

Gatesville Junior High School Campus Plan 2016 - 2017

Goal 1: Improve Student Performance using latest technology and targeted grade level instruction within a positive learning environment.

Long-range Goal: By May 2017, all students at Gatesville Junior High will master the required standards of STAAR/TEKS in all areas.

Performance Objective: Increase STAAR/TEKS scores in all areas to maintain "Met Standard" status.

Needs Addressed: Teachers will be made aware of STAAR/TEKS scores in general - with specific emphasis on sub-groups where system safeguards were not met in the Performance Rate category (less than 50%).

<u>Strategies</u>	<u>Person responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Measurement</u>	<u>Special population</u>
Teachers/students will have improved usage in computer labs to access library systems, on line research and TEKS/STAAR practice - Study Island	Venable	on-going	Technology data and equipment, Study Island, C-Scope, iStation, GCS, GoMath, Edlio Lexia software, Writing Coach, Destiny Library	Teachers and students will have computers for AR testing, research, and TEKS/STAAR skill preparation.	GJH School
Teachers/students receive ongoing training through workshops, staff development and small group instruction as equipment and software are updated.	Venable	on-going	Technology data and equipment, iStation, staff development and workshops.	Increased use of updated technology in the classroom and instruction.	GJH School
Ongoing compensatory education programs	Venable	on-going		STAAR scores, disparity % between at risk students passing TEKS/STAAR and non-risk students passing should decrease from year to year.	GJH School
CAI reading - Melissa Harris, Jamie Jackson, Objective: ongoing comp ed program used as a supplement to the regular reading program money	Gatesville ISD	on-going	Lexia software, Tumble Book Cloud, Spelling City, iStation, Reading A-Z, AZ Kids eBooks	Report card, teacher made assessments, work samples, STAAR results, pre and post tests, Lexia, Study Island	GJH School
a - Placement testing of students on a series of lessons geared to improve language art skills	CAI Teachers	on-going	Supplemental aides such as STAAR worksheets, iStation, Reading A-Z, Spelling City, Lexia Software, reading series activities		GJH School

b - Assisted 1-on-1 instruction on the computer to increase reading skills	CAI Teachers	on-going	Quick Computer Software		GJH School
Grand Central Station (at-risk, 504, and Special Ed students). Anna Kate Stanley, Laura Haines, Laura Sims	Teachers	on-going		Report card, progress on Special Ed student IEP's, teacher made assessments, work samples, STAAR results, STAAR assessments, Dyslexia Program	GJH School
a - 1-on-1 instruction to supplement instruction in the regular classroom	Teachers	on-going			Grand Central Station
b - Use of highlighted texts and highlighting in books	Teachers	on-going	Overlays, highlighted textbooks		Grand Central Station
c - Modified tests (Special Ed. Students need supplemental help as indicated on their IEP's)	Teachers	on-going			Grand Central Station
d - Small group instruction	Teachers	on-going			Grand Central Station
e - Study Guides	Teachers	on-going			Grand Central Station
f - Peer Tutoring	Teachers	on-going			Grand Central Station
g - Supplemental Aids	Teachers	on-going	Notecards, example sheets, page numbers for assignments, manipulatives		Grand Central Station
h - Science Lab manual, hands on labs	Teachers	on-going	Consumable Science textbooks, science lab equipment	STAAR results	Science Department members
Alternative Education Placement - Charles Alderson, Jason Moffett, Jodi Shelton		on-going			GJH School
Continue to use accelerated reader program to stimulate interest in reading and improve STAAR scores	E. Herbelin, A. Reed, A. Clark, C. Santulan, M. Harris, M. Young, J. Segraves, M. Kunkel, J. Crosby, E. Temple	on-going	AR Books and library books	Improvement on STAAR scores, increase in number of books checked out.	GJH School

Improve 7th and 8th grade reading scores to 90% or higher	E. Herbelin, A. Reed, A. Clark, C. Santulan, M. Harris, M. Young, J. Seagraves, M. Kunkel, J. Crosby, E. Temple	on-going	STAAR results, planning, tutorials, updating curriculum, Professional Learning Communities	STAAR results	GJH School
a - Improve STAAR reading results in all sub-groups using benchmark reading test	E. Herbelin, A. Reed, A. Clark, C. Santulan, M. Harris, M. Young, J. Seagraves, M. Kunkel, J. Crosby, E. Temple	October 3-14, November 28 - December 9, February 27 - March 10	STAAR practice test results to determine weak areas to focus on during tutorials	STAAR results	GJH School
Improve STAAR results in all sub-groups to at or above 90% in all core curriculum	All Staff	on-going	STAAR results	STAAR results	GJH School
Increase use of technology to improve STAAR scores in all core subject areas	All Staff	on-going	GoMath, DMAC, Think through Math, iStation, Study Island, graphing calculators, STAAR practice, Writing Coach, Computer on Wheels, Interactive Smart Boards	Teacher planning and documentation	GJH School
a - iScience technology for student home and classroom use	C. Johnson, B. Bryant, J. Williams	on-going	Class set of computers (lab) and home computers	STAAR results	Science Department members
Teachers will have weekly PLC meetings by subject area and use email to communicate information such as failures, problematic areas, and concerns.	Teachers	on-going	STAAR results, planning calendar, PLC meetings, practice assessments, meetings with content mastery and Special Ed teachers.	Regular meetings between and among teachers to discuss STAAR strategies, plan lessons, and create/review common assessments. All teachers fill in and follow STAAR planning calendars.	GJH School
Continuation of math concepts I and II (7th and 8th grades) to help students who are struggling with STAAR	E. Omenson, D. Draper	on-going	STAAR results, planning calendar, PLC meetings, practice assessments, meetings with content mastery and Special Ed teachers.	Regular meetings between and among teachers to discuss STAAR strategies, plan lessons, and create/review common assessments. All teachers fill in and follow STAAR planning calendars.	GJH School

