIL academics competed well, Band and choir are growing

1. Math performance for 6th grade students is below expectations.

2. Grades 6th and 7th performance was below expectations in all STAAR areas.

- Motivation Math and Reading (Mentoring Minds)--(\$2500)
- Think Through Math (\$3000)
- Moby Max (\$500)
- Study Island (\$3800)
- Math and Science consultants from Region VIII-- 3-4 visits each
- Flocabulary (\$500)
- Kamico - Texas STAAR Connection Diagnostic Series (\$400)
- Brain Pop! (\$1800)
- Summer school

CSF's - 1,2,3,& 7

School Culture and Climate

School Culture and Climate Summary

Although there have been several administrative changes over the last few years our teachers have responded well. We have made several personnel moves/ changes in order to foster better communication and a team emphasis. Our staff/ students have done a great job of taking pride in our facilities. Our expectations are high for our teachers and students. Our incentive plans for teachers and students, coupled with teacher planning days, have grown excitement and optimism in our school. Moving forward we would like to see a decrease in student referrals, and we are working to help provide better relationships between staff, parents and the community.

School Culture and Climate Strengths

- Staff and admin are encouraged regularly to be positive and enthusiastic about our school and profession
- Students are encouraged to take part in extracurricular activities
- Student Council and NJHS student service projects
- Introduction of Pep Squad and Sparklers (dance line)
- After-school clubs and activities - robotics, chess
- Incentive plans for students meeting criteria
- High expectations for athletics and academics (football thru UIL competition)
- Consistent discipline policy
- Regular safety drills
- Start of school meet-the-teacher night

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Career college planning and exploration

Problem Statement 2: Financial well-being

Problem Statement 3: ESTEEM curriculum for 8th grade students

Problem Statement 4: Guest speaker to discuss bullying and character traits

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

If we continue to improve and proactively display our kids' successes, we will have a better opportunity to obtain higher quality applicants. If staff and students are excited about our school and embody the pride and ownership in our growth, it will speak volumes to our potential employees. There is a need to be involved with local job fairs and student teaching programs. In order to retain quality employees we must grow in our efforts to support and provide a work place that is professional yet enjoyable.

Staff Quality, Recruitment, and Retention Strengths

- More involvement with Job Fairs
- Mentor/ Mentee program
- Region 8's New Teacher orientation program
- Regular opportunities for planning w/ colleagues
- Subject area planning days each 9 weeks
- 5th grade teaming period
- District sign-on stipend
- Vertical alignment days each nine weeks
- Tested subject stipends
- Using SearchSoft common application system through Region 8

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The biggest need was for consistency and accountability to what we have in place; and, then, assessments to check for validity before making drastic changes to our core curriculum (TEKS Resource System). There is a need for an improved RTI program, as well as a process and plan for working with students that struggle. Secondly, there is a need for common planning time established to enable teachers the valuable time to prepare quality lessons for their students. Lastly, there is a need for an accelerated instruction program that addresses the need of our higher achieving students.

Curriculum, Instruction, and Assessment Strengths

- Utilization of a primetime period- a tutorial time for students that are struggling in math and/or reading (data driven)
- TEKS Resource System
- 9 week assessments
- BM will be conducted roughly a month before STAAR assessments and the data collected will be used narrow down our focus for review TEKS
- Teachers turn in weekly lesson plans
- Walk thru' s and evals are conducted on teachers
- Incentive plan/ Recognition of students meeting criteria set each 9 weeks
- Teacher planning days each nine weeks
- Vertical Alignment days each nine weeks
- Teachers turn in a curriculum calendar w/ a scope and sequence of TEKS and when they will be taught
- CBA's will be given every 9 weeks and the data collected will guide warm up activities and the spiraling of TEK's needing review

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Math performance for 8th grade students is below expectations.

Problem Statement 2: Grades 6th and 7th performance was below expectations in all STAAR areas.

Problem Statement 3: Our goal is to show progress across the curriculum on STAAR assessments.

Problem Statement 4: Common planning

Problem Statement 5: Consistent CBA's and disaggregation of data.

Problem Statement 6: Improved Intervention.

Family and Community Involvement

Family and Community Involvement Summary

JJHS has more than 70% Eco. Dis. students and serves one of the most impoverished counties in Texas. There is a need for us to be relatable to our surroundings and community. It is vital that we as a school utilize a variety of methods of communication to ensure our parents and community stay informed, including, but not limited to, utilization of phone calls, posting updated info to website periodically, all calls, and positive articles thru various media, displaying and promoting students' achievements and efforts through meet the teacher night, pep rallies, concerts, plays, etc... It is our goal to increase community relations through work with Collins Academy, local churches for community outreach programs such as Young Men/ Women leadership forums. We will need to improve our SBDM meeting occurrences and the representation of differing business/ community members on it.

