

**Onalaska Independent School District**  
**Onalaska Jr/Sr High**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# **Mission Statement**

To provide a safe and exceptional education that unlocks student potential to become responsible and productive members of society.

## **Vision**

Inspiring and empowering 21st century learners toward a standard of superior achievement.

## **OISD MOTTO**

Dedicated to Excellence

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Onalaska Junior Senior High serves approximately 435 students in 7th through 12th grade. Onalaska is a school-wide Title I campus with 36 teachers, 5 para-professionals, 2 office staff, 3 administrators. The student population is % economically disadvantaged, % limited English proficient, % homeless, % Special Education, and % At-Risk. The student body is composed of % Hispanic students, % White students, % African American, and % identified as Two or More races. The staff is composed of % Hispanic students, % White students, % African American, and % identified as Two or More races. Onalaska Junior Senior High's 16-17 attendance rate was % with a mobility rate of %. The school's average class size is student to each staff member.

### Demographics Strengths

- Small and Stable Subpopulations
- Low Student/Teacher Ratio
- High Graduation Rates
- Increasing Enrollment
- Increasing Participation in Dual Credit Courses
- Increasing CTE Participation
- High Attendance Rate (>96%)
- All Students Eligible for Free Breakfast/Lunch Programs
- Increasing Diversity of Staff

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Efforts to meet expanding student program needs have created scheduling difficulties. **Root Cause:** Increasing enrollment, 7-12 grade span, and increase course offerings have made it difficult to design an efficient and effective schedule.

**Problem Statement 2:** Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gap that require intervention. **Root Cause:** Onalaska Junior Senior High has a high mobility rate.

**Problem Statement 3:** Increasing Special Education population that is struggling academically and is not being successful on state assessments. **Root Cause:**

Special Education students are performing below grade level and prior academic interventions have not been successful.

## Student Academic Achievement

### Student Academic Achievement Summary

The campus met standard and were significantly above the state target in all four index areas. Student achievement was 80%, with a state target of 60%. Student Progress was 40%, with a state target of 17%. Closing Performance Gaps was 45%, with a target of 30%. Post Secondary Readiness was 81%, with a state target of 60%. In addition, OJSH met 28 out of 29 of the System Safeguards (SPED Reading missed). The campus received recognition for Academic Achievement in Social Studies and Top 25 Percent Closing Performance Gaps. Areas of focus for the campus will be ELAR (campus-wide), SPED (ELAR/Science), CTE (ELAR-SPED).

### Student Academic Achievement Strengths

- Consistently Meeting State Academic Achievement Standards
- High Graduation Rate
- High Promotion/Low Retention Rates
- Distinctions Designation in Closing Performance Gaps and Social Studies
- High Passing Rate for Dual Credit
- STAAR/EOC Scores Above State and Regional Averages

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Special Education students did not meet state standards 7th and 8th grade Reading, English I and II, 8th grade Science. **Root Cause:** Implementation of effective instruction strategies and best practices has been inconsistent and lacking focus. Students are reading several years below grade level.

**Problem Statement 2:** English I and II EOC scores are below district and campus expectations. **Root Cause:** Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED and re-test populations.

**Problem Statement 3:** Student progress was at 40%, meaning that on average, every student did not meet progress. Student progress of 50% would demonstrate all students met progress. **Root Cause:** Monitoring of and intervention based on student progress data at the objective/skill/TEKS level has not been sufficient.

## School Processes & Programs

### School Processes & Programs Summary

Onalaska Junior Senior High seeks to provide students the best staff, curriculum, instructional resources, facilities and technology possible. OJSH strives to provide a safe and positive environment with a strong focus on academic success. These efforts are demonstrated through a continuous process of review and improvement. Our goal is to always make decisions based on the needs of our students, with direct involvements (SBDM) of our staff. As we move forward, we will increase our efforts to make data-driven decisions to promote and support student growth.