Bring 7th and 8th grade math scores up to 90% or above	K. Belt, L. Wise, A. Long, D. Draper, E. Omenson	on-going	Teacher documentation, DMAC, Gradebook program	STAAR results	GJH School
Improve STAAR math results in all sub-groups using benchmark math assessments	K. Belt, L. Wise, A. Long, D. Draper, E. Omenson	October 3-14, November 28 - December 9, February 27 - March 10	STAAR practice test results to determine weak areas to focus on during tutorials	STAAR results	GJH School
Align writing instruction with STAAR	C. Venable, E. Herbelin, A. Reed, A. Clark, C. Santulan, M. Harris, M. Young, J. Segraves, M. Kunkel, J. Crosby, E. Temple	on-going	PLC meetings, Region XII workshops, C-Scope	Daily writing assignments (SWAT)	GJH School
a - Improve STAAR writing results in all sub-groups using benchmark writing assessments	C. Venable, E. Herbelin, A. Reed, A. Clark, C. Santulan, M. Harris, M. Young, J. Segraves, M. Kunkel, J. Crosby, E. Temple	October 3-14, November 28 - December 9, February 27 - March 10	STAAR practice test results to determine weak areas to focus on during tutorials	STAAR results	GJH School
SWAT (Student Writing Achievement Time) to the daily schedule - 10 minutes daily	All Staff	on-going	Prompts provided by administration via PLC's	Daily grades to be averaged to provide 1 daily grade	GJH School
Align Social Studies instruction with STAAR	T. Mueller, M. Lynch, L. Withrow, J. Villarrial, B. Campbell, M. Bartlett	on-going	DMAC, PLC meetings, C-Scope, Workbooks	PLC meetings to address curriculum and instructional issues and incorporation of daily STAAR objectives in 8th grade instruction, Benchmark assessments	GJH School
a - Improve STAAR Social Studies results in all sub-groups using benchmark assessments	C. Venable, T. Mueller, M. Lynch, L. Withrow, J. Villarrial, B. Campbell, M. Bartlett	October 20-21 December 14-15 March 16-17 May 4-5	STAAR practice test results to determine weak areas to focus on during tutorials	STAAR results	GJH School
Align Science instruction with STAAR	C. Johnson, B. Bryant, J. Williams	on-going	DMAC, PLC meetings, C-Scope, Workbooks	PLC meetings to address curriculum and instructional issues and incorporation of daily STAAR objectives in 8th grade instruction, Benchmark assessments	GJH School

a - Improve STAAR Science results in all sub-groups using benchmark assessments	C. Venable, C. Johnson, B. Bryant, J. Williams	October 20-21 December 14-15 March 16-17 May 4-5	STAAR practice test results to determine weak areas to focus on during tutorials	STAAR results	GJH School
Vertical alignment in science with Intermediate and High School	C. Johnson, B. Bryant, J. Williams, HS Science Teachers	on-going	C-Scope, DMAC, PLC meetings	STAAR and Benchmark results, documentations	GJH School, Intermediate School, High School
ESL students exposed to a variety of reading materials	All instructors of ESL students, N. Adams, T. Dowdy	on-going	Reading materials, SIOF (Sheltered Instruction training)	LAT testing results in the Spring	ESL staff
Teachers/Administrators will meet in weekly PLC meetings to assist with student needs	Teachers/ Administrators	on-going	Weekly PLC meetings	Increase evidence of student success through decrease in office referrals and improved grades as well as aligning curriculum campus wide	GJH School
Purchases and integration of technology will be on scientifically based data showing student success	All Staff	on-going	Region XII, Teachers	Data Driven Decisions	GJH School
Encourage teachers to meet with teachers from other campuses to coordinate curriculum in their fields	All Teachers, Principals	on-going		Teacher documentation and planning	Gatesville ISD
Prior to Special Ed referrals, provide support services to enhance student performance, RTI	Teachers, C. Venable	on-going	Teachers, Administrators, GCS, Concepts classes	Improvement in student academic and behavioral performance	GJH School
a - Build a problem solving team	C. Venable, D. Anders	on-going	Teachers	Problem solving team members	GJH School
b - Teachers request and gather student data	K. Brown	on-going	Teachers	Data gathered from PLC meetings	GJH School
c - Problem solving meetings	C. Venable, D. Anders, GCS	on-going	Team members	Define problem, analyze, state desired goals, documentation	GJH School
d - Action plan; plan intervention	C. Venable, D. Anders, GCS, K. Brown	on-going	Team members	Generate and select intervention - decide who is responsible for what	GJH School
e - Problem solving team follow up	C. Venable, D. Anders, GCS, K. Brown	on-going	Team members	Evaluate interventions implemented and change what needs to be changed	GJH School
Complete COE's and send Region XII	MEP Coordinator	on-going	Local	COE Completed, NGS databank	Migrant Staff

