

Longview Independent School District
Judson STEAM Academy
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 8, 2018

Mission Statement

The mission of Judson STEAM Academy is to ensure that every student acquires the knowledge, skills, attitudes, and behaviors to become a responsible citizen in a rapidly changing society.

Vision

Judson STEAM Academy's vision is to be the premier middle school in the East Texas Area, providing a well rounded education to all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Judson STEAM has approximately 563 students.

African American 33.9%

White 28.6%

Hispanic 29.5%

Other 7.9%

Economically Disadvantaged 65.1%

ELL 13%

At-Risk 59%

Average Attendance 95.58%

Number of Staff Members: 52

Administrators: 3

Counselor: 1

Teachers: 41

Instructional Aides: 7

Demographics Strengths

Judson STEAM Academy will continue to strive to provide a staff that is as diverse as the students enrolled.

Professional staff meet the requirements to teach in their academic core areas and a constant search for the best qualified staff is a strength.

Judson STEAM Academy strives to offer a multitude of clubs and organizations that encourage all students to be active participants; thus, creating an environment that builds a community of learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance for Judson STEAM Academy for the the 2018-2019 academic year was 95.05%, indicating that 4.5% of the students had attendance issues; thus, they were absent from classroom experiences. **Root Cause:** The culture of parents not understanding the value of an education has created an excessive absentee problem.

Student Achievement

Student Achievement Summary

Judson STEAM Academy met standard in all areas of campus accountability. The scaled scores are as follows:

Overall: 75%

Student Achievement: 74%

STAAR Performance: 74%

School Progress: 79%

Academic Growth: 66%

Relative Performance: 79%

Closing the Gaps: 66%

Student Achievement Strengths

We showed a 10% increase in the number of students that scored in the Masters Grade Level range in 8th grade Mathematics.

Also, each of the following student groups met their respective target under Closing the Gaps (Domain 3).

Academic Achievement Status: Hispanic and Economically Disadvantaged students met their target in Reading. In addition, Hispanic and Special education students met their target in Math.

Growth Status: ELL and Hispanic students met their target in Reading and Special Education students met their target in Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student participation in Algebra I decreased by 9% from the previous year; in addition, students performing at the Masters Level in

Algebra I decreased by 15%. **Root Cause:** Students were not intentionally scheduled into Algebra classes. Fewer students enrolled in the class led to fewer opportunities for students to achieve Masters in Algebra I.

Problem Statement 2: All students achieved 54% passing standard on the 8th grade social studies STAAR assessment, with African American students decreasing by 10% and White students by 13%. **Root Cause:** PLC time was not adequately utilized and monitored to maximize teacher planning and implementation of quality instructional strategies.

Problem Statement 3: All students achieved 67% passing standard on the 8th grade science STAAR assessment, with Hispanic students decreasing by 18%. **Root Cause:** PLC time was not adequately utilized and monitored to maximize teacher planning and implementation of quality instructional strategies.

Problem Statement 4: There is a consistent gap in all subject areas tested (Approaches/Above): ELA: White 79%, Hispanic 76%, AA 64%; Math: White 83%, Hispanic 82%, AA 64%; Science: White 79% Hispanic 65% AA 53% Social Studies: White 63%, Hispanic 52%, AA 42%. **Root Cause:** The economically disadvantaged groups most represented at Judson are AA and Hispanic. With this being noted, the lack of educational background experiences and bilingual or ELL deficiencies, requires that more time and reteaching opportunities be a part of the classroom and tutorials.

School Culture and Climate

School Culture and Climate Summary

For the 2018-2019 Academic Year, administrators will focus on creating a culture of academic excellence via personal connections to students and teachers. Teachers will be tasked to utilize Capturing Kids Hearts as a primary response to helping students to become successful. In addition, administrators along with PTA will be implementing some student incentives that will focus on positive outcomes.