### School Processes & Programs Strengths

- Curricular/Instructional Resources
  - Rigorous Curriculum through TEKS Resource System
  - Edmentum/EdOptions (Teacher Resource, Credit Recovery, CTE Courses)
  - iCEV (CTE Curriculum)
  - StemScopes (Science Resource)
  - Sapling Learning
  - Exact Path (RTI)
  - TxVSN (Online Course Options)
  - UTPB (Dual Credit Courses)
  - PSAT Programs (available at no cost)
- Instructional Programs
  - In-School Remediation/Intervention (Reading/Math Interventionist)
  - Fall/Spring Tutorial Program
  - Athletic GPA Competition
  - Bootcamps
  - Common Planning Periods
  - Instructional Planning Days
  - Data Room
  - Remediation Classes
  - Advanced/Honors Classes
  - Expanding CTE Programs
- Personnel
  - Highly Qualified Staff
  - High Retention

- Professional Development Opportunities
- PLC
- Competative Salary and Benefits
- Instrutlional Rounds
- Technology Resources
  - 14 Classroom Chromecarts
  - Ebeams/Projectors/Teacher Chromebooks/Document Cameras
  - Upgraded Desktops throughout Campus
  - New Digital Cameras/Video Cameras (Technology Programs)
  - BYOD

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Campus lacked a campus-wide data program. **Root Cause:** Prior data disaggregation was individually based and lacked a campus-wide initiative.

**Problem Statement 2:** Inability to provide sufficient foundational remediation during the school day. **Root Cause:** Lack of staffing and scheduled time.

**Problem Statement 3:** Inability to access data accurately in order to identify students who lack foundation skills for remediation. **Root Cause:** Teachers not proactively and regularly analyzing student data.

# Perceptions

## Perceptions Summary

The mission of Onalaska Independent School District is to provide a safe and exceptional education that unlocks student potential to become responsible members of society. Onalaska Junior Senior High embraces that mission as we seek to develop a school environment where parents, students, and teachers work together to overcome individual barriers and expand opportunities toward student success. We believe that this success is possible through engaging and positive instruction, active monitoring and intervention, and consistent effective communication. Formal and informal data collections support that school stakeholders believe that Onalaska Junior Senior High provides a safe environment that is dedicated to the student academic success.

## Faculty Survey

- 97 % agree that academic achievement for all students is the main focus on this campus
- 97% agree that faculty are focused on student data, academic planning, professional development opportunities, and student learning
- 97% agree that teachers and staff are involved in the decision making process with regard to materials and resources
- 97% agree that teachers and administrators on the campus believe that students can achieve and be successful
- 100% agree that teachers communicate their belief that students can achieve and be successful
- 100% agree that teachers have resources and materials to help provide instruction
- 97% agree that teachers communicate student progress to parents
- 100% agree that systems are in place on campus to provide extra help for students who need it
- 97% agree that technology integration is a highly supported initiative
- 94% agree that administrators regularly visit all classrooms and observe instruction
- 94% agree that administrative team provides valuable feedback to help improve instruction
- 100% agree that students feel welcome when they transfer to our school
- 97% agree that students can meet with their counselor when they need to
- 92% agree that teachers/staff have open channels of communication with campus and district administration
- 100% agree that the campus has a positive and welcoming environment
- 100% agree that our school reflects a true sense of community
- 100% agree that students have an adult they can turn to when they have problems
- 100% agree that teachers and students feel safe at school
- 97% agree the teacher and staff treat each other with respect
- 100% agree that staff treat students with respect
- 78% agree that administrators in this school enforce rules fairly on behalf of students
- 92% agree that the expectations of the principal are understood by all staff

## Parent Survey



- 100% agree that teachers and administrators on this campus expect students to be successful
- 100% agree that throughout my child's school, there is a "push" for academic achievement
- 92% agree that I receive clear information regarding my child's academic progress
- 92% agree that I am kept well informed of the activities of my child's school
- 92% agree that school staff considers my opinion when it comes to decisions concerning my child
- 92% agree that the school is parent friendly
- 77% agree that parents have opportunities to become involved in activities that support the instructional program
- 62% agree that parents are provided materials/training and encouraged to work with children at home
- 92% agree teachers show care and encouragement when working with students with attention to student interest, problems, and successes
- 100% agree that students are provided recognition for successes
- 100% agree that the school provides a secure, clean and attractive setting
- 100% agree that my child is physically safe at school
- 46% have attended a school Title I Parent Meeting
- 62% are familiar with the Parent-Teacher-Student Compact and Campus Parent Involvement Policy
- The two main reasons given for limiting parent participation: Not enough information/notice and Inconvenient schedule/time

