

Mineral Wells Independent School District
Mineral Wells Junior High School
2016-2017 Campus Improvement Plan



Mission Statement

Engaging Students and Enhancing Lives.

Vision

MWJH students are actively engaged in the learning process and will have goals to graduate from high school ready to be successful in college, career, military, or the workforce.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus demographics are not representative of the state averages. Our African American population is 3.0% and the state average is 12.6%. The campus' Hispanic group represents 38.7% of the population while the state average is 52%. The vast majority of our student body is identified as white (58.9%), while the state average is 28.9%. The campus (67.8%) is above the state average (58.8%) for economically disadvantaged. We are above the state average for at-risk students (61.9% vs. 51.2%). We are well below the state average for English Language Learners (3.8% vs. 18.2%).

Demographics Strengths

The numbers in the chart below represent content areas and subpopulations that are equal to or above the state averages. (Source: TAPR 2014-2015, STAAR Percent at Phase-in Satisfactory Standard or Above All Grades & EOC)

	Reading	Math	Writing	Science	Social Studies	Algebra I
	State=77%	State=81%	State=72%	State=78%	State=78%	State=80%
Campus		Campus=100%				Campus=81%
African American						
Hispanic		Campus=100%				
White	Campus=79%	Campus=100%				Campus=88%
SPED						
Eco Dis		Campus=100%				
ELL						

- STAAR Percent at Advanced Standard All Grades is at or above the state averages in Reading & Math
- STAAR Percent Met or Exceeded Progress campus was above the state for all content areas reported
- STAAR Percent Met or Exceeded Progress All Grades
 - Reading (60% vs. 59% state)
 - Math (64% vs. 47% state)
 - Writing (58% vs. 56% state)
 - Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR) Sum of Grades 4-8
 - no strength noted
 - Our Student Success Initiative STAAR Cumulative Met Standard for reading--7% below state

Demographics Needs

The numbers in the chart below represent content areas and subpopulations that are lower than the state averages. (Source: TAPR 2014-2015, STAAR Percent at Phase-in Satisfactory Standard or Above All Grades)

	Reading	Math	Writing	Science	Social Studies
	State=77%	State=81%	State=72%	State=78%	State=78%
Campus	Campus=76%		Campus=58%	Campus=65%	Campus=57%
African American					
Hispanic	Campus=71%		Campus=58%	Campus=59%	Campus=47%
White			Campus=55%	Campus=74%	Campus=65%
SPED					
Eco Dis	Campus=68%		Campus=51%	Campus=57%	Campus=48%
ELL	Campus=47%				

- Economic disadvantage scores are on average the lowest performing subpopulation.
- Our number of disciplinary placements is above the state average (2.9% vs. 1/5%)
- Our attendance rate (94.9%) is lower than the state average (95.9%).
- STAAR Percent at Advanced Standard All Grades is lower than the state averages in Writing, Science, & Social Studies (Bloom's, Writing across content, Problem of Practice, Engagement, Fundamental 5)

Student Achievement

Student Achievement Summary

(Source: TAPR 2014-2015 STAAR Percent at Phase-in Satisfactory or Above All Grades)

	2012	2013	2014	2015	2014-2015 Campus Change	2014-2015 State Change
STAAR All Subjects						
State	77	77	77	77		0
Campus	65	70	66	68	+2	
African Amer.	60	81	43	62	+19	
Hispanic	65	61	60	63	+3	
White	65	76	73	73	0	
SPED	50	60	53			
Eco Dis	61	64	59	59	0	
STAAR Reading						
State	79	80	76	77		+1
Campus	75	80	79	76	-3	
African Amer.	77	88	58		n/a	
Hispanic	74	76	77	71	-6	
White	75	84	83	79	-4	
SPED	58	70	56		n/a	
Eco Dis	70	75	73	68	-5	
STAAR Math						
State	77	79	78	81		-1
Campus	66	73	67	100	+33	
African Amer.	59	88	32			
Hispanic	69	65	64	100	+36	
White	65	78	73	100	+27	

SPED	54	58	56			
Eco Dis	63	68	61	100	+39	
STAAR Writing						
State	67	63	72	72		0
Campus	68	57	63	58	-5	
African Amer.	73	*	*		*	
Hispanic	72	44	66	58	-8	
White	66	66	68	55	-13	
SPED	55	36	48			
Eco Dis	64	48	58	51	-7	
STAAR Science						
State	80	82	78	78		0
Campus	64	71	57	65	+8	
African Amer.	*	91	*			
Hispanic	61	60	42	59	+17	
White	68	77	68	74	+6	
SPED	43	74	45			
Eco Dis	61	67	48	57	+9	
STAAR Soc. St.						
State	79	76	76	78		+2
Campus	41	57	49	57	+8	
African Amer.	*	55	*			
Hispanic	39	44	32	47	+15	
White	42	65	62	65	+3	
SPED	30	53	55			
Eco Dis	36	51	40	48	+8	

On average, student achievement is performing below the state average in almost all areas. However, student achievement has improved over last year’s performance in math, science, and social studies.

Student Achievement Strengths

(Source: TAPR 2014-2015 STAAR Percent at Phase-in Satisfactory or Above All Grades)

Reading is an area where our students perform slightly below or at the state average. Math, Science, and Social Studies improved as a campus and in all sub populations.

Student Achievement Needs

(Source: TAPR 2014-2015 STAAR Percent at Phase-in Satisfactory or Above All Grades)

Our students performed below the state average in Reading, Writing, Science, and Social Studies.

(TEA System Safeguards--Performance and Participation Data Table)

The table below indicates the areas in which our students did not meet the state target:

	All Students	Hispanic	White	Eco Dis
Reading	76	71	79	68
Math	100	100	100	100
Writing	58	58	55	51
Science	65	59	74	57
Social Studies	57	47	65	48
State Target	60	60	60	60
Fed Target				

School Culture and Climate

School Culture and Climate Summary

MWJH is continuously working to create a positive culture and climate for all who enter the building. We promise to be student centered, engaging, and rigorous.