Update migrant student list for PEIMS and other district personnel	MEP Coordinator	on-going	Local	Student List	Migrant Staff
Refer migrant families and students for educational support agencies	MEP Coordinator	on-going	Local	Log entries, referrals made	Migrant Staff
Maintain a log of activities	MEP Coordinator	on-going	Local	Log entries	Migrant Staff
Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	Special Education Director, Teachers	on-going	STAAR, LAT, IEP's	Disaggregated data, IEP, needs assessments	Special Education Staff
Continue to monitor student progress and participation in AYP	C. Venable	on-going	Local	AYP reports and results, data disaggregation	GJH School
Address PBM performance and compliance	C. Venable	on-going	Local	PBM reports, written strategies	GJH School
Develop a policy for identifying, entering, and exiting students from the SCE program	Superintendent, C. Venable	August	Local	Meeting to develop policy, Local Policy	SCE/At Risk Staff Members
Identify students at risk or dropping out of school using state criteria and provide teachers with the confidential list	K. Brown	School year	SCE	At risk criteria distributed, list of at risk students identified	SCE/At Risk Staff Members
Conduct a comprehensive needs assessment which includes but is not limited to STAAR, drop out rate, LAT, to identify areas to accelerate	K. Brown, Teachers, Site Based Team	May or August	Local, SCE	Data disaggregated for at risk students, results of comprehensive needs assessment	SCE/At Risk Staff Members
Serve 7-8 grade students with below 70 average in 2 or more subjects through remediation	C. Venable, D. Anders, K. Brown, A. Stanley, L. Haines	August - May	Local, SCE	Identify students placed in program, report cards, end of year grades, completion rates	SCE/At Risk Staff Members
Serve LEP students through an accelerated program to acquire proficiency in the English language	ESL Teachers, C. Venable	Daily	ESL funds, SCE, Local	Progress Reports, LPAC meetings, LAT, STAAR	SCE/At Risk Staff Members
Provide accelerated intensive program for at risk students failing the STAAR through tutoring, computer assisted instruction, specialized reading/math courses	C. Venable, E. Omenson, M. Harris, J. Jackson	August - May	SCE	Benchmarks, report cards, progress reports, STAAR completion rates	SCE/At Risk Staff Members
Provide program for students in AEP, expelled, on parole, probation and previous dropouts	C. Venable, D. Anders	Daily	Local, SCE	Disciplinary records, report card grades, STAAR completion rates	SCE/At Risk Staff Members

Compile a report that compares STAAR data of students at risk of dropping out of school and all other district students	K. Brown, SCE Staff	June	SCE, AEIS	Disaggregated data, Written report	SCE/At Risk Staff Members
Evaluate the SCE programs	Administration	May	Local	Records of SCE programs collected, written evaluations of SCE programs	SCE/At Risk Staff Members
Update Gifted and Talented written policies that include provisions regarding furloughs, reassessments, exiting of students from program, transfer students, appeals of district decisions regarding placement	Administration, GT staff, Selection committee	May - August	Local	Agendas, Minutes, sign in sheets, written policies, handbooks	Gifted and Talented Staff
Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority students	C. Venable, Teachers, GT Selection committee	August - May	Local	Training of staff, list and record student nomination	Gifted and Talented Staff
Provide an advanced and challenging curriculum to all GT students	Gifted and Talented Staff	August - May	Local, GT Funds, ESC	Lesson Plans, student projects, STAAR Scores	Gifted and Talented Staff
Provide services for students who may be eligible under Section 504 and dyslexia students	K. Brown, D. Anders, 504 Committee, Teachers	Daily	Local	GCS, STAAR remediation, Reading Improvement	Dyslexia Teacher, 504 Committee
Monitor student progress and provide services and conduct a comprehensive needs assessment to determine strengths and weaknesses of students	M. Harris	August - May	Local, Comprehensive needs assessment, Lexia software, Basic Language Skills Curriculum	Report cards, skill mastery, training schedule, attendance certificates	Dyslexia Teacher, 504 Committee
Identify and provide all LEP students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL Teachers	August, As new students enroll	ESL Funds, Title III funds, ESC	Home Language survey, lists of ESL students, LAT and STAAR scores	LEP/BE/ESL
Conduct a comprehensive needs assessment to determine students in ESL/BE program areas of strengths and weaknesses	C. Venable, T. Dowdy	September and/or May	STAAR, LAT, LPAC records, RSCCC	Disaggregated scores of students, written annual evaluations of BE/ESL programs	LEP/BE/ESL
Reduce the number of parent denials for BE/ESL program	C. Venable, D. Anders, T. Dowdy, LPAC	As needed		Conference with parents	LEP/BE/ESL

