

Hereford Independent School District
Hereford Junior High
2017-2018 Campus Improvement Plan

Mission Statement

The Mission of Hereford Junior High is to educate ALL students through positive and purposeful experiences while challenging and empowering them to become hard-working, productive, problem-solving citizens of the 21st Century.

Vision

The Vision for Hereford Jr. High School is to see that ALL students will:

Communicate effectively

Have positive relationships

Incorporate critical thinking skills

Learn to respect differences

Develop into responsible, productive citizens

ALL means ALL

Value Statement

Hereford Junior High...
Everyone Successful Every Day

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2016-2017 school year enrollment at Hereford Jr. High School was 610 students. A majority of the HJH students are Hispanic (82.6%), with a 15% white students, and all other ethnicities combined at 2.4%. Specifically there were a total of 523 Hispanic students with 257(41.1%) being male and 266 (42.5%) female. Our second largest population were white, with a total number of students being 94 (15%), of which 43 (6.9%) were male and 51 (8.1%) were female.

Demographics Strengths

The attendance rate for students at Hereford Jr. High School for the 2016-17 school year was 95.6% . HJH will continue to work with students and parents to ensure that high attendance is maintained and that HJH provides the opportunity for students to make up seat time in order to make up for lost instructional time. Campus administrative staff as well as counseling staff will continue to be a support for students struggling to get to school. Teacher will continue to provide students with work that will be attending seat time. Hereford Jr. High School administrators will also meet with Hereford Preparatory Academy administrators to analyze data (attendance rates, drop out rates, truancies, campus programs) in order to focus on helping Hereford High School with dropout prevention.

Student Achievement

Student Achievement Strengths

-Campus Intervention/Tuesday & Thursday/Families

-Professional Learning Communities (PLC)

-Tier II students showing improvement

-Skill Focus

-Good Relationships with students/Capturing Kids Hearts

-Attendance

-Improved CBS scores/Improved classroom teacher developed checkpoints

-Students enrolled in the Achieve 3000 program are making gains in lexile levels

School Culture and Climate

School Culture and Climate Strengths

The climate data show that 90% of all groups surveys are pleased with the support, learning, and teaching environment that is provided at HJH.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

HISD provides a first year and second year teacher academy in order to provide support for staff. HJH consistently follows up with staff through monthly meeting with both first and second year teachers during a working lunch situation in which concerns and celebrations are discussed and honored. Each new teacher at HJH is mentored by a veteran teacher that can support them through the routine as well as the management and procedures issues that they may face. We will begin a committee program the 2017-18 school year that will allow for meetings to occur once a month during the early release day so as not to interfere with lunch tutorials. HJH provides opportunities on campus for leadership and growth through professional learning and delivery of embedded professional development during PLC's and professional development days.

Staff Quality, Recruitment, and Retention Strengths

90 % of teacher feel that their daily needs are met and have the support of their administration.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All professional staff at Hereford Jr. High will follow the TEKS and TEKS Resource System as the scope and sequence. Teachers at HJH are expected to comply with the district guidelines on 9-week assessments. Base on campus guidelines and expectation HJH professional staff are required to give 3 week checkpoints and follow "The Fundamental 5" key concepts. Core teachers will collaborate during daily PLC's in order to incorporate strategies in the classroom through data-driven decisions and develop lessons that are engaging and rigorous. Instructional strategies from SIOP, differentiated instruction, and Higher Order thinking are required when planning and delivering instruction. Through their work during PLC"s staff will work collaboratively to identify students in need of additional support that address the performance gaps.

Curriculum, Instruction, and Assessment Strengths

Strengths:

-Aligned TEKS to planning, instruction, and assessment

-Data impacts Curriculum, Instruction, and assessment

-Prescriptive Interventions through MM and STR

-Horizontal Alignment in PLC

-The Fundamental 5 implementation

-Curriculum Team Support

Family and Community Involvement

Family and Community Involvement Summary

The administration and professional staff at Hereford Jr. High will continue to seek ways to work together with family and community. Our goal is to increase achievement for all students. Keeping attendance above the state average is another goal we hope to achieve with the help of our families. Improvement in parental/community awareness and involvement is key to having successful students. Campus committees will incorporate the use of parent representatives to gain input from a family perspective and assist in making decisions for student success.