School Culture and Climate Strengths

MWJH promotes student engagement in the classroom through productive group work strategies, classroom talk, rigorous questioning, and Fundamental 5 practices. We promote positive behavior through the Positive Behavior Intervention and Support Strategies, including positive incentives/consequences for students and staff. There is a student discipline plan in place that promotes consistency and parent communication.

School Culture and Climate Needs

Student discipline is improving but MWJH will need to continue to support the campus behavior management plan. Further, the classroom teachers are continuously improving their classroom structure, engagement, and rigor to discourage disciplinary issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our recruitment of new teachers is centered on postings on our district website, as well as occasional postings on specific websites such as coaching or music associations. The average number of years a teacher on our campus has been in the district is 6 years with an average experience of 10 years. Teacher retention has been an issue over the past several years due largely in part to below average salary (\$4,000-\$11,000 lower. Most teachers report leaving to attain higher salaries. Recruitment has been a struggle as well due to below average salaries. A majority (50.1%) of the teachers on this campus have 5 or less years of experience.

Staff Quality, Recruitment, and Retention Strengths

100% of our teachers are highly qualified.

Staff Quality, Recruitment, and Retention Needs

The ethnic makeup of our teachers does not reflect that of our students. Further, all departments, with the exception of science, lacks professional personnel stability.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus philosophy supports that of the district where we are working to ensure lessons are engaging and rigorous. Accordingly, we are focused on the following:

- Working on the Work (Phillip Schlechty)
- Student Engagement
- Cooperative Learning (Kagan)
- Fundamental 5 (Sean Cain and Mike Laird)
 - Frame the Lesson
 - Work in the Power Zone
 - Frequent, Small-Group, Purposeful Talk About the Learning
 - Recognize and Reinforce
 - Write Critically
- Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen
- Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator by Dave Burgess
- Instructional Rounds (Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel, foreword by Andrew Lachman) to identify a Problem of Practice that supports engaging work.
- Lead4ward/STAAR4ward to identify focus standards and support academic growth and improved accountability

- The works of educational researcher, Robert Marzano

Curriculum, Instruction, and Assessment Strengths

We have a guaranteed, viable curriculum that is researched based and used by all core teachers (TEKS Resource System or Springboard).

Curriculum, Instruction, and Assessment Needs

We need to have regular unit or checkpoint assessments that mirror the rigor of STAAR and have valid and reliable questions. We need to support teachers in interpreting and making use of essential data points. We also need to participate in professional learning communities in which to grow as educators through collaborative learning and professional development. We need to increase the quality, timely feedback to students of daily, critical writing.

Family and Community Involvement

Family and Community Involvement Summary

Public education is directly related to a strong, dedicated and supportive family. Parent involvement in the school is essential for the maximum educational achievement of a child. In summary, it appears that the campus culture and environment is positive and welcoming, but there is consistently a need for more communication.

Family and Community Involvement Strengths

- 87% of parent respondents say the school staff treats students with respect. (Q5)
- 87% of parent respondents say their child feels challenged in the classes he/she takes at MWJH. (Q7)
- 83% of parent respondents say the school has prepared their child well for the next grade level. (Q7)
- 91% of parent respondents say the school is a safe place for their child. (Q8)
- 91% of parent respondents say teachers and principals care about helping them understand what their child is learning. (Q9)
- 96% of parent respondents say when families experience crisis, the school helps them through it. (Q9)
- 87% of parent respondents report that the school considers communication with them to be an essential part of their child's education. (Q10)
- 91% of parent respondents say they feel welcomed at our school. (Q11)
- 87% of parent respondents believe the school thinks it is important to work with them in decisions made regarding their child's education. (Q11)
- 65% of parent respondents believe there is good parental involvement at this school. (Q13)
- 78% of parent respondents say they feel welcomed by the school to be a part as a parent volunteer. (Q13)

Family and Community Involvement Needs

- 61% of parent respondents say the school provides them with helpful ideas on how to support their student's learning at home. (Q9)
- 48% of parent respondents say teachers reach out to notify them of their child's progress/problems more often than just the required grade reporting periods. (Q10)
- 35% of parent respondents say there is poor communication about opportunities to participate at this school. (Q14)

Technology

Technology Summary

Technology is an integral part of student learning. Every classroom has at least one computer and about half the classrooms have more than one computer. Most of our core classes have interactive white boards. We have three fully functional computer labs. Our wiring and technology infrastructure was improved in the summer of 2014 with new wiring. Further, each classroom has a functioning telephone that is supported by our internet wiring. Core teachers will be provided at the beginning of 2016-2017 an ipad with case to use for instruction. Elective teachers will be provided an ipad and case after the fiscal budget is released.

Technology Strengths

- 65% of teacher survey respondents state they allow students to use technology for learning in the classroom at least one time per week (16% report daily use). (Q4)
- 54% of classrooms have at least one computer in a class available for student use. (Q5)
- 100% of teacher survey respondents believe that the use of technology for instructional purposes is either imperative or a luxury but not a necessity. (Q6)
- Most core instructional classrooms have some form of interactive white board (61% of teacher survey respondents, including elective teachers, state they have an interactive white board or some other type of smart board in their classroom that can be used for instructional purposes). (Q7)
- All classrooms have internet connection.
- Most classrooms and areas around the building have wireless accessibility (wifi).
- Teachers have access to three computer labs.
- We have a technology integration specialist that provides teachers professional development opportunities to routinely integrate technology into the classroom in order to utilize technology as a tool for learning versus a separate learning experience. We will work more on incorporating this service.