### Perceptions Strengths

- High Academic Standards and Expectations
- Improved Facilities
- Professional Development Opportunities (On and Off-Campus)
- Supportive Climate and Collaborative Environment
- Competative Pay and Benefits
- Flexibility in Meeting Students Needs
- Strong Support for Technology Intergration
- Communication Resources

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need for improved communication between administration and teachers during the student disciplinary process. **Root Cause:** Lack of communication due to unknown technology issues.

**Problem Statement 2:** Parents do not have the ability to help their student at home, nor the opportunities to become involved in activities that support the instructional program. **Root Cause:** Lack of training/materials/programs that will provide parents the skills needed to assist their students.

**Problem Statement 3:** There is a need for focus and development of character traits, social responsibility and positive behaviors among students. **Root**

**Cause:** Students from low socioeconomic situations/difficult home situations come to school with underdeveloped social, academic, and behavioral skills. This is often made worse by a lack of cultural understanding and awareness between staff and students.

# 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
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- 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
- 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
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.**

**Performance Objective 1:** A minimum of 60% of special education students will reach the Approaching Grade Level standard on STAAR/EOC assessments in 7th Writing, 7th Reading, 8th Reading, 8th Science, English I, and English II.

**Evaluation Data Source(s) 1:** 2018 STAAR/EOC Results

**Summative Evaluation 1:**

| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|--|---|-----------|-----|-----|-----------|
|   |         |  |   | Formative |     |     | Summative |
|   |         |  |   | Nov       | Jan | Mar | June      |
| <b>System Safeguard Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>1) Use of Exact Path for weekly-targeted pull-out sessions (7th, 8th, 9th grade levels) in Reading. | 1, 9    | Principal<br>Assistant Principal<br>Interventionist<br>Counselor                 | Accelerate/Improve Reading Comprehension/Fluency<br>Provide student performance data  |           |     |     |           |
| Problem Statements: Demographics 2, 3 - Student Academic Achievement 1 - School Processes & Programs 2  |         |  |   |           |     |     |           |
| <b>System Safeguard Strategy</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>2) Use of Exact Path program for weekly-targeted pull-out sessions (7th, 8th, 9th grade levels) in Math.            | 1, 9    | Principal<br>Assistant Principal<br>Interventionist<br>Counselor<br>Math Coach   | Accelerate/Remediate Math Comprehension<br>Provide student performance data   |           |     |     |           |
| Problem Statements: Demographics 2 - School Processes & Programs 2  |         |  |   |           |     |     |           |
| <b>System Safeguard Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>3) Use of targeted after-school tutorials for identified students for tested subjects.              | 1, 9    | Principal<br>Assistant Principal<br>Counselor<br>Teachers<br>Curriculum Director | Remediation/support for students who require retesting on state assessments<br>Improve performance in tested areas<br>Provide additional instructional time for students at risk of failing |           |     |     |           |
| Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 3 - School Processes & Programs 2   |         |  |   |           |     |     |           |