Family and Community Involvement Strengths

Strengths:

-Skyward (Family Access)

-Skyward Gradebook

-Athletics

-Choir

-HISD Notifications

-BLT (Building Leadership Team)

-DLT (District Leadership Team)

-School Board Meeting/Student Recognition

-Migrant Meetings/Services

-LEP Meetings/Services

-Special Education Meetings/Services

-Bilingual Staff/Counselors

-Snack Pack 4 Kids

-Hereford Brand/KPAN/SRO Officers on Campus

School Context and Organization

School Context and Organization Summary

Each student at HJH takes two ELAR and two math classes. The second ELAR is know as Stampede to Read and the second Mathematics class is Math Mavericks. Due to the time constraints within the school day we have extended learning time by adding the second class that will serve as the RtI piece as well as the enrichment piece of the day. The student now have time to apply learning and practice skills. All 6th grade students take PE and can choose from Music, Band, or HERD Express while they are 6th graders. Seventh grade students have the option to take another elective other than HERD Express.

School Context and Organization Strengths

Strengths:(school context & organization continued)

-Lesson plan templates available

-Willingness to embrace change

-Data Driven

-Parents desire to be involved

-PLC time built-in to the instructional day

-Targeted tutorials Tuesday and Thursday 2nd -6th six weeks

-Achieve 3000 support for Tier 3 students

-Think Through Math support

Technology

Technology Summary

The need to further add to the already existing technology at the campus is critical. Smart boards provided to all staff is slowly be funded by the district. This initiative is greatly appreciated and needed. HJH see a great need to continue to provided Achieve 3000 to our Tier 3 students and possibly extent it's use to our Tier 2 students. Based on our CNA their is a need for additional computer carts and a system to purchase Chrome Books that need replacing and or repara.

Technology Strengths

-Parents' access to Skyward

-Technology Equipment available on campus

-iPads, COWS, laptops, Chrome Books (SS)

-DMAC

-Achieve 3000 availability

-TAG support through DMAC

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

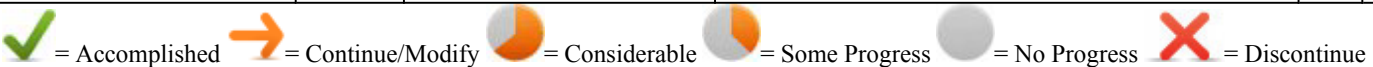
Goals

Goal 1: Hereford Junior High instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.

Performance Objective 1: By May 2018, 70 % of HJH students will meet or exceed state/federal standards

Evaluation Data Source(s) 1: PLC Agendas; Lesson Plans, DMAC/T-Tess; Embedded Professional Development in PLC's

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Continue PLC's to support planning, lesson development, common assessments and data analysis in order to support student learning and quality instruction.	1, 2, 3, 4, 8, 9	Math, Reading, Science and Social Studies Teachers; Principal; Assistant Principal/Learning Facilitator	PLC Agenda; Campus Administration Walkthroughs; STAAR Results				
2) Continue the implement of research based strategies and best practice instruction to support the delivery of quality instruction and student learning.	1, 2, 8	Principal; Assistant Principal/Learning Facilitator; ELAR, Math, Science, SS, MM, and STR Teachers	PLC Agenda; Campus Administration Walkthroughs; STAAR Results				
3) Continue to implement "The Fundamental 5" components in all HJH classrooms.	2, 4	HJH teachers;Principal;Assistant Principals	T-TESS; Administration Walkthroughs				
							

Goal 2: Hereford Junior High will provide supplemental services to support the academic needs of our students.

Performance Objective 1: 30% of HJH students will make a 100 plus point gain in their lexile levels by May 2018.