Technology Needs

- 52% of teacher survey respondents state that computers and technology are not used effectively to teach all students. (Q3)
- 29% of teacher survey respondents state they rarely, never, or only one time per month allow students to use technology for learning in the classroom. (Q4)
- 39% of teacher survey respondents have no computers in their classroom available for student use. (Q5)
- 42% of teacher survey respondents believe that technology for instructional purposes in the classroom is a luxury, but not a necessity. (Q6)
- 58% of teacher survey respondents believe that the use of technology for instructional purposes in the classroom is imperative. (Q6)

- 35% of teacher survey respondents believe technology equipment is updated to meet current learning trends and teacher/student needs. (Q13)
- 48% of student respondents state they use technology for learning in the classroom at least one time per week (add together every day and at least one time per week). (Q19)

There is a need to update available technology in the classrooms, such as newer teacher computers, iPads, and additional computer on wheels (COW) carts. Core Teacher Ipads and cases are being purchased through PTO for 2016-2017.

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
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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
- ELL or LEP data, including academic achievement, support and accommodation needs, 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

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

Employee 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

Performance Objective 1: All student populations will achieve 75% mastery on all state assessments.

Evaluation Data Source(s) 1: 100% of all students will score 75% or higher on all state assessments.






Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Use research based screenings, assessments, and programs to assess reading and math levels of students.</p>		Principal, assistant principals, ELA & Math teachers	85% of students score 70% or higher local assessments (TTM, Istation, Maze, TMFSA)				
Funding Sources: General Fund - 199 - \$5000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Common unit assessments will be used to measure the progress of students in each core subject.</p>		TALs	100% of teachers administer the unit assessments and get them scanned into AWARE and 85% of students score 70% or higher.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Use research based math and reading intervention software programs to provide intervention for students performing below level on state assessments, grades, and common assessments.</p>		Assistant Principals, ELA & Math Teachers	100% of students not meeting standards are scheduled into labs and interventions using RtI/Academic Lab time and 85% of students in the labs make a 70% or higher on the STAAR Math and Reading Assessment.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 2</p> <p>4) Attend trainings or webinars on STAAR and data for each core subject.</p>		Principal, Assistant Principals, TALs and All Core Teachers	Each student group will show 5-10% improvement on state assessments in each core subject.				
Funding Sources: General Fund - 199 - \$1000.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Enroll students who did not meet the standard on state assessment or research based screenings into the Reading class or Rtl time.</p>		Principals, ELA TAL, Reading teacher	100% of students will meet standard on STAAR Reading assessment.				
<p>6) Purchase interactive white board systems by departments to effectively share activities and strategies for student achievement and engagement.</p>		Principals, Technology Director, Librarian	Teacher inventory reflects IWB systems and use is documented in lesson plans and principal observations.				
<p align="center">Funding Sources: General Fund - 199 - \$2500.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>7) Purchase tablets/iPads for each teacher, dedicated to teacher use (teacher iPads) for instructional purposes, to increase technology use and student engagement within the classroom.</p>		Secondary Curriculum and Instruction Director, Principals, Librarian (for inventory purposes), Technology Director, PTO	Each teacher will have an iPad for instructional use that is accounted for through the library inventory system.				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Purchase a class set of tablets, as well as a storage/charging cart, for student and teacher checkout through the library.</p>		Secondary Curriculum and Instruction Director, Principals, Librarian, Technology Director	A class set of tablets and a storage cart will be ordered for student and teacher use in classes.				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Purchase a new computer or laptop for teachers to meet instructional goals in an effort to replace those that are outdated or inefficient.</p>		Secondary Curriculum and Instruction Director, Principals, Technology Director	Each teacher will have a new/efficient computer as reflected in inventory to use in instruction and to carry out clerical duties and responsibilities.				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>10) Utilize schedule which blocks core classes for 7th and 8th grades to pull kids for additional instruction in core academic areas using Academic Lab, Before & After School, Flex Time</p>		Principals, teachers	100% of students score 75% or higher on state assessments.				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 2 CSF 3</p> <p>11) Conduct data room meetings to monitor student progress throughout the year by teacher, content, and assessments.</p>		Principals, Assistant Principal, Grade Level/Department Chairs	100% of students will score 75% or higher on state assessments in each core subject.				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>12) Demonstrate regular writing practices using the campus/district created expectations for writing, which will result in increased performance of all students and of special populations including various ethnic groups, and students identified as needing SPED or ESL services/support.</p>		All teachers, principals	Writing posted in hallways and classrooms, Increased performance on writing assessments in 7th grade by 10%. All classrooms will show evidence of critical writing daily.				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Utilize student writing portfolios and rubrics to assess student writing and determine growth in student writing. Specific, timely feedback regarding writing will be provided to students regularly (at least one time per week).</p>		ELA Coach, ELA TAL, Teachers, Administrators	10% increase in the number of students meeting the state assessment standard in writing.				
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>14) Use the book Fundamental 5 to provide baseline philosophy on student achievement and engagement.</p>		Principals	Minis and Walkthroughs will show 100% of teachers implementing 5 core practices.				
<p align="center">Critical Success Factors CSF 3 CSF 4</p> <p>15) Use Instructional Rounds to determine trends and patterns and create a problem of practice to increase student achievement and use of instructional strategies.</p>		Principals, CIT	Debrief information from external and internal rounds; student achievement results on local and state assessments				
<p>16) Use Google Docs and student emails to implement technology between teachers and students.</p>		All Teachers, Technology Teacher, Librarian	Teacher Lesson plans				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>17) Continue to implement SpringBoard for ELA students in all classes.</p>		ELA TAL, ELA Teachers, DSC Personnel, Principals	10% increase in number of students passing at recommended level on state assessment				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>18) Provide regular access to a district instructional coaches to assist the math & ELA departments with intense and focused remediation/intervention based on assessment data.</p>		<p>Secondary Curriculum and Instruction Director, Principals, Math & ELA Teachers, Math and ELA TALs, ICs</p>	<p>10% increase in the number of students meeting the state assessment standard in math & reading for the current year assessments.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>19) Implement Project Lead the Way in order to expose students to STEM curriculum and encourage rigorous, real-world, relevant problem solving skills.</p>		<p>Secondary Curriculum and Instruction Director, Principals, Project Lead the Way Teacher</p>	<p>Students scheduled into the Project Lead the Way classes for both semesters; 95% of students passing that curriculum/course</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>20) Use research to teach about/instill a growth mindset in students and staff. Students will experience direct instruction of growth mindset through their health, career, and/or teen leadership coursework. Staff will learn about growth mindset through professional development.</p>		<p>Principals, teachers</p>	<p>Students will complete 5 lessons, at minimum, regarding growth mindset and implement practices learned through their study. Teachers will attend professional development regarding growth mindset and teach/reinforce those concepts to/with their students.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Ensure the math department has the number of working calculators needed for instruction and state assessment.</p>		<p>Secondary Curriculum Director, Math TAL, math teachers, math instructional coach, principal</p>					
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>22) Utilize a Flex (Pep Rally) schedule to allow homeroom/intervention time one to two days per week.</p>		<p>Principals, CIT</p>					
<p>23) Coordinated School Health Strategies:</p> <p>All students will participate in at least 4 semesters of physical education/athletics between grades 6-8. All students will be evaluated using the state's Fitnessgram testing.</p>		<p>Principals, Coaches, Athletic Coordinators</p>	<p>100% participation rate of Fitnessgram; 100% enrollment in physical education classes in grades 6-8 for at least 4 total semesters as evidenced on PEIMS/scheduling data</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>24) Provide inclusion support in core content classrooms for students in special programs or needing additional support (SPED, ESL, At-risk).</p>		<p>Principal; Assistant Principal</p>	<p>Schedules will indicate inclusion support is being provided.</p>				