|   |   |   |   |  |  |  |  |
|---|---|---|---|--|--|--|--|
| <b>System Safeguard Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>4) Use of daily homeroom to provide remediation opportunities for identified students.                  | 1, 2, 9   | Principal<br>Assistant Principal<br>Counselor<br>Teachers                       | Improved performance of students with identified needs<br>Provide additional instructional time for students at risk of failing                 |  |  |  |  |
|   | Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2 - School Processes & Programs 2 |   |   |  |  |  |  |
| <b>System Safeguard Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>5) Use of boot camps/student workshops to address specific student expectations prior to state testing. | 1, 9  | Principal<br>Assistant Principal<br>Math Coach<br>ELAR Coach<br>Interventionist | Address student expectation areas that show continued low performance<br>Increase student confidence regarding performance on state assessments |  |  |  |  |
|   | Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3                              |   |   |  |  |  |  |
| = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue  |   |   |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|   |
|---|
| <b>Demographics</b>   |
| <b>Problem Statement 2:</b> Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gap that require intervention. <b>Root Cause 2:</b> Onalaska Junior Senior High has a high mobility rate.   |
| <b>Problem Statement 3:</b> Increasing Special Education population that is struggling academically and is not being successful on state assessments. <b>Root Cause 3:</b> Special Education students are performing below grade level and prior academic interventions have not been successful.   |
| <b>Student Academic Achievement</b>   |
| <b>Problem Statement 1:</b> Special Education students did not meet state standards 7th and 8th grade Reading, English I and II, 8th grade Science. <b>Root Cause 1:</b> Implementation of effective instruction strategies and best practices has been inconsistent and lacking focus. Students are reading several years below grade level. |
| <b>Problem Statement 2:</b> English I and II EOC scores are below district and campus expectations. <b>Root Cause 2:</b> Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED and re-test populations.  |
| <b>Problem Statement 3:</b> Student progress was at 40%, meaning that on average, every student did not meet progress. Student progress of 50% would demonstrate all students met progress. <b>Root Cause 3:</b> Monitoring of and intervention based on student progress data at the objective/skill/TEKS level has not been sufficient.     |
| <b>School Processes &amp; Programs</b>  |
| <b>Problem Statement 2:</b> Inability to provide sufficient foundational remediation during the school day. <b>Root Cause 2:</b> Lack of staffing and scheduled time.   |

**Goal 1:** Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

**Performance Objective 2:** A minimum of 60% of all students will achieve the Meets Grade Level standard on each STAAR/EOC assessment.

**Evaluation Data Source(s) 2:** 2018 STAAR/EOC Results

**Summative Evaluation 2:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|------------|--|--|---|-----|-----|-----------|
|  |            |  |  | Formative   |     |     | Summative |
|  |            |  |  | Nov   | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br><br>1) Use of bootcamps/student workshops to address specific student expectations prior to state testing.   | 1, 9       | Principal<br>Assistant Principal<br>Math Coach<br>ELAR Coach<br>Interventionist                  | Prepare students for state assessments and focus on strengthening overall performance<br>Increase student confidence on state assessments  |   |     |     |           |
|  |            |  |  | Problem Statements: Demographics 2 - Student Academic Achievement 3                   |     |     |           |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4<br><br>2) Use of daily homeroom to provide school-wide skill and strategy practice.   | 1, 2, 9    | Principal<br>Assistant Principals<br>Departmental Chairs<br>Teachers                             | Focus on and improve strategy usage and fundamental skills that are important in meeting students expectations in classes and on state assessments   |   |     |     |           |
|  |            |  |  | Problem Statements: Student Academic Achievement 2                                    |     |     |           |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br><br>3) Scheduled planning days each 9 weeks to enhance and plan instruction. Common planning periods in the core areas.  | 1, 2, 3, 8 | Principal<br>Assistant Principal<br>Counselor<br>Departmental Chairs<br>ELAR Coach<br>Math Coach | Improve Quality of Lesson Plans<br>Improved Resources/Support<br>Increased Student Engagement<br>Better Aligned CBA<br>Improved Data Assessment  |   |     |     |           |
|  |            |  |  | Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1    |     |     |           |
| <b>System Safeguard Strategy</b><br><b>PBMAS</b><br><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br><br>4) Implement Data Room to evaluate individual student performance, identify areas for attention, and plan support strategies to improve student performance. | 1, 4, 8    | Principal<br>Curriculum Director<br>ELAR Coach<br>Math Coach<br>Interventionist<br>Teachers      | Increased performance on formative and summative classroom assessments<br>Improved planning to address students strengths and weaknesses<br>Improved awareness of student performance and implementation of remediation/acceleration efforts |   |     |     |           |
|  |            |  |  | Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1, 3 |     |     |           |



|   |      |  |   |  |  |  |  |
|---|------|--|---|--|--|--|--|
| <b>System Safeguard Strategy</b><br><b>PBMAS</b><br>5) Add Instructional Interventionist and Instruction Para-professional position to add additional opportunities for in-school remediation and acceleration. | 1, 9 | Curriculum Director<br>Principal<br>Assistant Principal<br>Instructional Coaches | Students behind grade level will make greater than yearly gains in reading and math |  |  |  |  |
| Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1, 3   |      |  |   |  |  |  |  |
| = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue  |      |  |   |  |  |  |  |