Evaluation Data Source(s) 1: Achieve 3000 monthly and semester reports.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Continued implementation and refinement of the campus RtI plan through the use of effective classroom instruction, flexible scheduling and grouping, and on-line research based programs and instructional materials and services.	1, 2, 3, 8, 9	Principal, Assistant Principal, ELAR Teachers, Math Teachers, Campus Lab Managers	Increase in Lexile levels and Instructional Levels in both Achieve 3000 and Inspiration Math. Implementation of PD attended.				
2) Improve the utilization of Special Education staff that provide support to content staff and students through the implementation of embedded professional dev. in PLC's and academic support through inclusion and resource.	1, 2, 3, 8, 9	Campus Administration; Special Education Professional and Support Personnel	Increase in Lexile Level;Growth observed on STAAR				
3) Improve the utilization of ESL professional and paraprofessional staff that provide support to content staff and students through the implementation of embedded professional dev. in PLC's and academic support through inclusion and ESL.	1, 2, 3, 8, 9	ESL Professional Staff; Principal;Assistant Principal/Learning Facilitator	Increase in Lexile Level;Growth observed on STAAR				
4) Hire Supplemental Instructional support staff to target all students struggling in reading as well as other content areas as needs are identified. (Reading Interventionists; Librarian/Reading Specialists; Migrant Interventionist/Paraprofessionals; Bil/ESL staff; SCE staff; SPED staff)	1, 9, 10	Campus Administrators; District Administrators;Chief Academic Officer	Monthly Payroll;Contact logs/list of students struggling and areas served				
5) Purchase Instructional resources to supplement and enhance classroom learning environment and/or provide interventions.	1, 9, 10	Campus Administrators; District Administrators; Chief Academic Officer	Budget reports-monies spent on instructional resources				
6) Provide ongoing professional development for campus and district personnel to support core instruction;addresses students' socioeconomic status, language, special needs, and individual needs as well as all legal requirements.	1, 4, 10	Campus Administration; District Administration; Director of Special Education, Director of Bilingual, Director of Migrant	PD Reports; Agendas; Sign-In Sheets; Certificate of Completion				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 3: Hereford Junior High will ensure that all staff meet high quality standards and are provided opportunities for professional growth

Performance Objective 1: 100% of the HJH instructional staff will participate in targeted professional development, selected and designed to improve student growth and achievement.

Evaluation Data Source(s) 1: Professional Dev. Agendas, Minutes, Sign-In Sheet, Handouts, . DMAC observation, evaluation and walk-through data. Lesson Plans and informal walk-through observations by administrative staff.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) All instructional and support staff will be receive professional development in research based instructional practices and high yielding strategies.	1, 2, 4	All professional and paraprofessional staff; Principal; Assistant Principals	Sign In Sheets; Agendas; Training Packets; Evaluations; Lesson Plans;				
2) All professional and support staff will be required to implement professional development in research based instructional practices and high yielding strategies that were revisited and taught during the initial PD of the 2017-18 school year.	1, 2, 4	All professional and paraprofessional staff; Principal; Assistant Principals/Learning Facilitator	Skyward; STAAR Results; T-TESS/DMAC Documentation				
3) All professional and support staff will be trained or receive refresher training on SIOP strategies; Writing strategies; HOTS, DOK, and Language Acquisition that will support the various sub-pops that they work with on a daily basis.	1, 2, 3, 4	All professional and paraprofessional staff; Principal; Assistant Principals/Learning Facilitator	Skyward; STAAR Results; T-TESS/DMAC Documentation				



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 ✘ = Discontinue


Goal 3: Hereford Junior High will ensure that all staff meet high quality standards and are provided opportunities for professional growth

Performance Objective 2: 100 % of HJH professional learning communities will be led by teacher leaders and monitored by campus administrative staff.

Evaluation Data Source(s) 2: PLC agendas and minutes, Lesson Plans, Classroom Observations and Walkthrough, Informal observation and documentation of teacher conversations, interactions, and behaviors with peers, students, and parents.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Provide PLC's with a PLC survey twice a year to evaluate the effectiveness of the PLC process and transition of being more teacher led with a focus on student learning and instruction.	1, 2, 3	Principal; Assistant Principal/Learning Facilitator	Survey Results; PLC observations; Minutes of Observed PLC's				
2) Each of the 4 PLC's (Math, ELAR, Science, & Social Studies will review, revise, and strengthen their procedures for observing and implementing: (1) shared beliefs, values and vision, (2) shared and supportive leadership, (3) collective learning and its application, (4) supportive conditions, (5) shared personal practice.	2, 4, 8	Principal; Assistant Principal/Learning Facilitator	Meeting Agendas; T-TESS; Student Growth as seen through Skyward and State Assessment Results				