School Culture and Climate Strengths

The demographics of Judson STEAM Academy allow for many opportunities to showcase school pride and diversity. Clubs and community support are very integrated. This allows for a multitude of community outreach and cultural integration.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Many of Judson's economically disadvantaged students come to school with a lack of confidence and high frustration levels that lead to discipline referrals. **Root Cause:** Many of these students come from traumatic or abandonment situations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Judson STEAM Academy in partnership with LISD Human Resource Department have a multitude of teacher training and incentives to increase the retention rate from year to year. In addition to new teacher mentoring opportunities, every teacher has access to instructional specialists that offer support and training in all academic areas. A campus leadership team is comprised of teacher leaders from every area. Leadership opportunities are encouraged in a variety of areas and coaching and internal mentoring are provided. Resources and materials are accessible to all teachers and adequate time to meet and learn from each other are offered through PLC, teacher conferences and a PLUS day training.

Staff Quality, Recruitment, and Retention Strengths

Adequate resources are plentiful and can be accessed.

A huge percent of the staff for 2018-2019 is new which brings a rejuvenation of energy and excitement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: With a new staff, the overwhelming amount of information can cause a tremendous amount of stress on new teachers. **Root Cause:** New teachers are still learning the school system and all the moving parts that come with special program requirements.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Texas Education Agency rated Judson STEAM Academy as Meeting Standards in all areas with an overall Scaled Score of 75.

There were zero distinctions earned.

In Language Arts, the only Q1 distinction earned was in 7th grade Reading (Masters Grade Level). This finding is consistent with the targeted instruction by the teacher. Her understanding of the TEKS, planning process and previous experience of teaching in the same grade level. This consistency allowed her to target instruction to her students' needs.

In Mathematics, the two areas with Q1 indicators were in the areas of Accelerated Student Growth and Grade 8 Performance (Masters Grade Level). The multitude of deficiencies can only be attributed to several reasons:

1. Not enrolling enough students in Algebra to count in participation.
2. Not meeting expectations and decreasing mastery level in Grades 6, 7, and Mastery Level in Algebra. (Two distinctions were missed by ONE student.)
3. In Science, we had one opportunity to get a distinction. The need for 37 students to meet the Masters level was missed by 11 students.
4. In Social Studies, one opportunity to get the distinction was missed by 17 students.

The curriculum and instruction at Judson includes a pacing guide and a calendar of Common Assessments that are used to measure the students understanding and mastery of TEKS. The Common Assessments are administered about every 3 weeks and the disaggregation of data is done during teacher meetings. The purpose of reviewing data is to make adjustments to the teaching delivery of the TEKS.

Curriculum, Instruction, and Assessment Strengths

Instruction in the classroom is constantly monitored and assessed by administrators and instructional specialists. The benefits are numerous. Immediate feedback to the teachers is given and adjustments and suggestions are made to increase students understanding of concepts or implementation of hands-on-activities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Judson STEAM Academy did not earn any distinctions in 2017-2018. **Root Cause:** Intentional instruction was not effective and mastery level students were not adequately tracked for academic success.

Parent and Community Engagement

Parent and Community Engagement Summary

Judson STEAM Academy has had a resurgence of parent involvement in the past two years, with this being said, the 2018-2019 school year has already surpassed the expectations for parental involvement. Judson offers ample opportunities for parents to become involved in their child's academic year. In addition, the following parent outreach programs are offered:

1. Two scheduled parent/teacher meetings on the calendar that have flexible hours for after hour appointments and conferences.
2. PTA: This organization has a multitude of moving parts to it. For the year, 2018-2019, in partnership with the administrators, student incentives and special programs will be the focus. This organization has the following committees: Scholarship, Judson Fest, Hospitality, Incentives and Rewards, Membership and Volunteers, Dances and Student Events, and numerous other that can allow for a multitude of opportunities to involve parents.
3. Communication: We offer parents an opportunity to connect to Judson via social media, phone calls, Remind applications, and the district all access call program. In addition, the PTA organization has teamed up with Judson to tag and share all relevant information for all parents.

Parent and Community Engagement Strengths

PTA officers and administration are connected in the vision to increase student incentives and learning opportunities via experiences and positive affirmation.