**Performance Objective 2 Problem Statements:**

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|--|
| <b>Demographics</b>  |
| <b>Problem Statement 2:</b> Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gap that require intervention. <b>Root Cause 2:</b> Onalaska Junior Senior High has a high mobility rate.  |
| <b>Student Academic Achievement</b>  |
| <b>Problem Statement 2:</b> English I and II EOC scores are below district and campus expectations. <b>Root Cause 2:</b> Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED and re-test populations.   |
| <b>Problem Statement 3:</b> Student progress was at 40%, meaning that on average, every student did not meet progress. Student progress of 50% would demonstrate all students met progress.<br><b>Root Cause 3:</b> Monitoring of and intervention based on student progress data at the objective/skill/TEKS level has not been sufficient. |
| <b>School Processes &amp; Programs</b>   |
| <b>Problem Statement 1:</b> Campus lacked a campus-wide data program. <b>Root Cause 1:</b> Prior data disaggregation was individually based and lacked a campus-wide initiative.   |
| <b>Problem Statement 3:</b> Inability to access data accurately in order to identify students who lack foundation skills for remediation. <b>Root Cause 3:</b> Teachers not proactively and regularly analyzing student data.  |

## Goal 2: Promote effective parent, family, and community involvement through communication, participation, and partnerships

**Performance Objective 1:** Promote parental involvement in student academic success by increasing parent participation and training opportunities.

**Evaluation Data Source(s) 1:** Sign-in Sheets, Surveys

### Summative Evaluation 1:

| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|--|---|-----------|-----|-----|-----------|
|   |         |  |   | Formative |     |     | Summative |
|   |         |  |   | Nov       | Jan | Mar | June      |
| <b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 5 CSF 6<br><br>1) Institute Academic Parent/Family Nights to help provide parents skills, resources and strategies to help parents assist in the academics success of their student. | 1, 6    | Principal<br>Assistant Principal<br>Counselor<br>Curriculum Director | Increase parental involvement/engagement<br>Increase student performance<br>Improve school climate                                  |           |     |     |           |
| Problem Statements: Demographics 3 - Student Academic Achievement 3 - Perceptions 2   |         |  |   |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 3 CSF 5 CSF 6<br><br>2) Increase the number of opportunities community members have to attend school sponsored programs, SBDM committees, and/or volunteer opportunities.                                  | 1, 6    | Principal<br>Assistant Principal<br>Counselor<br>Curriculum Director | Increased community involvement<br>Improve coordination with the community<br>Increased visibility/understanding of campus programs |           |     |     |           |
| Problem Statements: Perceptions 2   |         |  |   |           |     |     |           |
| = Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue   |         |  |   |           |     |     |           |

### Performance Objective 1 Problem Statements:












| Demographics   |
|--|
| <b>Problem Statement 3:</b> Increasing Special Education population that is struggling academically and is not being successful on state assessments. <b>Root Cause 3:</b> Special Education students are performing below grade level and prior academic interventions have not been successful.  |
| Student Academic Achievement   |
| <b>Problem Statement 3:</b> Student progress was at 40%, meaning that on average, every student did not meet progress. Student progress of 50% would demonstrate all students met progress.<br><b>Root Cause 3:</b> Monitoring of and intervention based on student progress data at the objective/skill/TEKS level has not been sufficient. |
| Perceptions  |
| <b>Problem Statement 2:</b> Parents do not have the ability to help their student at home, nor the opportunities to become involved in activities that support the instructional program. <b>Root Cause 2:</b> Lack of training/materials/programs that will provide parents the skills needed to assist their students.                     |

**Goal 2:** Promote effective parent, family, and community involvement through communication, participation, and partnerships

**Performance Objective 2:** Promote parental awareness of student academic performance by improving communication methods and increasing parental contact.