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 = No Progress
 ✘ = Discontinue

Goal 4: Hereford Junior High strives for excellence in the area of communication and collaboration with parents and community members to create partnerships that will enhance learning for all students

Performance Objective 1: Parental involvement opportunities or HJH parents will increase from 6 to 10 to ensure communication through informative meetings, academic and fine arts events, and campus celebrations by May 26, 2018.

Evaluation Data Source(s) 1: Facebook HJH page/HJH webpage/instagram/Invitations, Agenda, Sing-In sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Include parents in the development and review of the HJH Parental Involvement Policy and the Parent Compact.	1, 6	Campus Administration;	Agenda; Sign-In Sheet; Parent Compact & Parental Involvement Policy				
2) HJH parents will participate in District Parent Advisory Council.	1, 6	District Representative; Campus Principal; Campus Parent Representative	Agendas; Sign-In Sheets; Meeting Minutes				
3) September "Open House/Olweus Bully Prevention Kick-off for Students and Parents. (September 14, 2017)	1, 6	Principal	Sign-In Sheets; Agenda; Title 1 Document; Parent Compact & Parental Involvement Policy Handouts				
4) Maintain campus Web Page, "Facebook" Page, and HJH Instagram.	1, 6	Principal; Mrs. Rhonda Curtsinger;	Instagram & Facebook Sites				
5) Distribute, collect, and analyze data from spring parent surveys.	1, 6	Principal; District Technology Support Staff	Survey Results				
6) Parent conference will occur as need to inform parents of academic and social progress of their student(s).	1, 6	Principal; Professional Staff;	Progress Reports; Skyward Reports; Sign-In Sheets; Newsletters; Parent Teacher Communication Logs				
7) Notification of Highly Qualified Staff to all parents as required by Federal Law.	1, 6	Principal; Designated District Personnel	Letter to Parents				
8) Provide opportunities for the parents of ELL, Special Education, Migrant, and Advance Math and ELAR to meet with campus administration to receive updated information about their child's progress.	1, 6	Principal; ESL and Special Education Staff	Sign-In Sheets; Agendas; Minutes Pages; Surveys				
							


Goal 5: Hereford Junior High will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 1: 100% of the HJH staff will continue the use of the school wide discipline system "HERD ESSENTIALS" and incorporate Capturing Kids' Hearts and "Llama Training" in order to reduce office referrals by 10% and increase positive student/teacher relationships.

Evaluation Data Source(s) 1: End of year parent, student, and staff surveys. Classroom expectations posted and enforced as evident through administrative walk-throughs and discipline referral data from Skyward. Quarterly review of discipline data.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
<p>System Safeguard Strategy Critical Success Factors CSF 4 CSF 6</p> <p>1) 1) Communicate Herd Essential expectations to parents through newsletters, open house, transition meetings and students agendas, "Camp Gotta Know" and parent conferences.</p>	1, 10	Campus Administration; Campus Counselors; Campus Professional and Paraprofessional Staff	Parent awareness of expectations and consequences for behavior during school and school functions.				
<p>System Safeguard Strategy</p> <p>2) Establish and implement common classroom rules that are aligned with campus expectations and post them in each classroom in the for of a "Social Contract".</p>	1, 10	Principal; Assistant Principals; Professional and Paraprofessional Staff; Counselors	Decreased number of discipline referrals and behavior incidents in the classroom and other school functions.				
<p>3) Review, revise, and communicate HERD Essential components and expectations to students through the beginning of the year class meetings, student orientation, transition meetings, students and staff surveys and data analysis at the end of the 2017-2018 school year.</p>	1	Principal; Assistant Principals; Counselors; Professional and Paraprofessional Staff	Documentation of student commitment contracts to follow HERD Essential expectations/Student discipline referral data				
<p>System Safeguard Strategy</p> <p>4) Continue to conduct appropriate review, training, and application of emergency drills on campus to ensure that students are knowledgeable and prepared for any type of emergency situation.</p>	10	Campus Administration; District Safety Coordinator; Campus Staff; Emergency Plan Committee	Monthly Drill Log/State Fire Drill Log				