Ensure that LEP students are not overrepresented in special education or underrepresented in GT education	C. Venable, D. Anders, T. Dowdy, LPAC	Fall/Spring		List of identified/recommended students in either program, PBM reports	LEP/BE/ESL
Increase the number of LEP students in learning English	Teachers, Aides	Every grading period	Title III, Part A; Local, State	Benchmark assessments, AMAO's, PBM, LPAC records, PEIMS	LEP/BE/ESL
Use agency approved testes to determine EXIT eligibility, 3-12 STARR administered in English	C. Venable, K. Brown, BE/ESL staff, LPAC	May	BE/ESL/LEP, Local	Administered Tests, number of students exited	LEP/BE/ESL
Student two year re-evaluation/follow up required LPAC activities; amount of time, grades in subjects, STAAR scores, disciplinary actions, and a preassessment and post assessment	LPAC committee, T. Dowdy	May	BE/ESL/LEP, Local	Student schedules, grades, STAAR results, credits earned, disciplinary actions, number of students who meet exit criteria	LEP/BE/ESL
Use inclusion to serve 80% or more Special Education students	ARD committee, Administrators, Teachers	on-going	Special Education	GCS, Inclusion teachers, STAAR assessments	Special Education Staff

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Goal 2: Maintain a Quality and Highly Qualified Staff within a positive and professional environment.

Long-range Goal: Gatesville Junior High will hire and retain highly qualified teachers in all core subject areas.

Performance Objective: To utilize NCLB/state grant funds to bridge to achievement gap, comply with state federal program guidelines.

Needs Addressed: Staffing and personnel

<u>Strategies</u>	<u>Person responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Measurement</u>	<u>Special population</u>
Achieve and maintain 100% NCLB Highly Qualified teacher in core subjects on all campuses. Plan for High School and Junior High to increase to 100%.	Superintendent, Assistant Superintendent, C. Venable	on-going	All Staff	Teacher certificates, recruitment and training	GJH School
Conduct recruitment activities to ensure highly qualified personnel in all positions. Insure that there is an equitable distribution of highly qualified and inexperienced teachers. Activities include posting job vacancies on multiple websites and at all campuses.	Superintendent, Assistant Superintendent	on-going	All Staff	Job postings at ESC XII, Campuses, and organizations	GJH School
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status	Assistant Superintendent, Personnel	on-going		Service Record audits, Highly Qualified worksheets	GJH School
Insure that all teachers working toward full certification are taking tests when available	Superintendent secretary, Assistant Superintendent	on-going		SBEC site, TEXES site, Letters	GJH School
Help teachers improve skills through alternative certification programs and TEXES reviews. Pay for review courses and buy materials	Assistant Superintendent, Local Funds	on-going		ACP Letters, PO for reviews	GJH School

Encourage teachers within the district to attain more certifications and/or certifications with more options. Pay teachers to get broader certifications. Use mentors	C. Venable	on-going	Teachers, Mentors	Receipt for TEXES	GJH School
Analyze data from para-professionals files to insure that all instructional aides are highly qualified	Administrative Staff, Assistant Superintendent	on-going	Data, Files	Para-professional assessment or transcript, Paraeducator.net	GJH School
Teachers will have access to computer labs and library systems, on line research, and TEKS/STAAR practice	C. Venable	on-going	Technology data and equipment, Edlio, GJH website, C-Scope	Teachers will have computers for AR testing, research, and STAAR skills preparation	GJH School
Teachers receive on-going training through workshops, staff developments, and small group instruction as equipment and software is updated	C. Venable	on-going	Eduphoria, C-Scope, DMAC, Edlio, GJH website, technology data and equipment, staff development, workshops	Increased use of updated technology in the classroom	GJH School
Teachers aware of STAAR goals and procedures for implementation in the classroom to effectively use available technology	C. Venable	on-going	Teachers	Use of technology and STAAR strategies in the classroom, Eduphoria	GJH School
The campus will form a technology integration team to work on instruction based technology issues	Staff	on-going	ESC, NCLB	District technology plan	GJH School
Campus team will review the STAR chart and plan curricular decisions around that survey	Technology team	on-going	Technology, ESC	Needs assessment for the campus	GJH School
Staff training will be based on SBEC educator standards	Assistant Superintendent	on-going	ESC, SBEC	Technology training	GJH School
District technology plan will be integrated into the campus plan	Staff	on-going	ESC, NCLB, Technology Department	Approved technology plan	GJH School
Actively encourage teachers to participate in Fort Hood Adopt-a-School program	C. Venable	on-going	Military	Document meetings with Fort Hood personnel, Activities with students	GJH School