Family and Community Involvement Strengths

- All calls are made periodically to deliver important info/dates
- 2 annual open house opportunities- Fall Meet The Teacher and Spring open house
- Weekly Pep rallies during Football season and a few during BB season
- Partnership with the Longview Economic Board- job fair and guest speakers for 8th grade students
- Partnership with First Baptist of Jefferson – Boys to Men and Pearls of Wisdom luncheons for our 8th grade students
- Incentive trips where students are able to exhibit to other towns and businesses how great and respectful our students are!
- College campus tours done via skype by our counselor (8th graders)
- Positive phone calls each nine weeks
- Updated website, projector, and newspaper articles with Teachers and Students of the month
- School board recognition of students, teams, coaches, sponsors, and faculty

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Open House at beginning of year and Spring Open House

Problem Statement 2: Campus Facebook page

Problem Statement 3: Meet the Teacher done before school starts

Problem Statement 4: Increase the number of SBDM meetings

Problem Statement 5: Campus PR person

School Context and Organization

School Context and Organization Summary

JJHS has a need to develop leadership teams and disseminate responsibilities upon those teams. Planning and teaming meetings to collaborate on best practices for school operations will be addressed. Proper planning for scheduling will create tutorial times in our schedule and teaming time for our teachers. In order to grow as a team each member must know and understand their role and what they can do to help their teammates out if need be. Duty schedules, pep rally schedules, early release schedules, etc... must be communicated and effectively planned ahead. Activities that pertain to budget and travel must have a thorough process.

School Context and Organization Strengths

- Weekly communication of upcoming events
- Defined roles for campus personnel in order to assist colleagues when needed
- School calendars and expectations are shared regularly
- Staff meetings are held regularly for feedback, teamwork, and info sharing
- Safety drill are conducted regularly

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Add/ update website regularly

Problem Statement 2: Add more projectors for students and staff on campus

Problem Statement 3: More regular updates for teachers and staff

Technology

Technology Summary

There is at least one teacher computer in each classroom and each core subject teacher will have a iPad for use in the classroom. Some rooms may have two computers and students are allowed to use those at times. The junior high campus also has three computer labs open for teachers to sign up their classes to use for various projects. Most of the students are somewhat proficient in the area of technology, however, they do not get to use it enough and are not formally educated on using the technology. They need more exposure in order to really be proficient at technology usage. All sixth graders will take a tech apps/web class. The campus added 90 chromebooks last year, and we are planning to add 90 more this year.

Technology Strengths

- Addition of 90 Chromebooks
- Use of Google classroom and apps
- 4 of our resources for Primetime are computer based resources
- Updated website and video board
- Campus facebook page

Problem Statements Identifying Technology Needs

Problem Statement 1: Help update second Virtual Lab

Problem Statement 2: Better connectivity

Problem Statement 3: more local (on Campus) troubleshooting

Problem Statement 4: Additional Chromebooks (move to a 1 to 1 campus)

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Goals







Goal 1: Jefferson Junior High will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Students will show Progress in all areas tested and in all student sub-populations.

Evaluation Data Source(s) 1: 3% progress on all tested subjects for all tested sub pops.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) ELA- TEKS resource system YAG, AR reading program, IStation, Study Island, Texas Coach resource, Beyond the TEKS ELA resource, MyOn, Flocabulary, Primetime tutorials</p>	1, 2, 3, 4, 10	Principal, Assistant Principal, Department Heads, RTI/interventionists, Teachers	Curriculum unit tests and data, I Station, Study Island, STAAR Data, Teacher feedback				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Math- TEKS Resource system YAG, Moby Max, I Station, Study Island, Think Thru Math, Versatiles remedial hands on activity program, Primetime tutorials</p>	1, 2, 3, 4, 9, 10	Principal, Assistant Principal, Department Heads, RTI/interventionists, Teachers	Curriculum unit tests and data, I Station, Study Island, STAAR Data, Teacher feedback				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Writing- TEKS Resource system YAG, Gretchen Bernabei PD, STAAR writing Coach resource, Primetime tutorials</p>	1, 2, 3, 4, 9, 10	Principal, Assistant Principal, Department Heads, RTI/interventionists, Teachers	Curriculum unit tests and data, STAAR Data, Teacher feedback				