5) Appropriate campus personnel will continue to participate in district wide multi-hazard emergency operations plan training and security audits as directed by the district.		Principal; Assistant Principals; Counselors; Campus Nurse	Documentation of Operation Plan Meeting; Drill Logs				
6) In an effort to assist counselors, teachers, administrators and community resource people promote positive choice for students and meet their needs, HJH will continue to utilize incident data in skyward to evaluate in-school violence as well as tobacco, alcohol, and other drug use.	1, 10	Principal; Assistant Principals; Counselors; Classroom Teachers	Decrease the discipline incident reports on campus by 5%				
							

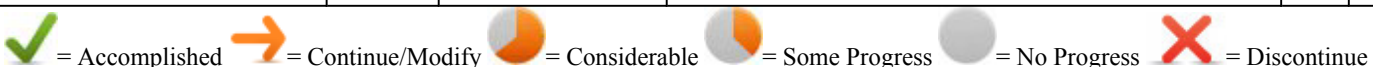
Goal 5: Hereford Junior High will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 2: Reduce the number of bully incidents at HJH by 10% through the implementation of the Olweus Bully Prevention Program.

Evaluation Data Source(s) 2: Advisory Period and Roundup. Classroom meetings documentation and walkthrough data. End of the year parent and student survey results.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
System Safeguard Strategy 1) Continue to embed an "Advisory Period" & "Round Up" during the school day during which time building positive relationships, students team building and character education can be integrated.	1	Principal; Assistant Principals; Counselors; All professional and paraprofessional staff	Advisory period framework/expectation/campus calendar of topics for classroom meeting/end of year staff and student surveys				
2) Continue to implement "Random Acts of Kindness" to support positive behaviors across the campus.	1	Counselors; Campus Administration; All campus staff	Number of students recognized for "Random Acts of Kindness"				
System Safeguard Strategy 3) Approximately once a month guidance lesson will be provided on topics such as the following but not limited to: Suicide Prevention, Conflict Resolution, Discipline Management, Anger Management, Violence Prevention and Intervention, Harassment and Dating Violence.	1, 2	Counselors	Counselor logs				



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Goal 5: Hereford Junior High will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 3: Increase student input by 10% through the continued implementation of the student leadership team by May 2018.

Evaluation Data Source(s) 3: Calendar of leadership team meetings and activities.

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Continue the implementation of the Student Leadership Team for 6th and 7th grade students to support student involvement and opportunity for student voice in leadership roles and responsibilities.	1, 2	Campus Administration; Leadership Team Teacher Sponsors	Campus Activities Led by the Leadership Team				

Goal 5: Hereford Junior High will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 4: Develop and implement a positive transitional program to support all students entering HJH.

Evaluation Data Source(s) 4: Sign-In sheets and invitation to "Camp Gotta Know". Agenda and parent surveys as well as Parent Access for grade, attendance and discipline information. Teacher and counselor lesson plan. DMAC for testing data and STAAR Results.

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Continue to offer "Camp Gotta Know" in order to support incoming 6th grade.	1, 2, 6	All 6th grade professional staff; Campus Counselors and Administration	Sign-In Sheets; Student Survey Results				
							

Goal 5: Hereford Junior High will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 5: Increase students attendance to 96.7 % at HJH by May of 2018.

Evaluation Data Source(s) 5: Skyward attendance data/Student sign-out documentation/Perfect attendance recognition at the end of the year awards assembly.

Summative Evaluation 5:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Create an attendance incentive program with the input of all staff through the newly developed committee system.	1, 2	Campus Committee; Campus Administration; Campus Counselors	List of activities and the recognition system developed and implemented; Skyward reports; STAAR attendance percentages.				
							

Goal 6: Hereford Junior High will provide technology to enhance curriculum, instruction and professional learning

Performance Objective 1: 100% of HJH staff will be introduced to Google Docs, Google Slide, Google Forms, and Google Classroom by May 2018.