Name a district contact person to coordinate the identification and recruitment of migrant students	Administration	August	Local	Observation of contacts	Migrant Staff
Train MEP coordinator in identification and recruitment	ESC	August/ September as needed	Local	Training, scheduling with certificates	Migrant Staff
Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or trainings required to teach special programs	Administration, Special Education Director	August	Local	Review of personnel files, teacher/teacher assistant certificates	Special Education Staff Members
Provide research based staff development, with input from the staff members	Administrators, Counselor, Special Education Director, Special Education Teachers, Teachers	Fall, Spring, Summer	ESC, Local, Edlio, C-Scope, GISD website	Staff development calendar, attendance certificates	Special Education Staff Members
Provide training to teachers regarding modifying the curriculum for students with disabilities	Special Education Director, ESC	August	Local	Agenda, Sign-in sheets	Special Education Staff Members
Provide training for ARD committee	Special Education Director, ESC	August	ESC, Special Education Funds	Training, scheduling with certificates	Special Education Staff Members
Ensure instruction of all students by highly qualified staff have completed HQT forms	C. Venable	Daily	Title II, Part A and D, Title IV, Title V, MEP, ESL, Local, SCE, Title III	List of all teachers providing instruction, teacher certificates	GJH School
Provide research based staff development	C. Venable, Teachers, ESC	Fall/Spring	Title II, Part A, Local	Staff development calendar, attendance certificates	GJH School
Attend Job Fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high need school	C.Venable, ESC	Fall, Spring, Summer	Local	Course vacancy list, Highly Qualified staff hiring	GJH School
Provide research based staff development designed to assist students at risk of dropping out for professional/paraprofessional staff with input from all staff	C. Venable, ESC	Fall, Spring, Summer	Local, Title II, part A; Title V, BE/ESL, MEP	Staff development calendar, attendance certificates	SCE/at risk
Continue to provide opportunities for all professional staff to obtain 30 GT hours of training	Administration	Fall, Spring, Summer	Local, Title V, GT funds	Staff development calendar, attendance certificates	Gifted and Talented Staff

Revise/update GT curriculum framework showing depth and complexity including the four academic areas	Gifted and Talented Staff	April - August	Local	Notes, Minutes from meetings, GT curriculum revisions	Gifted and Talented Staff
Promote Community Recognition Programs	Administration	Monthly	Local	Lions Club Teacher of the Month, Wal-Mart Teacher of the year	All Staff
Ensure all teachers who teach in the GT program have the proper certification and/or endorsements	Administration	April - August	Local, GT funds	Interviews, Teacher Certificates	Gifted and Talented Staff
Provide research based staff development for teachers that uses individualized intensive, multi-sensor, and phonetic methods to teach reading with input from staff	C. Venable, D. Anders	Summer	Local	Training, scheduling with certificates	Dyslexia Staff
Ensure teachers of dyslexia students have proper certification and/or endorsements	C. Venable	Spring/Summer	Local, Title II, Part A, ESC training	List of teachers providing services	Dyslexia Staff
Continue to recruit and retain highly qualified BE/ESL staff, including minorities	C. Venable, SBDM	Spring Semester	Local Funds, ESL funds	Positions posted, fuller certified staff hired	LEP/BE/ESL
Teachers in OEYP attend staff development in teaching areas	C. Venable, Teachers	Fall, Spring, Summer	Local, Title, OEYP	Staff development calendar, attendance certificates	OEY
Celebratory staff lunches	All Staff	on-going	Local	Birthday lunches, Thanksgiving lunch, Christmas lunch, End of School, Monthly Potluck luncheon for teachers	GJH School

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Goal 3: Facilities - Maintain and Improve

Long-range Goal: Improve current facilities to meet the needs for a projected increase in student population.

Performance Objective: Maintenance of existing facilities and long-range planning for future growth and needs.

Needs Addressed: Renovation/rejuvenation of current facilities and equipment to meet needs of campus.

<u>Strategies</u>	<u>Person responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Measurement</u>	<u>Special population</u>
Regular maintenance of current building	C. Venable, T. Williams	August - May	Custodial and maintenance personnel, Work orders	Completed work orders and campus requests	GJH School
Remodel current JH Library into 2 classrooms	C. Venable, T. Williams, Administration	TBD	District Funds	Completion of remodel into 2 classrooms	GJH School

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Goal 4: Become partners with the community in the Education Process and increase parental involvement.

Long-range Goal: Improve students' performance by strengthening the home-school and school-community relationships.

Performance Objective: Increase parental participation in planned school activities while keeping the community involved in school.

Needs Addressed: Encourage and facilitate participation by including parental input and using available resources to enrich student education.