**Evaluation Data Source(s) 2:** Contact Logs, Surveys, Contact Data

**Summative Evaluation 2:**

| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |   |   |           |
|---|---------|--|---|---|---|---|-----------|
|   |         |  |   | Formative   |   |   | Summative |
|   |         |  |   | Nov   | Jan   | Mar   | June      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 5 CSF 6<br><br>1) Implement school-wide campus based Remind communication system. System will be used by individual classrooms and extra-curricular programs.  | 1, 6    | Principal<br>Assistant Principal<br>District Executive<br>Assistant Curriculum Director<br>Athletic Director<br>Teachers | Improve notification of classroom and extra-curricular assignments and events to both students and parents<br>Monitor communications<br>Increase attendance and participation by community members at campus events |  |  |   |           |
|   |         |  |   | Problem Statements: Perceptions 2, 3  |   |   |           |
| <b>Critical Success Factors</b><br>CSF 1 CSF 5 CSF 6<br><br>2) Require communication logs each 9 weeks to demonstrate teacher/parent communication regarding student academic and behavioral progress.  | 1, 6, 9 | Principal<br>Assistant Principal<br>Teachers   | Improved communication/feedback<br>Improved student performance on formative and summative assessments<br>Increased parental engagement   |  |  |  |           |
|   |         |  |   | Problem Statements: Perceptions 1, 2, 3   |   |   |           |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue |         |  |   |   |   |   |           |

**Performance Objective 2 Problem Statements:**

| Perceptions  |
|--|
| <b>Problem Statement 1:</b> There is a need for improved communication between administration and teachers during the student disciplinary process. <b>Root Cause 1:</b> Lack of communication due to unknown technology issues.   |
| <b>Problem Statement 2:</b> Parents do not have the ability to help their student at home, nor the opportunities to become involved in activities that support the instructional program. <b>Root Cause 2:</b> Lack of training/materials/programs that will provide parents the skills needed to assist their students.   |
| <b>Problem Statement 3:</b> There is a need for focus and development of character traits, social responsibility and positive behaviors among students. <b>Root Cause 3:</b> Students from low socioeconomic situations/difficult home situations come to school with underdeveloped social, academic, and behavioral skills. This is often made worse by a lack of cultural understanding and awareness between staff and students. |

### Goal 3: Recruit, employ, develop, and retain highly qualified staff to maximize learning for all students and staff

**Performance Objective 1:** All teachers will meet all certification requirements or highly-qualified requirements and will participate in ongoing professional development activities to support student success.

**Evaluation Data Source(s) 1:** HR Records, PD Records, T-TESS Documents

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|---|--|-----------|-----|-----|-----------|
|  |         |   |  | Formative |     |     | Summative |
|  |         |   |  | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Utilize campus, district, and regional instructional resources in providing opportunities for quality professional development aligned with district and campus goals/initiatives.</p>                    | 1, 4    | Curriculum Director<br>Principal<br>Assistant Principal<br>Instructional Coaches<br>Counselor<br>Department Chairs<br>ESC 6 | Improved lesson planning<br>Improved instructional ability<br>Improved classroom management<br>Improved classroom climate                                      |           |     |     |           |
| Problem Statements: Demographics 3 - Student Academic Achievement 1, 2 - School Processes & Programs 3   |         |   |  |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) All instructional staff will participate in a district-wide book study PLC (A Framework for Poverty by Ruby Payne) to research highly effective strategies in support of students and their families.</p> | 1, 2, 4 | Curriculum Director<br>Principal<br>Assistant Principal<br>Counselor  | Increased academic and social performance among student of low SES status<br><br>Improved teacher instructional effectiveness with students of all backgrounds |           |     |     |           |
| Problem Statements: Perceptions 3  |         |   |  |           |     |     |           |
| = Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue  |         |   |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics  |
|---|
| <b>Problem Statement 3:</b> Increasing Special Education population that is struggling academically and is not being successful on state assessments. <b>Root Cause 3:</b> Special Education students are performing below grade level and prior academic interventions have not been successful.   |
| Student Academic Achievement  |
| <b>Problem Statement 1:</b> Special Education students did not meet state standards 7th and 8th grade Reading, English I and II, 8th grade Science. <b>Root Cause 1:</b> Implementation of effective instruction strategies and best practices has been inconsistent and lacking focus. Students are reading several years below grade level. |

**Problem Statement 2:** English I and II EOC scores are below district and campus expectations. **Root Cause 2:** Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED and re-test populations.