<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>25) The social studies department will routinely implement Document Based Questioning to infuse rigor and writing practices in their classroom and to gauge the level of student understanding of topics.</p>		Principals, History TAL	Evidence of DBQ use and regular writing practices; TAL feedback; lesson plans; student performance				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 6</p> <p>26) Implement a campus-wide mentorship program for students who are at-risk and/or economically disadvantaged to pair them with a staff member to offer support/guidance/help/modeling.</p>		Principals, TALs	weekly meetings between staff mentor and student mentee				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

Performance Objective 2: All student populations will maintain 96% attendance.

Evaluation Data Source(s) 2: The campus attendance rate will be 96% or higher.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Recognize student perfect attendance at awards assembly/incentives.</p>		Assistant Principals	Awards program				
Funding Sources: General Fund - 199 - \$500.00							
<p>2) Monitor attendance and coordinate attendance requirements and laws with local justice of the peace.</p>		Assistant Principals	Attendance rate maintains at 96%				
<p>Critical Success Factors CSF 6</p> <p>3) Send school resource officer out to visit homes of students who miss more than three days and there has been no successful parental contact.</p>		Assistant Principals, Teachers, SRO	Attendance log and PEIMS reports				
<p>Critical Success Factors CSF 6</p> <p>4) Make personal parent phone calls to check on students absent for two or more consecutive days.</p>		All Teachers; Assistant Principals	Weekly attendance reports, Documentation in Aware				
<p>Critical Success Factors CSF 6</p> <p>5) Recognize students at the end of the year who have perfect attendance and those who have no more than 10 days absent with a special activity, field trip, or reward.</p>		All teachers, Principals	Attendance report				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

Performance Objective 3: Dropout rate will be 0% for all student populations.

Evaluation Data Source(s) 3: The dropout rate on the TAPR report will be 0%.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Identify students significantly below grade level by age or performance to be placed in an "Academy" setting for accelerated instruction.		Principals, Interventionist(s), DSC personnel	100% of enrolled students will show 1+ year academic growth measured by PLATO assessments.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 3 CSF 4</p> 2) Enroll students in credit recovery classes to provide accelerated instruction for failed courses.		Interventionist(s), Principals, Core Teachers, Credit Recovery Teacher/Paraprofessional	100% of students will demonstrate mastery based on PLATO assessments.				
<p>Critical Success Factors CSF 5</p> 3) Create Personal Graduation Plans for all students to involve students and parents in planning for high school graduation.		Assistant Principal(s), All Teachers	Parent meeting sign-ins, Completed PGPs				

Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.

Performance Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of the targeted parent and community members regarding student achievement, meetings and training sessions.

Evaluation Data Source(s) 1: Positive feedback on the survey is 90% positive or higher.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Conduct timely parent conferences for any student failing a reporting period or experiencing attendance or behavior problems.</p>		All Teachers	Documented meetings in AWARE.				
<p>Critical Success Factors CSF 5</p> <p>2) Conference with 100% of parents & students in October to create a Personal Graduation Plan for each student.</p>		Assistant Principals, teachers	100% of students will have a PGP created in Aware; documentation/sign ins of parent conferences				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Utilize web page to disseminate school events and news by campus and teacher webpages.</p>		Principal, Librarian, Technology Teacher, All Teachers	Hits on website.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Use social media (e.g., Facebook, Twitter, MWJH You Tube Channel) to provide information to community and parents about events and academics.</p>		Technology Teacher, All Teachers, Principals	Number of followers/hits on Social Media				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Conduct two or more open houses or parent meetings to provide parents an opportunity to visit with teachers and faculty about student achievement.</p>		Principals, CIT, TALs	Agenda and sign in sheets.				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Provide parent training for Hispanic parents to be more involved in schools</p>		Assistant Principal	Sign in sheet for training and increased parent participation in school events and volunteerism.				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Continue to implement the Jr. Achievement program with the Careers class to involve business leaders in student learning.</p>		Principal, Career Teacher	Sign-in sheets of business leaders; teacher lesson plans; Completion of Lessons from Jr. Achievement				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Partner with the Chamber Workforce and Education Committee to use local businesses to show students math/science in the workplace.</p>		Math Teachers, Principal	Field Trip forms, Math projects, Feedback from businesses and committee				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 5</p> <p>9) Host Ram Parents in Action meetings to keep parents informed of district happenings and news.</p>		District Administrators, Campus Administrators, District Teachers	Surveys, sign in sheets				

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






Goal 3: A school climate will be provided that is safe, orderly and well maintained.