Judson STEAM Academy has a very willing community of parents that are willing to volunteer in a multitude of capacities. With the new STEAM component, several parents have already voiced their interest in helping with projects.

School Context and Organization

School Context and Organization Summary

Judson STEAM Academy strives to provide an environment that is conducive to learning and high academic expectations. PLCs allow teachers to collaboratively plan together to help students master TEKS at the highest level while supporting students learning styles. Each team of teachers is encouraged to attend a multitude of training opportunities during their PLUS day that is provided on a weekly basis. Their PLUS day allows for vertical and horizontal alignment to occur and offers ample opportunity for peer mentoring and campus visits to gain additional guidance and help.

Judson STEAM Academy offers a well-rounded program to serve each student. While offering Pre-AP classes, higher level math classes and extended extra-curricular activities, Judson also provides special services to a multitude of students that include: 504, Gifted and Talented, ESL, Choir, Band, Orchestra, Art, Dylexia, Careern and Technology, and Athletics. The partnership with the high school also allows our students to select tennis, swimming and golf as a PE alternate.

As a part of meeting college readiness, Judson strives to offer opportunities to qualifying students options for ACT/SAT testing and TSI testing. The coordination of services involves our PTA by paying for students to test and the high school staff comes directly on campus to administer the TSI test.

School Context and Organization Strengths

The multitude of partnerships with the high school, parent organizations and teachers have created a multitude of opportunities and class offerings that are often taught by teachers that are willing to take on an additional load.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students that participate in high school offered PE classes are often late to their 1st period class creating a concern for parents. **Root Cause:** Inability to modify schedule.

Technology

Technology Summary

The intergration of technology for the 2018-2019 academic year will include a multitude of new opportunities.

We have had three labs and a classroom with computers from the past. The hallway had to share the use of the lab and find time that was accessible to each class. The teachers had to plan ahead to use it and put their names on the lab schedule. With the new STEAM grant, each hallway will have the lab. Every two teachers will also have access to a brand new mobile lab that can be shared between two of them. The flexibility to decrease the sharing will increase access to each of our students to technology. Access can be at their fingertips, daily.

Teachers at Judson are also in constant motion to gain badges in technology to increase their technology knowledge. Teachers are taught how to utilize technology via instruction and for the purpose of enriching instructional time. A multitude of programs are offered for the sole purpose of individualizing academic goals for kids. These programs are extended to be used at home, and teachers can customize strands for re-teaching and challenging students to increase their understanding of academics.

Technology Strengths

The 2018-2019 academic year has added numerous computers to each hallway allowing each teacher access to classroom sets for student use. These mobile labs are accessible to a team of two teachers, easily charged and perfect for sharing. The technology person on campus is very organized and focused, so training on the new carts has been in place and distribution of the hardware has been done.

Problem Statements Identifying Technology Needs

Problem Statement 1: Judson STEAM Academy has a technology person that is part-time. When technology is not working, she might be at another campus. **Root Cause:** Part-time position for a full time job.

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

- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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

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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data



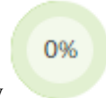

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Encourage universities to place student teachers in LISD classrooms.

Evaluation Data Source(s) 1: Summative - Increased number of student teacher placement, attendance to job fairs and campus hosted events for employment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Create contacts with employment placement departments at LeTourneau, Wiley College, UT at Tyler, Texas A & M University Commerce, and ETBU that will disseminate information about openings and potential employment opportunities in our school.		Asst. Supt. HR & Community Relations, Personnel Director, Principal	Increased number of student teachers/teachers				
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Visit colleges and universities recruitment/fairs and seek highly qualified teachers.		Asst. Supt. HR & Community Relations, Personnel Director, Principal					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Provide on-going professional development in CORE area instruction and supporting classes via instructional specialists that include improved instruction, integration of writing across the curriculum, and supportive teaching approaches in non-CORE classes.	2.5, 2.6	Assistant Principal(s), Instructional Specialist, Lead Teacher, Principal, Teacher(s)	Teacher retention from one year to another.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Recruit, employ, induct, retain and provide on-going professional development to highly qualified staff