Evaluation Data Source(s) 1: Classroom observations, Walkthroughs data, Student Products, Student Surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) HJH Goo Crew as well as staff attending ISTE will share newly learned information and support campus staff in the area of Google Tools throughout the 2017-18 school year.	1	Goo Crew; ISTE Attendees	Implementation observation of Google Tools in the classroom; T-TESS;DMAC Walkthrough Data				
							

Goal 6: Hereford Junior High will provide technology to enhance curriculum, instruction and professional learning

Performance Objective 2: 100% of HJH students will have access to technology and on-line based instructional programs that will enhance their learning and give them daily feedback by October 2017 and on through May 25, 2018.

Evaluation Data Source(s) 2: Achieve reports, TTM Reports, iStation Reports, Classroom Observation, Student Products

Summative Evaluation 2:

Goal 6: Hereford Junior High will provide technology to enhance curriculum, instruction and professional learning

Performance Objective 3: 100% of HJH staff and students that use Achieve 3000, istation, and TTM will be trained in the implementation and application of these programs before the end of the second six weeks of the 2017-2018 school year.

Evaluation Data Source(s) 3: Program Reports, PD Sign In Sheets and Evaluations, Student Observation in Computer Labs and Classrooms.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Training through Achieve 3000, Imagine Math, and iStation will be provided for all new lab, Maverick, and STR staff as well as refreshers for returning staff.	1	Campus Administration; Curriculum Dept. Support	Implementation of program tools and evidence of successful student work and increased learning through the use of these programs as observed in: Skyward; Walkthrough; STAAR Results				

Goal 6: Hereford Junior High will provide technology to enhance curriculum, instruction and professional learning

Performance Objective 4: "GooCrew" addition to HJH will provide the needed support the campus staff will need to fully implement district technology initiatives and support learning in the classroom through technology.

Evaluation Data Source(s) 4: Classroom Observations, Embedded PD through PLC, Sign-In Sheets

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Training provided by Goo Crew and ISTE participants through embedded professional development in PLC's.	1	Goo Crew; ISTE Participants; Campus Administration	Implementation of technology tools as observed in the classrooms.				

Goal 6: Hereford Junior High will provide technology to enhance curriculum, instruction and professional learning

Performance Objective 5: 100% of HJH staff will participate in the district technology day.

Evaluation Data Source(s) 5: Sign-In Sheets, Participation Surveys

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) All HJH staff will participate in sessions geared towards google tools that will assist them in enhancing teaching and learning.	1	Goo Crew; ISTE Participants	Sign-In Sheets; Handouts; Walkthrough data; Lesson Plans; Observed Projects; PLC Agendas				

System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	1	1) Communicate Herd Essential expectations to parents through newsletters, open house, transition meetings and students agendas, "Camp Gotta Know" and parent conferences.
5	1	2	Establish and implement common classroom rules that are aligned with campus expectations and post them in each classroom in the for of a "Social Contract".
5	1	4	Continue to conduct appropriate review, training, and application of emergency drills on campus to ensure that students are knowledgeable and prepared for any type of emergency situation.
5	2	1	Continue to embed an "Advisory Period" & "Round Up" during the school day during which time building positive relationships, students team building and character education can be integrated.
5	2	3	Approximately once a month guidance lesson will be provided on topics such as the following but not limited to: Suicide Prevention, Conflict Resolution, Discipline Management, Anger Management, Violence Prevention and Intervention, Harassment and Dating Violence.

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Cuca Salinas	Principal
Community Representative	Claudia Tena	Parent
Classroom Teacher	Chelsea Haarmann	7th Grade SS Teacher
Classroom Teacher	Kayla Foster	7th Grade ELAR Teacher
Classroom Teacher	Anna Ramos	6th Grade Math Teacher
Classroom Teacher	Belinda McKee	6th/7th Grade Science Teacher
Classroom Teacher	Pam Hill	Special Education Teacher
Paraprofessional	Savannah Gonzales	Paraprofessional
District-level Professional	Mark Stokes	Curriculum Director