<u>Strategies</u>	<u>Person responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Measurement</u>	<u>Special population</u>
Improve parental awareness through local media, send out notifications of perfect attendance each grading period	K. Brown, D. Anders	Each grading period	GJH student handbook, Stinger, JH Facebook, Teacher websites, Edlio, Gatesville Messenger	Increase awareness of events to gain parental support	GJH School
Teachers/administration will communicate with parents to evaluate student needs to insure that the dropout rate remains at a minimum	C. Venable, D. Anders, Teachers	on-going	Teachers, Edlio	Teacher documentation, teacher conferences, progress reports, report cards	GJH School
Improve communications with parents and community concerning all events, schedules, and needs at school	K. Brown, L. Haines, A. Stanley, A. Johnson	on-going	GJH website, Teacher websites, parent portal, Admin marquee	Documentations of all communications with parents and community (Stinger online), student planners, and Gatesville Messenger	GJH School
Encourage parental attendance of special events throughout the year	Teachers, C. Venable	August - May	School/local media, Book Fair, Open House, Pep Rallies, Athletic Events, Band/Choir concerts, Teacher/parent conferences, Plant Sales	Stinger Online, parent sign in sheets, Gatesville Messenger, GISD/GJH websites, Admin Marquee	GJH School
Provide parental involvement and opportunities for parents of students with disabilities, 504 students, and ESL students to participate in school-sponsored activities	R. Pruitt, Special Education Director, ESC VII, Teachers	August - May	Local, Special Education information night, ARD meetings, Plant sales, Open House, Book Fair	Parent involvement activity calendar, sign in sheets, Lexia program	Special Education Staff

Ensure that information to parents is provided in their home language	C. Venable, Teachers	August - May	Teachers	School/parent contract, list of translators, Copies of notices sent to parents	GJH School
Provide opportunities for parents of students to participate in school-sponsored activities	C. Venable, K. Brown, Teachers	August - May	Teacher/parent conferences, Open House	School calendar of parental involvement activities	GJH School
Provide parent involvement activities that are planned by parents in order to increase parental involvement	C. Venable, Parent Representatives, SBDM	August - May	SHAC meetings, Superintendent, Advisory Board	Parent involvement activity calendar, sign in sheets, Lexia program	GJH School
Evaluate parent involvement program and include parents in the process	C. Venable	on-going	Open House, Evaluation documents, Parent Portal, GJH/GISD website	Results of evaluation, adjustments made to program, feedback for parent portal, GJH/GISD websites	GJH School
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school	C. Venable	August - May	Time	Agenda, minutes, Handouts from planning meetings, Staff Development, SHAC, ESC VII	GJH School
Provide parents information on the level of achievement of parent's child on STAAR and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified.	C. Venable	August - May	GJH/GISD website, notes home, Parent Portal, Edilo	Copy of notices sent to parents, website hits, Parent Portal information	GJH School

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Goal 5: Promote a Positive School Environment and ensure the safety of students while encouraging healthy habits and positive self-esteem.

Long-range Goal: Improve students performance by ensuring a positive and safe school environment.

Performance Objective: Improve the campus safety and reduce the number of unsafe incidents/accidents.

Needs Addressed: Practice safe school procedures for a safer, more secure school and increase healthy choices and modeling healthy attitudes.

<u>Strategies</u>	<u>Person responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Measurement</u>	<u>Special population</u>
Mediation of student problems to foster a peaceful learning environment for students	K. Brown	on-going	Counselor	Decreased instances of repeat occurrence of problem addressed through mediation	GJH School
In-School suspension program	H. Abram (aide)	on-going	Placement	Decrease in office referrals	GJH School
Junior High staff will maintain communications with distract truant officer	D. Anders	on-going	Truant Officer	Documentation by campus Principal/Assistant Principal	GJH School
Ensure that all students with disabilities have access to the general curriculum	C. Venable, K. Brown, Special Education Director, Teachers	August - May	Staff	ARD/IEP, student schedules, Inclusion classes	Special Education Department
Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, TELPAS, PBM, AEIS indicators, AYP, staff development, SDFSC annual report, etc.	C. Venable, D. Anders, K. Brown, SBDM	August - September	RSCCC	Disaggregated data, areas of strengths and weaknesses identified	GJH School
Ensure school wide reform strategies that address areas of weakness as identified in the comprehensive needs assessment such as: Accelerated Reader, Grand Central Station, Computer Assisted Instruction, STAAR remediation classes	C. Venable, D. Anders, K. Brown, SBDM	Daily	Part A, Title II, Part A; Title II, Part D, Title IV, Title V, MEP, ESL, SCE, Local, Title II	Daily class schedules, increased STAAR scores	GJH School