Evaluation Data Source(s) 2: New teacher Mentorship sessions attended, teacher signatures in training

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Create and implement a staff development plan that includes Special Education accommodations and inclusion, DMAC, Skyward, Technology, Classroom Management, T-TESS, Data Analysis, and special programs and curriculum adopted or purchased by the district.</p>	2.6	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Principal, Teacher(s)	Increased understanding of special programs and their requirements.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Utilize T-TESS and teacher created goals to individualize training needs for teachers and staff. Additionally, implement administrator recommended training via observed needs.</p>		Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Principal	Summative - Evaluations and review of professional development goals reached				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Utilize T-TESS and teacher created goals to individualize training needs for teachers and staff. Additionally, implement administrator recommended training via observed needs. (Strategic Priorities)</p>		Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Principal	Summative - Evaluations and review of professional development goals reached				

<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Utilize TXBESS mentors as partners in education with new teachers. Experienced mentors can provide campus orientation, assistance with daily routine, and support in academic areas.</p>	2.5	Assistant Principal(s), Personnel Director, Principal	Summative - TXBESS scheduled meetings and attended training				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Ensure that all teachers have access to teacher handbook, via on-line or hard copy.</p>		Assistant Principal(s), Principal	Summative - Signatures from teacher upon receipt.				
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>6) Conduct and continue to implement hospitality committee to actively recognize and support teachers in personal and academic accomplishments. Continue with the monthly hospitality activity.</p>		Assistant Principal(s), Principal, PTA	Summative - Planning notes of activities from Hospitality Committee				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Decrease the staff turnover rate.


Evaluation Data Source(s) 3: End of the Year Reports submitted to HR with retained staff

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 CSF 7 1) JSA will decrease staff turnover rate by providing a well structured teaching environment that will make staff feel appreciated and supported.	2.5	Asst. Supt. HR & Community Relations, Personnel Director, Principal, Assistant Principals	Teachers return the following year as employees				
Critical Success Factors CSF 1 CSF 6 CSF 7 2) JSA will celebrate the accomplishments of teachers and staff through recognition programs, newspaper articles, and website.	2.5	Review and monitor events during the school year.	Teachers retention at the end of the year				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Communicate with parents via different modes of communication

Evaluation Data Source(s) 1: Parental involvement signatures and meeting notes.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Create and distribute information to parents via a variety of formats; including, Facebook, all-call, emails, calls, and notes.</p>	3.1, 3.2	Principal, Assistant Principals, Teachers	<p>More parental involvement and parents as partners in education.</p> <p>Parent signatures during parent conferences, school activities, and special events</p>				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Utilize PTA as a connection to parental involvement and connections to sponsorship of special events.</p>		PTA Officers, Principal, Assistant Principals	Increased activities sponsored by PTA parents				
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Goal 3: All Schools Will Meet State Accountability Standards


Performance Objective 1: Provide rigorous, complex and meaningful learning that promises readiness to 6-8 grade students via a focused curriculum that is focused on meeting state standards.


Evaluation Data Source(s) 1: TEKS Resource, District Benchmarks, STAAR Assessment Data, and Six Weeks Reports


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) JSA will use TEKS Resource System to ensure all students have necessary curriculum to perform at the post secondary readiness level.	2.4, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers, Lead teachers	Formative Assessments will showcase mastery of TEKS being taught.				
Critical Success Factors CSF 1 CSF 2 2) JSA administration will assure that all staff members deliver rigorous instruction to all students in order to meet and exceed state standards.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Increased student performance on teacher created tests and common assessments (CAs).				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: Increase attendance rates at Judson Middle School to 97% or higher

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 1) JSA will implement incentives for perfect attendance throughout the year that encourage students attendance and punctuality.	2.4, 2.6, 3.1	Principal, Assistant Principals, Instructional Specialists, Teachers, PTA Officers	Increased attendance				
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Utilize truancy officer, CIS counselor and teachers to promote attendance via phone contacts, home visits and positive incentives	2.5, 3.1, 3.2	Principal, Assistant Principals, Instructional Specialists, Teachers, Communities and School counselor	Increased attendance				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue


Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: Improve the achievement of all students by each population and decreasing the achievement gap on STAAR tests in students served in ESL, Special Education, 504, Dyslexia, and AA and Hispanic sub populations.