### School Processes & Programs

**Problem Statement 3:** Inability to access data accurately in order to identify students who lack foundation skills for remediation. **Root Cause 3:** Teachers not proactively and regularly analyzing student data.

### Perceptions

**Problem Statement 3:** There is a need for focus and development of character traits, social responsibility and positive behaviors among students. **Root Cause 3:** Students from low socioeconomic situations/difficult home situations come to school with underdeveloped social, academic, and behavioral skills. This is often made worse by a lack of cultural understanding and awareness between staff and students.

**Goal 3:** Recruit, employ, develop, and retain highly qualified staff to maximize learning for all students and staff

**Performance Objective 2:** Maximize student educational opportunities by expanding student course offering and recruiting highly qualified staff to ensure effective instruction.

**Evaluation Data Source(s) 2:** Student/Teacher Surveys, HR Records, T-TESS Documents

**Summative Evaluation 2:**

| Strategy Description  | Title I | Monitor                                       | Strategy's Expected Result/Impact   | Reviews                            |     |     |           |
|---|---------|---|---|------------------------------------|-----|-----|-----------|
|   |         |   |   | Formative                          |     |     | Summative |
|   |         |   |   | Nov                                | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 6<br><br>1) Add math teacher to increase number of math offerings, provide additional advanced classes, and reduce use of online math courses. | 1, 3    | Curriculum Director<br>Principal<br>Counselor | Students will have access to courses that align with their desired degree plans and endorsements<br>Provides challenging courses to high performing students<br>Provide on-campus instruction for all required math courses | ✓                                  | ✓   | ✓   |           |
|   |         |   |   | Problem Statements: Demographics 1 |     |     |           |
| 2) Add technology teacher to increase number of CTE technology offerings.   | 1, 3    | Curriculum Director<br>Principal<br>Counselor | Students will have access to courses that align with their desired degree plans and endorsements<br>Increased opportunities to gain industry certification  | ✓                                  | ✓   | ✓   |           |
|   |         |   |   | Problem Statements: Demographics 1 |     |     |           |
|   |         |   |   |                                    |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> Efforts to meet expanding student program needs have created scheduling difficulties. <b>Root Cause 1:</b> Increasing enrollment, 7-12 grade span, and increase course offerings have made it difficult to design an efficient and effective schedule. |

**Goal 4: Provide and maintain a safe, healthy, secure, and orderly environment for students, staff, families, and community.**

**Performance Objective 1:** Improve social, emotional, and behavior supports for staff and student, while reducing office-based disciplinary action by 25%.

**Evaluation Data Source(s) 1:** Surveys, Discipline Data, T-TESS Data

**Summative Evaluation 1:**

| Strategy Description  | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------|---|--|---|-----|-----|-----------|
|   |         |   |  | Formative   |     |     | Summative |
|   |         |   |  | Nov   | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 6 CSF 7<br><br>1) Implementation of PBIS program (Wildcat Pride) to support positive interactions between students and staff, while reducing the need for negative consequences. | 1, 2    | Principal<br>Assistant Principal<br>Counselor<br>Teachers                                 | Improved school climate<br>Reduction in disciplinary referrals<br>Reduction in loss of instructional time due to removal from class<br>Improved classroom management |   |     |     |           |
|   |         |   |  | Problem Statements: Perceptions 1, 3  |     |     |           |
| <b>Critical Success Factors</b><br>CSF 1 CSF 6<br><br>2) Extra-curricular sponsors will monitor and address student academic and behavioral concerns.   | 1, 2, 9 | Principal<br>Assistant Principal<br>Counselor<br>Teachers<br>Coaches<br>Athletic Director | Decrease failures<br>Decrease office-referrals<br>Improve positive interactions between staff and students<br>Improve school climate                                 |   |     |     |           |
|   |         |   |  | Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - Perceptions 3 |     |     |           |
| = Accomplished                         = Continue/Modify                         = Considerable                         = Some Progress                         = No Progress                         = Discontinue           |         |   |  |   |     |     |           |