Increase community involvement and encourage philanthropy in students	Student Council, A. Reed, M. Lynch, K. Lovejoy, Stinger, A. Johnson	November/December	Local	Stinger class, Food for Families, Student Council activities	GJH School
Ensure equity of opportunity for identification selection, and placement of students that includes the use of native language and non-verbal assessments	Gifted and Talented Staff, GT Selection Committee	Fall, Spring	Local, GT Funds	List of students to be tested, list of students with language other than English	Gifted and Talented Staff
Annually align SBOE approved procedures and district/campus procedures	M. Harris	August	Local, Time	Draft of written procedures, written procedures adopted, Texas Dyslexia Handbook 2014	Dyslexia Staff
Counseling Services	K. Brown	on-going	Counselor	Reduced number of incidents of student violence	GJH School
Emergency response drills	C. Venable	on-going	District/Campus plans, Planned/unplanned drills	Successful Drills	GJH School
a - Fire Alarm/Drill	C. Venable	on-going	Staff, Students	Successful exit of building, Teachers accounting for students, reentry of building, response to authorities	GJH School
b - Bomb Threat/Evacuation	C. Venable	on-going	Staff, Students	Same as Fire Drill unless directed by authorities	GJH School
c - Weapons/chemical threat/Lock Down	C. Venable	on-going	Staff, Students	Teachers lock doors and windows, Move to unobservable areas, remain until coded release	GJH School
Red Ribbon Activities	K. Brown	Week			
Use of Drug Dog	Gatesville Police Department	Random Visits			
Decreased incident of Alcohol and Drug use	Coaching Staff	on-going	Title	Random Drug Testing for students who participate in UIL activities	GJH School
Promote a safer school environment	Front Office Staff	on-going	Computer Assisted monitoring via School Check In	School visitor logs (Raptor), Driver License scanner, Security Cameras	GJH School

Encourage student Fitness	Coaches, Teachers, SHAC Committee Members	Annually	Fitness Gram	Cumulative Folder documentation	GJH School
Increase awareness of alcohol and drug use dangers	K. Brown, Student Council	August - May	Title	Red Ribbon Week Activities	GJH School
Increase awareness of abstinence based on sexual education and healthy choices	Science Department	Spring	Local	Wellness and Sexual Health - Scott and White	GJH School
Character Education	K. Brown	August - May	Local	Project Wisdom via school announcements	GJH School
Career Education using computer technology, Posters, Pamphlets, Counseling	K. Brown, Computer Teachers	Spring	Local	Careers Internet Sites	GJH School
Discuss effects of bullying and promote a friendly school environment using computer anti-bullying programs, Technology, Posters, Counseling packets	K. Brown	on-going	Local	Bullying Internet Site	GJH School
XAP	K. Lovejoy, A. Johnson, K. Brown	August/September	Computers	Research Jobs	8th Grade
Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficiency advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas	C. Venable, D. Anders, K. Brown, Teachers, Homeless Education Liaison	Each Grading Period	Grand Central Station, STAAR remediation classes, MEP, ESL, Title III, Local SCE, Title II, part A&D, Title IV, Title V	3 week progress reports	GJH School
Coordinate federal, state, and local services and programs and integration with the school wide programs	C. Venable, SBDM, ESC VII	Fall	ESL, Dyslexia, Title II Part A&D, Title III, Title IV, Title V, Gifted and Talented, OEY, SCE, Local, Special Education	Agenda Minutes	GJH School

Provide opportunities to work together as a group, work with our students, and work independently during the school day as well as the entire year	Gifted and Talented Staff	Weekly	Local, GT Funds	Lesson Plans, Student Surveys	Gifted and Talented Staff
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Gatesville Junior High School Campus Plan 2016 - 2017

Goal 6: Finance and Budget

Long-range Goal: Improve Students performance in content areas and non-testing areas as well as maintain AYP.

Performance Objective: Increase passing percentage from beginning, middle, and end of year on State and Local Assessments.

Needs Addressed: Advance readiness skills for all students while addressing the needs of At-Risk students.

<u>Strategies</u>	<u>Person responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Evidence of Accomplishment</u>
Conduct comprehensive needs assessment to identify areas where funding is needed and could be spent in efficacious manner	C. Venable	Spring 2017	Faculty/Staff input	Comprehensive needs assessment documents.
Management of budget account balances by department and program	C. Venable	August - May	Budget print out and TxEIS program	Maintenance of proper account balances
Ensure reform strategies address the areas of weaknesses as identified in the comprehensive needs assessment are fully equipped and staffed	C. Venable, Staff	on-going	Local, Special Education funds, Stimulus Funds	AYP indicators

Compensatory FTEs

Last Name	First Name	Program	Campus	Percentage	FTE
Moffett	Jason	SCE	JH	31.25%	0.31
Alderson 50%	Charles	SCE	JH	11.25%	0.11
Dowdy	Tessa	SCE	JH	25.00%	0.25
Haines	Laura	SCE	JH	50.00%	0.5
Harris	Melissa	SCE	JH	37.50%	0.37
Martin	Julia	SCE	JH	12.50%	0.13
Omenson	Erica	SCE	JH	75.00%	0.75
Porter	Gregory	SCE	JH	25.00%	0.25
Pruitt	Regina	SCE	JH	3.00%	0.03
Stanley	Anna	SCE	JH	100.00%	1
Adams	Alejandrina	SCE	JH	25.00%	0.25
Jackson	Jamie	SCE	JH	100.00%	1
Reeder	Amy	SCE	JH	25.00%	0.25
Shelton	Jodi (7.5hpd)	SCE	JH	100.00%	1
Sims	Laura	SCE	JH	20.00%	0.2

2016 - 2017 Junior High Action Plan

Action Plan – By May 2017, classroom instruction will become more effective to ensure maximum student achievement. Therefore, the percentage of students requiring Prime Time Intervention will decrease by 25%.