<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Science-TEKS Resource system YAG, Region 8 consultant, Study Island, Texas coach and science encyclopedia resources, CAST PD trip, Primetime tutorials</p>	1, 2, 3, 4, 9, 10	Principal, Assistant Principal, Department Heads, RTI/interventionists, Teachers	Curriculum unit tests and data, Study Island, STAAR Data, Teacher feedback				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>5) Social Studies- TEKS Resource system YAG, Region 8 consultant PD on vertical alignment, Study Island, New York Test bank to improve rigor of questioning, Mastering the SS Teks and 5E's over Texas resources Primetime tutorials</p>	1, 2, 3, 4, 9, 10	Principal, Assistant Principal, Department Heads, RTI/interventionists, Teachers	Curriculum unit tests and data, Study Island, STAAR Data, Teacher feedback				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Creation of a common remedial time- Prime-time and Title 1 resources will be utilized during small group/ web based tutorials, Flocabulary.</p>		Principal, Assistant Principal, Counselor, Department Heads, Team Leaders, RTI/interventionists, Teachers	Students attitude and data from remedial programs will improve				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Jefferson Junior High will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: Teachers will administer TEK driven CBA's focusing on data collected every 4-5 weeks.

Evaluation Data Source(s) 2: Teachers will evaluate assessments and review TEKS needing further instruction.

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers will meet in teams and discuss strengths and areas needing improvement. We will then discuss best approaches for remediation and spiraling TEKS.</p>	2, 3, 4, 5, 8, 9	Principal, AP, Teachers	Teachers will take a proactive role in assessing data and visiting about best practices to ensure student growth.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Jefferson Junior High will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: JJHS will continue a Career Exploration class that all 8th grade students will participate in.

Evaluation Data Source(s) 3: Student preparation in the ability to make an educated selection for HS coursework.

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) All 8th grade students will be enrolled in our Career pathways course.</p>	2, 3, 4, 5, 8	Principal, AP, Teacher, Counselor	All 8th grade students will be able to make an educated decision about their HS coursework.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Jefferson Junior High will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success.

Performance Objective 1: Jefferson Junior High will recruit, employ, and retain fully qualified teachers.

Evaluation Data Source(s) 1: HQ report

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus personal will attend job fairs and colleges recruiting HQ teachers/ staff.	3, 4, 5	Principal, AP, Counselor, Teachers	HQ Report				
<p>Critical Success Factors CSF 6</p> 2) Make the perception of JJHS a positive school with a great whole school experience for students and staff.	2, 3, 5	Principal, staff	Positive articles in social media and local newspapers, etc..				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> 3) Give teachers and staff time to plan in order to meet expectations set by Admin.	2, 5	Principal, AP, Counselor	Plans that are rigorous, well thought out, and planned ahead of time.				
<p>Critical Success Factors CSF 6</p> 4) Assign new teacher mentors and ensure they are well informed and tutored.	2, 5	Principal, Mentor/ Mentored teachers/staff	Confident, organized first year teachers.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> 5) Ongoing PD that is applicable to thier betterment as a teacher.	2, 3, 4, 5	Principal, Teachers	Teachers that can utilize PD and reteach teachers as necessary. Continuous PD over similar topics that progresses not starts new.				
<p>Critical Success Factors CSF 3 CSF 6</p> 6) Create a sense of family and teamwork in staff in order to improve, encourage, challenge and support each other.	2, 5	Principal, AP, Counselor	Ambitious teachers that strive for improvement based off of previous data.				
							

Goal 2: Jefferson Junior High will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success.

Performance Objective 2: JJHS will provide a mentor through the use of grade level teams for new teachers and also participate in Region 8's New Teacher orientation program.

Evaluation Data Source(s) 2: Consistent mentor/mentee meetings. Quarterly participation in Region 8's new teacher program.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Mentor teachers will meet with Mentee teachers every two weeks during teaming time. Principal , AP, and counselor will rotate visiting with group at the end of each 9 Weeks.First year teachers will also participate in the new teacher institute conducted by region 8.</p>	1, 2, 3, 4, 5, 10	Principal, AP, Counselor, Mentor and Mentee teachers	Sign in sheets and feedback from teachers during meetings				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Jefferson Junior High will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success.

Performance Objective 3: Vertical Alignment meetings will be conducted once each quarter for all core teachers. Four days on the school calendar have been set to address this.

Evaluation Data Source(s) 3: Sign in sheets and utilization of strategies taught.

Summative Evaluation 3:


Goal 3: All Jefferson Junior High personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: JJHS personal will build relationships with parents/ guardians in order to foster the best opportunities for our students to be successful.