Performance Objective 1: Staff development will be provided to meet the diverse needs of students.

Evaluation Data Source(s) 1: Agendas and sign in sheets will be used to verify training.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Revisit understanding students of poverty using Ruby Payne to understand diversity of students. Further, utilize the work of Eric Jenson (Engaging Students with Poverty in Mind) to enhance the educational environment of economically disadvantaged students.</p>		Principal	Documentation from Faculty Learning Meetings and Self-Reports/GSPD.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) A bully-prevention reporting program (Stay Alert) will continue and be available to students and parents.</p>		Principal and Assistant Principals	PEIMS Discipline Report will reflect a 10% decrease in bullying incidents from previous year.				
<p>Critical Success Factors CSF 6</p> <p>3) Provide training for staff on social media, internet safety, and drug abuse affecting students.</p>		Technology Teacher/Instructional Specialist, and Technology Coordinator	Signed AUP and ISP; Documentation of attendance at trainings.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>4) Use Faculty Learning Meetings for teachers to share effective instructional strategies.</p>		All teachers, Principals	Mini observations and Walkthroughs and Instructional Rounds will document strategies used by teachers; TTESS GSPD				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>5) Continue to train all teachers on Kagan strategies and implement in classrooms for cooperative grouping/productive group work.</p>		District Personnel, Principals, Grade/Department Chairs	Minis, Walkthroughs, PDAS				
Funding Sources: General Fund - 199 - \$500.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) Implement STAAR4ward trainings (Lead4ward) to increase rigor and improve student scores on accountability measures.</p>		Principals, TALs	Sign In sheets, Webinar registrations, documentation of Focus Standards, PLC meeting minutes				
Funding Sources: Title VI - Rural 270							
<p align="center">Critical Success Factors CSF 2 CSF 3 CSF 4</p> <p>7) Continue to implement departmental Professional Learning Communities to increase rigor and professional development opportunities and collaboration of best teaching practices.</p>		Principals, TALs, teachers	Sign In sheets, PLC minutes				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>8) Hire ESC11 consultants to provide ongoing professional development for the history and math departments in order to increase rigor of instruction and to improve academic performance of all students.</p>		Curriculum and Instruction Department, Principal, TALs, teachers	Calendar of scheduled meetings; 10% increase in the number of students passing at the recommended level on state assessment in those content areas; meeting/exceeding system safeguards relative to these content areas.				
Funding Sources: General Fund - 199 - \$1200.00							
<p align="center">Critical Success Factors CSF 6</p> <p>9) A campus PBIS committee will train all staff on the implementation and use of PBIS strategies.</p>	4	Curriculum and Instruction; Principals; PBIS teams					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 3: A school climate will be provided that is safe, orderly and well maintained.

Performance Objective 2: Implement safety and security systems for the facility.

Evaluation Data Source(s) 2: Use of budget and work order process to show priorities and completion of projects based on needs assessment.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Emergency Operation Plan will be updated to reflect changes in personnel and facilities and will be routinely reviewed with drills.</p>		Principals and District Personnel	New EOP; log of drills				
<p>2) Continue to partner with the Chief of Police & SRO to eliminate the loading zone and parking in front of the campus on the street.</p>		Principals, Chief of Police, SRO	City ordinance created and new signage; 100% compliance by community members/parents				
<p>3) Purchase new intercom system to effectively communicate with all classrooms and areas of the building.</p>		Principal, Maintenance Director, Technology Director	New intercom in the office				
Funding Sources: General Fund - 199 - \$16000.00							
<p>Critical Success Factors CSF 6</p> <p>4) Increase security on campus by providing a more secured or monitored main entrance so that guests are admitted through secured/locked doors.</p>		Office Staff, District Personnel, Maintenance Director, Technology Director	Security updates will be installed				
<p>Critical Success Factors CSF 6</p> <p>5) Purchase additional cameras to increase security on campus.</p>		Principal, Technology Director and technicians	Additional cameras installed in needed areas.				
<p>6) Improve the lighting in the parking lot on the west side of the building.</p>		Principal, District Personnel, Maintenance Director	More security lights installed in needed areas.				
<p>7) Improve the ramps and stairways to make them safer to tread.</p>		Principals, Maintenance Director	Ramps and stairs will be repaired or replaced.				

8) Improve the condition of the west parking lot.	Maintenance Director, DSC staff, Principal, Maintenance staff	The parking lot will either have all pot holes repaired or it will be completely resurfaced.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: A school climate will be provided that is safe, orderly and well maintained.

Performance Objective 3: Provide programs to motivate and recognize students for attendance, academics, service, and spirit.

Evaluation Data Source(s) 3: 90% positive feedback on student survey.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Continue to more effectively implement a Ram ticket system to reward students based on grades, attendance, involvement at school, behavior, etc.</p>		Assistant Principals, Librarian, Teachers, PBIS team	Reduction in referrals; student survey; 5% increase in number of students recognized each six weeks				
Funding Sources: General Fund - 199 - \$1500.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Create and maintain clubs and organizations to meet the interests and needs of all students.</p>		Assistant Principal & Club Sponsors	10% increase of students involved in clubs and organizations from previous year; sign-in sheets from meetings				
<p>Critical Success Factors CSF 1</p> <p>3) Use UIL to involve students in academic and fine art competitions.</p>		UIL Coordinator, Fine Arts Teachers, Teachers	10% increase in number of students participating from previous year; results from UIL competitions; Roll Sheets				
<p>Critical Success Factors CSF 6</p> <p>4) Define guidelines for end of year reward days (Day at Park, Talent Show, Dodge Ball) for students to set goals to participate.</p>		Principals, All Teachers	85% of students will be eligible for all activities; PEIMS reports				
<p>Critical Success Factors CSF 6</p> <p>5) Create a focus on bullying prevention with quarterly presentations to student population.</p>		Assistant Principals, Librarian	PEIMS Discipline Report, Survey of students will demonstrate 100% feel safe at school.				
<p>Critical Success Factors CSF 6</p> <p>6) Utilize a campus awards program to reward student for positive academic, behavioral, and attendance accomplishments.</p>		Principals, Teachers	Each six weeks, roll sheets will document student participants.				