HOW: Clear Student Learning Objectives, Effective Lesson Cycle

EVIDENCE: Lesson Plans, Clear student learning objectives posted in each classroom, Assessments (both formal and informal), tracking results, AWARE data reports, progress reports, report cards, formal and informal classroom observations

ACTION REQUIRED: Continuous evaluation of the data and common assessments, monitor student performance, Increasing Depth of Knowledge questioning

TIME REQUIRED: academic school year – measureable throughout each nine-week grading period

RESOURCES REQUIRED: Collaboratively built common Assessments, Student data from Prime Time intervention, YAAG, Unit Lesson Cycle, Daily Lesson Cycle

GISD Board Goals

Goal I: Curriculum Alignment

Gatesville ISD will provide high-quality instructional programs that ensure alignment from Pre- Kindergarten through 12th grade. Moreover, academic performance and achievement will reflect excellence in learning through attainment of both high expectations and high standards.

- By June 1, 2016, the faculty and administration will have worked collaboratively to design Year-At-A- Glance documents for all four core subject areas in grades pre-kindergarten through 12th grade, which will provide a roadmap for curriculum and instruction that is coherently aligned with the TEKS.
- By August 22, 2016, students will be held to higher academic expectations and more rigorous standards through the implementation of the balanced literacy model in grades kindergarten through sixth grade, expanded dual credit course offerings, and a more coherent sequence of career and technical education (CTE) courses.

Goal II: Instructional Leadership Development

Gatesville ISD will provide essential professional learning to school leadership members to secure positive, effective, support to lead campus and district growth.

- By May 30, 2017, all campus and district administration will identify specific professional growth opportunities through the development of a capacity matrix. Once identified, a personalized growth plan will be developed for every administrator in order to ensure collective growth as a district.

Goal III: Targeted Professional Learning for Teachers

Gatesville ISD will provide high-quality professional learning opportunities that meet the individual needs of all teachers through embedded training throughout the year.

- By June 30, 2016, the faculty and staff will have engaged in quality, strategic professional development in topics such as response to intervention (RTI), literacy work stations, professional learning communities (PLCs), reader's workshop, student assessment analysis, expository writing, elementary and secondary math TEKS support, and student effort and motivation, which will improve classroom instruction as well as student learning outcomes
- By May 30, 2017, the faculty and staff will have received embedded professional development and participated in a learning expo on topics such as district and campus culture, vertical curriculum alignment, critical strategies for secondary reading, classroom management and organizational tips for new teachers, student engagement, and effective questioning strategies, which will result in high-quality learning for both veteran and less-experienced teachers.

Goal IV: Remaining Focused on a Campus Action Plan

Through the development of Campus Action Plans, Gatesville ISD will provide high-quality instructional programs that are focused on campus-specific needs assessment. Campus Action Plans will remain updated and focused on the most vital of campus initiatives.

- By September 1, 2016, all campuses will develop and/or refine their campus action plan. The campus action plan will yield one to three specific, measurable goals, that will impact student success at the campus level. Moreover, the campus action plan will be presented to board members three times a year. Lastly, campus administrators will utilize the campus action plan to guide conversations during established leadership and faculty meetings.

Goal V: Promoting a Service Culture of Compassion and Safety

Gatesville ISD will implement a culture of service across the school district and the community to create a friendly, cooperative, nurturing teaching and learning environment that is safe, attractive, and drug-free.

- By the end of September 2016, GISD employees will participate in training that reduces the number of workplace accidents and/or insures students' safety (suicide prevention/dating violence, sexual harassment).
- Students at all GISD campuses will participate in classes/assemblies that address drinking/drug abuse and bullying appropriate for their age group by the end of the 16-17 school year.

Goal VI: Financial and Operations Management:

The District will exercise fiscal responsibility to maintain financial strength while providing the resources for educational programs.

- Establish a needs assessment applicable to the 2016-2017 school year by June 1 that quantifies the funding needed to support the District's initiatives. This will be achieved by soliciting funding requests from all district departments that have been linked to specific campus goals.
- Present to the School Board by August 10 a balanced budget for the District's General Fund for the 2016- 2017 school year that both meets our obligations and provides sufficient funding in support of all of our educational programs, while allocating money towards fund balance of the previous year. At no point during the 2016-2017 school year, will GISD drop below eight months operating fund balance.

Goal VII: Facility Maintenance

Gatesville ISD will continue to upgrade and maintain attractive, safe and accessible facilities that promote sustainability through the utilization of the Huckabee Facilities Audit, performed in 2014.

- By the end of September 2016, a committee of interested stakeholders will review the District Capital Outlay document and the Huckabee Facilities Study and prioritize projects that will be completed during the 16-17 school year and the allocated 16-17 fiscal budget.
- By the end of May 2017, the District will utilize the Huckabee Facilities study to provide the framework for a Long Term Facilities Study with input from key stakeholders.