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Counselors Campus Administrators	Campuses Olweus Bullying Program Bullying policies & procedures posted & accessible to students , parents and communities
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Campus Counselors Campus Administrators Athletic Director	Skyward: <ul style="list-style-type: none"> • Grades • STAAR • Demographics Evidence that demonstrates success is performance on state fitness tests TAPR report
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	DAEP Hearing Officer Campus Administrators	Reduce recidivism rates Skyward DAEP Hearing documentation

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> Graduation rates Recidivism rates 			TAPR report
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years - HISD will evaluate annually 	TEC 11.252(d)	Superintendent Campus BLT District - DLT	Sign-in-sheets; Agendas; Minutes
5. Dropout Prevention	TEC 11.252	Campus Counselors Campus Administrators	Students identified & served as At-Risk
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Chief Academic Officer Reading Interventionists	Dyslexia Plan Services provided
7. Title I, Part C: Migrant <ul style="list-style-type: none"> An identification and recruitment plan A priority services action plan 	P.L. 107-110, Section 1415(b)	Executive Director of Federal Programs PEIMS Coordinator	COEs PFS reports used to give these students priority of MEP services
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 	TEC 29.081 TAC 129.1025 Student Attendance Accounting Handbook	CTE Director Campus Nurse	Services explained and Provided PEIMS In-House Audit
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: 	TEC 11.252(4) TEC 11.252(3)(G)	Campus Counselors CTE Director CTE Counselor	Classroom guidance Parent Education Meetings

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			CTE Courses grades 8-12
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Chief Officer of Personnel Campus Administrators	Certification PAKS assessment Region16 training certificates Equity Plan
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Campus Counselors Campus Administrators	Safe Schools Training for all Staff Completion of Certificate Increase awareness/recognition how to report & obtain help
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)	Campus Counselors Campus Administrators	Classroom guidance i.e. Red Ribbon week Safe Schools Training for all staff

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)		
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Campus Counselors Campus Administrators	Classroom guidance i.e. guest speakers; District Suicide Plan Safe School Training for all staff
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053	SPED Director SPED Department	Handle with Care Training Positive Behavioral Interventions & Supports
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Chief Operations Officer/Tech	e-Rate Technology Plan

Attach sign-in sheets, agendas, summary of evaluation for each day and progress toward the District & Campus Goals and Needs Assessment

PROFESSIONAL DEVELOPMENT PLAN 2017-18

CAMPUS NAME: HJH

Campus Goal(s) #3, #5

Completed Form due: June 1, 2017

FINAL Form due: May 6, 2018
(amendments should be made as necessary)

All Staff Development Documentation
due: May 6, 2018

DATE	ACTIVITY	PURPOSE – Include CIP/DIP Goal	BUDGET
August 1, 2017 (Tuesday) 8:30-3:30	<i>Administrative Assistant Training</i>	Secretary Training CIP Goal #3	Local Funds
August 2, 2017 (Wednesday) 8:30-3:30	<i>New Employee Orientation</i>	New Employee Support at Admin. New Employees/Campus 1:00-3:30 CIP Goal #3; #5	Local Funds
August 7, 2017 (Monday) 8:30-3:30	<i>WORK DAY</i>	Welcome Staff/Introductions 8:30 Goal #3; #5	Local Fund
August 8, 2017 (Tuesday) 8:30-3:30	<i>WORK DAY</i>	Goal #3; # 5 Instructional Planning; Curriculum Mapping	Local Funds
August 9, 2017 8:30-3:30	<i>DRA TRAINING (campus decision on staff that attends) NA</i> <i>Campus Based</i>	Support for new hires, teachers that missed the training, or staff that need to gain a deeper understanding of the assessment. DIP Goal 1	Title I
August 10, 2017 8:30-3:30	<i>District Breakfast – AM</i> <i>Campus Based - PM</i>	Goal #3 Campus Expectation; Schedules; Duties; Continue Planning	Local Funds
August 11, 2017 8:30-3:30	<i>ED TECH DAY (schedule and list of sessions available will be provided August 7th)</i>	Support our district in implementing technology in the classroom to increase academic success and student engagement. DIP Goal 1	Local Funds