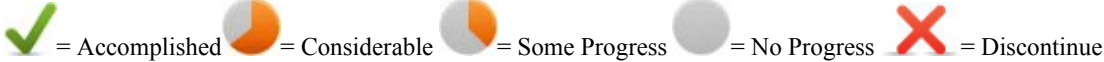
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Implement pep rallies to increase student spirit and morale.</p>		Cheer sponsor	Calendared dates of pep rallies.				
<p align="center">Critical Success Factors CSF 6</p> <p>8) Implement a Wall of Fame board displayed in the main hallway to recognize students and staff for exceptional work and service.</p>		Principals	The Wall of Fame will be displayed and utilized to recognize and celebrate staff and students.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Recruit and retain highly qualified teachers and support personnel.

Performance Objective 1: 100% of teachers will be highly qualified to teach their assigned courses

Evaluation Data Source(s) 1: Highly qualified report

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Highly qualified worksheet will be completed on all current staff to determine their qualifications.</p>		Principal	Completed Worksheet				
<p>Critical Success Factors CSF 7</p> <p>2) All new teachers hired will be certified by SBEC for the subject they are going to teach.</p>		Principal	SBEC Teacher Certificates				
<p>State System Safeguard Strategy Critical Success Factors CSF 7</p> <p>3) All teachers will be highly qualified, including receiving their ESL and SPED certifications.</p>		Principal	SBEC Teacher Certificates				
							

Goal 4: Recruit and retain highly qualified teachers and support personnel.

Performance Objective 2: 95% of staff will return to MWJH for the subsequent school year.

Evaluation Data Source(s) 2: Staff roster will reflect the goal.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Survey new hires for suggestions and ideas to improve retention.		Principal, Grade/Department Chairs	100% of newly hired teachers return for next year.				
2) Recognize and celebrate individual and group accomplishments among staff.	6	Principals, TALs, Teachers	100% of staff will be recognized in weekly, at a staff meeting, or with a note or card during the year.				
<p>Critical Success Factors CSF 3 CSF 6</p> 3) Implement a Wall of Fame board displayed in the main hallway to recognize students and staff for exceptional work and service.		Principals	The Wall of Fame will be displayed and utilized to recognize and celebrate staff and students.				
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Use research based screenings, assessments, and programs to assess reading and math levels of students.
1	1	2	Common unit assessments will be used to measure the progress of students in each core subject.
1	1	3	Use research based math and reading intervention software programs to provide intervention for students performing below level on state assessments, grades, and common assessments.
1	1	4	Attend trainings or webinars on STAAR and data for each core subject.
1	1	5	Enroll students who did not meet the standard on state assessment or research based screenings into the Reading class or RtI time.
1	1	10	Utilize schedule which blocks core classes for 7th and 8th grades to pull kids for additional instruction in core academic areas using Academic Lab, Before & After School, Flex Time
1	1	11	Conduct data room meetings to monitor student progress throughout the year by teacher, content, and assessments.
1	1	12	Demonstrate regular writing practices using the campus/district created expectations for writing, which will result in increased performance of all students and of special populations including various ethnic groups, and students identified as needing SPED or ESL services/support.
1	1	17	Continue to implement SpringBoard for ELA students in all classes.
1	1	18	Provide regular access to a district instructional coaches to assist the math & ELA departments with intense and focused remediation/intervention based on assessment data.
1	1	25	The social studies department will routinely implement Document Based Questioning to infuse rigor and writing practices in their classroom and to gauge the level of student understanding of topics.
1	1	26	Implement a campus-wide mentorship program for students who are at-risk and/or economically disadvantaged to pair them with a staff member to offer support/guidance/help/modeling.
1	3	2	Enroll students in credit recovery classes to provide accelerated instruction for failed courses.
2	1	1	Conduct timely parent conferences for any student failing a reporting period or experiencing attendance or behavior problems.
2	1	6	Provide parent training for Hispanic parents to be more involved in schools
2	1	9	Host Ram Parents in Action meetings to keep parents informed of district happenings and news.
3	1	1	Revisit understanding students of poverty using Ruby Payne to understand diversity of students. Further, utilize the work of Eric Jenson (Engaging Students with Poverty in Mind) to enhance the educational environment of economically disadvantaged students.
3	1	4	Use Faculty Learning Meetings for teachers to share effective instructional strategies.

Goal	Objective	Strategy	Description
3	1	5	Continue to train all teachers on Kagan strategies and implement in classrooms for cooperative grouping/productive group work.
3	1	6	Implement STAAR4ward trainings (Lead4ward) to increase rigor and improve student scores on accountability measures.
3	1	8	Hire ESC11 consultants to provide ongoing professional development for the history and math departments in order to increase rigor of instruction and to improve academic performance of all students.
4	1	3	All teachers will be highly qualified, including receiving their ESL and SPED certifications.