**Performance Objective 1 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <b>Problem Statement 3:</b> Increasing Special Education population that is struggling academically and is not being successful on state assessments. <b>Root Cause 3:</b> Special Education students are performing below grade level and prior academic interventions have not been successful.   |
| <b>Student Academic Achievement</b>   |
| <b>Problem Statement 1:</b> Special Education students did not meet state standards 7th and 8th grade Reading, English I and II, 8th grade Science. <b>Root Cause 1:</b> Implementation of effective instruction strategies and best practices has been inconsistent and lacking focus. Students are reading several years below grade level. |
| <b>Problem Statement 2:</b> English I and II EOC scores are below district and campus expectations. <b>Root Cause 2:</b> Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED and re-test populations.  |

**Problem Statement 3:** Student progress was at 40%, meaning that on average, every student did not meet progress. Student progress of 50% would demonstrate all students met progress.

**Root Cause 3:** Monitoring of and intervention based on student progress data at the objective/skill/TEKS level has not been sufficient.

### Perceptions

**Problem Statement 1:** There is a need for improved communication between administration and teachers during the student disciplinary process. **Root Cause 1:** Lack of communication due to unknown technology issues.

**Problem Statement 3:** There is a need for focus and development of character traits, social responsibility and positive behaviors among students. **Root Cause 3:** Students from low socioeconomic situations/difficult home situations come to school with underdeveloped social, academic, and behavioral skills. This is often made worse by a lack of cultural understanding and awareness between staff and students.



**Goal 4:** Provide and maintain a safe, healthy, secure, and orderly environment for students, staff, families, and community.

**Performance Objective 2:** Increase resources/events to promote awareness and develop skills to deal with negative social issues.

**Evaluation Data Source(s) 2:** Reporting Data, Student Surveys, Discipline Data, Event Information

**Summative Evaluation 2:**

| Strategy Description   | Title I                           | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|-----------------------------------|---|---|-----------|-----|-----|-----------|
|  |                                   |   |   | Formative |     |     | Summative |
|  |                                   |   |   | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 6<br>1) Address issues of cyber-bullying and digital citizenship through the use of technology (Eduhero)  | 1                                 | English Teachers<br>Technology Director<br>Curriculum Director<br>Principal | Increased education over issues of cyber-bullying and digital citizenship resulting in an overall reduction in negative actions | ✓         | ✓   | ✓   |           |
|  | Problem Statements: Perceptions 3 |   |   |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 6<br>2) Address issues of bullying (emphasis on female students) through small group student workshops.   | 1                                 | Counselor<br>Principal<br>Assistant Principal                               | Reduction in the social ostracization and student conflict<br>Promote conflict resolution strategies and positive interactions  |           |     |     |           |
|  | Problem Statements: Perceptions 3 |   |   |           |     |     |           |
| = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue |                                   |   |   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions  |
|--|
| <b>Problem Statement 3:</b> There is a need for focus and development of character traits, social responsibility and positive behaviors among students. <b>Root Cause 3:</b> Students from low socioeconomic situations/difficult home situations come to school with underdeveloped social, academic, and behavioral skills. This is often made worse by a lack of cultural understanding and awareness between staff and students. |

## System Safeguard Strategies

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------|-----------------|---|
| 1           | 1                | 1               | Use of Exact Path for weekly-targeted pull-out sessions (7th, 8th, 9th grade levels) in Reading.  |
| 1           | 1                | 2               | Use of Exact Path program for weekly-targeted pull-out sessions (7th, 8th, 9th grade levels) in Math.   |
| 1           | 1                | 3               | Use of targeted after-school tutorials for identified students for tested subjects.   |
| 1           | 1                | 4               | Use of daily homeroom to provide remediation opportunities for identified students.   |
| 1           | 1                | 5               | Use of boot camps/student workshops to address specific student expectations prior to state testing.  |
| 1           | 2                | 4               | Implement Data Room to evaluate individual student performance, identify areas for attention, and plan support strategies to improve student performance. |
| 1           | 2                | 5               | Add Instructional Interventionist and Instruction Para-professional position to add additional opportunities for in-school remediation and acceleration.  |