DATE	ACTIVITY	PURPOSE	BUDGET
August 14, 2017 8:30-3:30	<i>CAMPUS BASED Fundamental 5; SIOP; Writing Across the Curriculum</i>	Goal #3 Staff will participate in targeted PD selected and designed to improve student growth and achievement.	Local Funds
August 15, 2017 8:30-3:30	<i>CAMPUS BASED Fundamental 5; SIOP; Writing Across the Curriculum</i>	Goal #3 Staff will participate in targeted PD selected and designed to improve student growth and achievement.	Local Funds
August 16, 2017 8:30-3:30	<i>Campus Based Leach Literacy K-2</i>	Making Work Stations....WORK for K-2 DIP Goal 1	Title II
August 17, 2017 8:30-3:30	<i>WORK DAY AM SPED MSB (documentation training)</i>	Coal #3 Staff will participate in targeted PD selected and designed to improve student growth and achievement. Goal #5	Local
August 18, 2017 8:30-3:30	<i>WORK DAY</i>	Goal #3 Staff will participate in targeted PD selected and designed to improve student growth and achievement. Goal #5	NA
October 9, 2017 8:30-3:30	<i>Comp day (TRAINING will be provided depending on needs)</i>	Goal #3 Staff will participate in targeted PD selected and designed to improve student growth and achievement.	Local Funds
October 26, 2017 8:30-3:30	<i>LEACH LITERACY (schedule and participants will be provided in September)</i>	Differentiated Reading Instruction: Guided Reading for K-2 DIP Goal 1	Title II
November 7, 2017 8:30-3:30	<i>LEACH LITERACY MODEL LESSONS</i>	Model Lessons of Guided Reading for K-2 DIP Goal 1	Title II

DATE	ACTIVITY	PURPOSE	BUDGET
November 8, 2017 8:30-3:30	LEACH LITERACY ADMIN SUPPORT FOR K-2	Admin Support for Balanced Literacy K-2 DIP Goal 1	Title II
January 15, 2018 8:30-3:30	CAMPUS BASED	Goal #3 Staff will participate in targeted PD selected and designed to improve student growth and achievement.	Local Funds
Spring/Summer TBD	LEACH LITERACY	Lights, Camera, Action: Writer's Workshop for K-2 DIP Goal 1	Title II

*There is one comp day 2017-18. All 2017-18 staff development documentation will be submitted on **May 6, 2018** with your final submission. As campus principal it is your responsibility to document that your teachers have attended the necessary summer training, we will be providing staff development on October 9, 2017 if they do not attend appropriate training in the summer.*

*It is the responsibility of the campus principal to communicate to your staff, which days will be workdays and which days will be staff development days. **First Year Teacher Academy will be August 7 and 8, 2017. New Employee Orientation will be August 2, 2017.***

Leach Literacy dates, October 26, November 7, November 8, and the spring/summer date are regular school days and will be designed for K-2 staff only. The Curriculum Team will work with the elementary campus administration to determine the teachers that will attend the training. All other grade levels will keep their regular schedule and will not be impacted.

Early Out students only (2 hours) will need to be planned by campus and district administration. All staff will need to attend on these days and the work will need to be purposeful and tied to student academic success.

September 11, 2017 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meeting • Campus STAAR DATA • Refine Scheduling Issues • Olweus Kick-off/Open House 	
September 29, 2017 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meetings • Reading Across the Curriculum • Staff Meeting 	
October 16, 2017 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meetings • El Saber Revisited • SIOP 	
November 10, 2017 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meetings • Campus Initiative Follow-up • Staff Meeting • Parent Conferences/1st 	
January 29, 2018 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meetings • Second Semester Interventions • Parent Involvement Activity 	
February 15, 2018 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meeting • Campus Needs Assessment • TELPAS Calibration 	
March 5, 2018 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meetings • Campus Needs Assessment • Staff Meeting 	
April 9, 2018 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none"> • Campus Committee Meetings • Count Down Plan/STAAR 	

April 30, 2018 1:30-3:30	<i>CAMPUS BASED</i>	<ul style="list-style-type: none">• Campus Committee Meetings• Parent Conferences/2nd Semester Failures• Campus Needs Assessment	
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