State Compensatory

Budget for Mineral Wells Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
255.E11.6112.00.041.2.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
211.E11.6119.00.041.230.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$111,000.00
6100 Subtotal:		\$112,000.00
6200 Professional and Contracted Services		
211.E13.6219.00.041.2.30.0.00	6219 Professional Services	\$1,600.00
255.E13.6219.00.041.2.30.0.00	6219 Professional Services	\$5,500.00
270.E11.6219.00.041.2.24.0.00	6219 Professional Services	\$2,000.00
6200 Subtotal:		\$9,100.00
6300 Supplies and Services		
211.E11.6399.00.041.2.30.0.00	6399 General Supplies	\$5,000.00
211.E61.6399.00.041.2.30.0.00	6399 General Supplies	\$400.00
255.E11.6399.00.041.2.30.0.00	6399 General Supplies	\$300.00
270.E11.6399.00.041.2.24.0.00	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$8,700.00
6400 Other Operating Costs		
211.E13.6411.00.041.2.30.0.00	6411 Employee Travel	\$4,000.00
255.E13.6411.00.041.2.30.0.00	6411 Employee Travel	\$2,000.00
255.E13.6499.00.041.2.30.0.00	6499 Miscellaneous Operating Costs	\$10,000.00
6400 Subtotal:		\$16,000.00

Personnel for Mineral Wells Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bettye Meason	ELA Teacher	State Comp Ed	1

Title I

Schoolwide Program Plan

In the 7th and 8th, students will rotate between four classrooms for their core subjects: English Language Arts (reading and writing), mathematics, science, and social studies. In addition they experience at least three elective classes. The following elective classes are also offered: band, physical education, journalism, computers/technology, choir, health, speech, Spanish, art, careers, yearbook, and outdoor education. In all core content areas, grades 7-8, we utilize numerous forms of formative and summative assessments to determine the needs of our students. The use of curriculum unit common assessments will be the primary tool to identify students in need of remediation and/or acceleration. Teachers are allowed and encouraged to create authentic assessment tools used in their classroom instruction. State standardized assessments and district assessments are used in conjunction with formative classroom assessments to give teachers a wide spectrum of data to inform instruction.

As part of our building level decision making process, teams of teachers within subject areas are given local control over the use of assessments. Teachers with common curricular content areas (departments) will meet daily/weekly to plan instruction. Grade level cross curricular teams will meet weekly to discuss student performance and behavior. They will meet with students and parents as needed to keep an updated intervention plan. Teachers will use unit local assessment data to regularly evaluate students for further interventions. Further highlighting our building level decision making process, teams of teachers identify students experiencing difficulty mastering the grade level content expectations based on state and local common assessments. Building level teams implement research-based differentiated instructional strategies and use the Response to Intervention (RTI) model to meet the educational needs of all students.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

TAKS

Reading Performance	2003	2004	2005	2006	2007	2008	2009	2010	2011	Campus	District	State
										Positive Change	Positive Change	Positive Change
All Students	73.00%	74.00%	79.00%	79.00%	82.00%	92.00%	91.00%	89.00%	88.00%	15.00%	14.00%	18.00%
African American	71.00%	73.00%	72.00%	67.00%	83.00%	93.00%	95.00%	79.00%	89.00%	18.00%	14.00%	25.00%
Hispanic	62.00%	60.00%	72.00%	72.00%	78.00%	92.00%	91.00%	90.00%	89.00%	27.00%	25.00%	24.00%
White	76.00%	79.00%	82.00%	82.00%	84.00%	92.00%	91.00%	89.00%	87.00%	11.00%	11.00%	12.00%
Economically Disadvantaged	65.00%	64.00%	75.00%	76.00%	80.00%	89.00%	89.00%	87.00%	86.00%	21.00%	18.00%	24.00%

Math Performance	2003	2004	2005	2006	2007	2008	2009	2010	2011	Campus Positive Change	District Positive Change	State Positive Change
All Students	50.00%	46.00%	56.00%	58.00%	69.00%	85.00%	83.00%	85.00%	78.00%	28.00%	20.00%	27.00%
African American	59.00%	38.00%	36.00%	25.00%	59.00%	93.00%	80.00%	83.00%	67.00%	8.00%	25.00%	34.00%
Hispanic	40.00%	35.00%	45.00%	58.00%	66.00%	84.00%	82.00%	86.00%	74.00%	34.00%	27.00%	34.00%
White	52.00%	50.00%	62.00%	59.00%	71.00%	85.00%	83.00%	84.00%	80.00%	28.00%	17.00%	20.00%
Economically Disadvantaged	40.00%	35.00%	53.00%	53.00%	64.00%	81.00%	80.00%	83.00%	72.00%	32.00%	21.00%	33.00%

STAAR

See Needs Assessment, Summary, Student Achievement in this Campus Plan

(Source: TAPR 2013-2014 STAAR Percent at Phase-in Satisfactory or Above All Grades)

	2012	2013	2014	2013-2014 Campus Change	2013-2014 State Change
STAAR All Subjects					
State	77	77	77		0
Campus	65	70	66	-4	
African Amer.	60	81	43	-38	
Hispanic	65	61	60	-1	
White	65	76	73	-3	
SPED	50	60	53	-7	
Eco Dis	61	64	59	-5	
STAAR Reading					
State	79	80	76		-4
Campus	75	80	79	-1	
African Amer.	77	88	58	-30	

Hispanic	74	76	77	+1	
White	75	84	83	-1	
SPED	58	70	56	-14	
Eco Dis	70	75	73	-2	
STAAR Math					
State	77	79	78		-1
Campus	66	73	67	-6	
African Amer.	59	88	32	-56	
Hispanic	69	65	64	-1	
White	65	78	73	-5	
SPED	54	58	56	-2	
Eco Dis	63	68	61	-7	
STAAR Writing					
State	67	63	72		+9
Campus	68	57	63	+6	
African Amer.	73	*	*	*	
Hispanic	72	44	66	+22	
White	66	66	68	+2	
SPED	55	36	48	+12	
Eco Dis	64	48	58	+10	
STAAR Science					
State	80	82	78		-4
Campus	64	71	57	-14	
African Amer.	*	91	*	*	
Hispanic	61	60	42	-18	
White	68	77	68	-9	
SPED	43	74	45	-29	
Eco Dis	61	67	48	-19	
STAAR Soc. St.					
State	79	76	76		0
Campus	41	57	49	-8	
African Amer.	*	55	*	*	

Hispanic	39	44	32	-12	
White	42	65	62	-3	
SPED	30	53	55	+2	
Eco Dis	36	51	40	-11	

On average, student achievement is performing below the state average in almost all areas. However, student achievement has improved over last year's performance in writing.