Evaluation Data Source(s) 1: Call log documentation by grade levels kept in Google Documents.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Positive parent phone calls at minimum once every 9 weeks.	2, 6	Principals, Teachers	Call log w/notes if applicable and parent feedback				
Critical Success Factors CSF 5 CSF 6 2) All calls made to inform school community of school info.	2, 6	Principal	Log of all calls made by Principal				
Critical Success Factors CSF 5 CSF 6 3) Meet The teacher and other parent nights to display students successes and Q&A on how to help.	2, 6	Principal, AP, Teachers	Parent sign in and feedback				
Critical Success Factors CSF 5 CSF 6 4) Improve local media relationship	2, 6	Principal, sponsors, teachers	More positive articles being written and regular stories in the paper				

Critical Success Factors CSF 3 CSF 5 CSF 6 5) Utilization of the community support from the SBDM team.	2, 6	Principal	4 SBDM team meeting throughout the year that include a business rep and parent rep.				
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 6) Incorporate 8th grade career day and multiple guest speakers.	1, 2, 4, 5, 6, 8, 10	Principal, AP, Counselor, Teachers	Visits conducted by guest speakers, participation in the Longview Jr. High Job Fair				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 7) Continue to participate in the Boys to Men and Pearls of Wisdom luncheons for our 8th grade students	1, 2, 5, 6, 10	8th grade Teachers, Principal, AP, Counselor	Attending the Luncheons				
							

Goal 3: All Jefferson Junior High personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: JJHS will host a "Meet the Teacher" night prior to school and a family meal prior to Thanksgiving week. Spring awards ceremonies and concerts are also held at JJHS.

Evaluation Data Source(s) 2: Parent / Guardian sign in sheet

Summative Evaluation 2:

Goal 3: All Jefferson Junior High personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 3: JJHS will strive to improve the number of newsletters, all calls, and social media updates throughout the year. JJHS also will utilize the Jefferson Jimplicute to promote school activities and achievements.

Evaluation Data Source(s) 3: Dedicated staff for social media, website, and all call updates. Also a dedicated staff member to submit to the newspaper.

Summative Evaluation 3:







Goal 4: Jefferson Junior High will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 1: Conduct trainings on drills and have a proactive plan for disciplinary and/or other outside incidents that may affect our school setting.

Evaluation Data Source(s) 1: Proactive measures utilized to avoid harmful, unsafe situations and responses when incidents do occur.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Esteem provides an abstinence education program for all 8th grade students.</p>	2	Counselor, nurse	Successful completion of 8 week program and feedback				

<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>2) Celebrate Drug free Red Ribbon week with daily activities and a motivational speaker on drug abuse and bullying.</p>		Principal, Curriculum Director	Program implementation and student feedback				
<p align="center">Critical Success Factors CSF 6</p> <p>3) Continue to address Bullying through our prevention plan, and on going campus behavior goals</p>		All Staff	Implementation of program and continuous observation of students				
<p align="center">Critical Success Factors CSF 6</p> <p>4) Creation of a crisis team and utilization of radios</p>		Principal, radio personnel	Consistent drills and implementation of radios , Drill documentation and sign in sheet from trainings				
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>5) Incentive programs for students that encompass attendance, behavior referrals, tardies, and passing grades</p>		Principal, AP, Teachers	Students that meet the 9 week criteria are celebrated and participate in the 9 week incentive party				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Jefferson Junior High will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 2: Admin will train staff on use of radios in the event of emergency situations.

Evaluation Data Source(s) 2: Conduct training

Summative Evaluation 2:

Goal 4: Jefferson Junior High will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 3: JJHS will provide 9 week incentive rewards for students that meet set criteria for the following areas- attendance, grades, behavior, and punctuality.

Evaluation Data Source(s) 3: Amount of students that meet 9 week criteria.

Summative Evaluation 3:







Goal 5: Jefferson Junior High will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: Implement the next step of the RTI/ Teaming plan - intervention classes and team meetings.

Evaluation Data Source(s) 1: Improved dialogue between staff on what approaches will be best to ensure student growth and success. Weekly team meetings, and monthly data meetings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Create a planning schedule with planning times.</p>		Principal, AP, Teachers	Sign in sheets and implementation of common teaming times.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Create a time in our schedule that is specific to the needs of our Tier 2 students.</p>		Principal, Interventionists, Teachers	Data disaggregation and implementation of remedial programs conducted in small groups				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Common room to plan and prepare with grade level teams and department teams that emphasizes our norms and goals.</p>		Principal, AP, Counselor, Teachers	Common planning days and meeting logs				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Jefferson Junior High will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 2: Improve upon last years accelerated instruction program.

Evaluation Data Source(s) 2: Implement advanced classes across all core areas beyond ELA and math.

Summative Evaluation 2:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Science-TEKS Resource system YAG, Region 8 consultant, Study Island, Texas coach and science encyclopedia resources, CAST PD trip, Primetime tutorials
1	1	5	Social Studies- TEKS Resource system YAG, Region 8 consultant PD on vertical alignment, Study Island, New York Test bank to improve rigor of questioning, Mastering the SS Teks and 5E's over Texas resources Primetime tutorials