2: Schoolwide Reform Strategies

Our strategies for school wide reform are designed to create opportunities for all students to meet the state's proficient and advanced levels as measured by state assessments. We will address needs of all students, but particularly low achieving and those at risk of not meeting state achievement standards. We will use effective instructional strategies based on scientifically based research that:

- Strengthen core academic program
- Increase amount and quality of learning time
- Provide enriched and accelerated curriculum
- Meet educational needs of historically underserved populations

At Mineral Wells Junior High School, the students will receive instructional intervention by their core teachers during the day. They can also be pulled out of their elective courses as needed to receive this additional instruction. The strategies used are designed to increase achievement and based on the recommendations found in Marzano's Classroom Instruction That Works and Schmoker's book Focus: Elevating the Essentials to Radically Improve Student Learning. Further, the philosophies and strategies found in The Fundamental 5: The Formula for Quality Instruction by Cain and Laird, Engaging Students: The Next Level of Working on the Work by Schlechty, and Kagan's Cooperative Learning will also be utilized.

3: Instruction by highly qualified professional teachers

Our staff is 100% highly qualified to meet the needs of our diverse learning population. Teachers are required to be highly qualified if they are the Teacher

of Record providing direct instruction to students in any core academic subject area, including English, reading or language arts, mathematics, science, foreign languages (languages other than English), civics and government, economics, arts, history, and geography. We ensure the continued staffing of highly qualified teachers by recruiting and hiring only those teachers that are adequately degreed and have been certified by the state to teach their subject matter.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

We will continue to meet the professional development needs of the staff based on data gathered from staff surveys and from the PDAS self-report. Our campus improvement team has identified a need to continue professional development in the areas of curriculum development and implementation, the mastering of researched-based instructional strategies from Marzano, Schmoker, Schlechty, Cain & Laird, among others, with a particular focus on increasing the amount and complexity of campus-wide writing by students in all subject areas, engagement, and rigor. All staff training will be sustained, intensive, classroom-focused and designed to impact classroom instruction and teacher performance.

5: Strategies to attract highly qualified teachers

Our plan to attract and retain highly qualified staff to meet the needs of our most needy students includes using our planning team to develop some marketing and outreach strategies targeted toward local and regional colleges and universities. We will continue to partner with Tarleton State University and area alternative certification programs allowing their students to do some observing and student teaching at our campus. We will continue to use the Gallup Teacher Perceiver and its strengths-based hiring process. Our campus will also offer financial incentives for the areas of most need.

6: Strategies to increase parental involvement

To increase parental engagement in our school, we will ensure our parental involvement policy is distributed to all parents through our enrollment and registration process. We will convene annual meetings to explain our participation in Title I, Part A and the rights of parents to be involved in the planning, review and improvement of the program including information about the school's curriculum and the different programs we use to improve student achievement utilizing Title I, Part A funds. We will ensure that parent notification is understandable and in a uniform format and in a language parents can understand to the degree practicable. We will ensure the right-to-know concerning professional qualification of teachers is honored. Our school will partner with PTO to set up a parent volunteer program. We have partnered with the chamber of commerce to bring in community business people to present to our kids and along with this program have asked the business people to encourage their employees to be involved at their child's school. We have asked that businesses create a school-friendly absence policy that does not punish parents for missing work to attend school functions and meetings regarding their child's academic performance. Our school sends out daily emails to parents with school news and utilizes School Messenger to call and email parents of upcoming events. We use a Family Access that allows parents to view their child's grades and communicate with the teacher.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Our campus is 7th and 8th grade.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Our teachers regularly analyze student performance data and provide input on how to improve instruction and assessment. They will meet weekly with their cross-curricular team to discuss student assessment and look at all available data to ensure student growth. This analysis will be documented on the team meeting minutes sheet.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

All relevant data is processed through the AWARE data program which provides information to all teacher and administrators to ensure students are identified in a timely manner.

SEE ATTACHED RTI MODEL

10: Coordination and integration of federal, state and local services and programs

LEAs may ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how Title I money should be used. In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs. Coordination can also be carried out by ensuring that any Title I funded staff members are given time to work with the staff members that manage these programs.

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Wendell Barker	Principal
Administrator	Shanna Coker	Assistant Principal
Administrator	Joey Hobbs	Assistant Principal
Business Representative	Kyle Coker	Business Representative
Business Representative	Chris Snow	Business Representative
Classroom Teacher	Sarah Atherton	Teacher
Classroom Teacher	Jennifer Bernet	Teacher
Classroom Teacher	Debbie Brown	Teacher
Classroom Teacher	Della Enriquez	Teacher
Classroom Teacher	Bettye Meason	Teacher
Classroom Teacher	Chad Miller	Teacher
Classroom Teacher	Taylor Tomlin	Teacher
Classroom Teacher	Tammy Williams	Teacher
Community Representative	Nathan Buchanan	Community Member
Community Representative	Gary Word	Community Member
Parent	Nikki Bossaller	Parent
Parent	Crystal Waldrum	Parent

Campus Funding Summary

Title VI - Rural 270					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$0.00
Sub-Total					\$0.00
General Fund - 199					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Computer Labs, Technology		\$5,000.00
1	1	4	Registration for trainings		\$1,000.00
1	1	6	Technology		\$2,500.00
1	2	1	Awards and Prizes		\$500.00
3	1	5	Training and books		\$500.00
3	1	8	Professional Development Consultant		\$1,200.00
3	2	3	Intercom		\$16,000.00
3	3	1	Awards		\$1,500.00
Sub-Total					\$28,200.00
Grand Total					\$28,200.00