Evaluation Data Source(s) 3: STAAR Tests, Common Assessment Data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 1) JSA will work with teachers and directors of special programs to ensure that a intervention plan is in place to help student with specialized needs.	2.6	Teachers, Principal, Assistant Principals, Instructional Specialists, Counselor	Students in special programs will receive academically appropriate services that challenge higher order thinking and understanding of TEKS				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) JSA will closely monitor the achievement gaps of all identified students and develop early tutorials, profile academic sheets, student achievement data, and DMAC data to drive instruction for academic mastery of TEKS.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principals, Instructional Specialists, Counselor	Mastery of CA tests, STAAR results gaps are decreased				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 1: Judson STEAM Academy will provide teachers with curriculum resources, support, training, materials, and equipment to ensure effective instructional practices are being used for student achievement.

Evaluation Data Source(s) 1: STAAR Results, 2019 Accountability Summary

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Utilize instructional specialists for professional development in content areas, lesson planning and higher order thinking strategies.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Summative - Teacher attendance signatures				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) JSA will provide teachers with research based textbooks consumables, technology resources and manipulative from Faye Whitlow training and instruction.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Classroom instruction and lesson plans have evidence of implementation				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) JSA will utilize Math, ELA, and Science specialists to ensure a systematic implementation of pacing guide, curriculum and checkpoints are driven by TEKS and activities that are at the highest level of academia.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Students academic growth can be charted and documented				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) JSA teachers will be trained to break down TEKS, identify verbs and actively strive to create activities at the highest level of BLOOMS.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Mastery of TEKS on CA, STAAR Testing Mastery				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) JSA teachers will utilize PLC meeting, PLUS Days and training days to ensure curriculum alignment, rigor and depth of complexity of instruction.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<p>Lesson Plans that showcase activities, complexity</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 2: Reduce the achievement gap on STAAR tests in all subgroups by increasing the number of students reaching the masters level standards.

Evaluation Data Source(s) 2: STAAR Data, CA Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>1) Implement RTI process to help students that have failed or are in danger of failing. Committee recommendations and implementation will be monitored by teachers.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Classroom Teacher(s), Counselor(s), Principal	Summative - Improved student performances in common assessments and state adopted tests.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Utilize Communities in Schools representative to work with students that have been identified as at-risk and to create a home and school contact via parental involvement.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Principal(s), Principal, Communities in School Counselor	Summative - CIS service logs and principal report at end of the year				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Provide testing conditions that are aligned to ARD recommendations, students' needs, and teacher recommendations.</p>	2.4, 2.5, 2.6	Counselor(s), Teacher(s), Principal, Assistant Principal, Diagnostician, Inclusion Teachers	Summative -				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Utilize Capturing Kids' Hearts as the building block for encouraging students and teachers to make connections, especially with at-risk students.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Classroom Teacher(s), Principal	Summative - Teachers/Student Contracts				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) Provide support to Special Education Students and ELL to secure the meeting of the Reading target by intentionally providing tutorials, pull-out individualized support, and targeted training to teachers via instructional specialist.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Instructional Specialist, Lead Teacher, Principal, Teacher(s)	Summative - Mastery of academic expectation				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Provide support to special education teachers to ensure that special education students meet Domain 3 target in mathematics with training, supportive schedules, and opportunities to individualize student progress.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Director of Special Education, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Summative - Mastery of academic expectation				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) Implement support systems in social studies classrooms to support meeting Domain 3 targets for African American and At-Risk students that are focused on teacher training, student focused individual needs and data driven lessons that are facilitated and guided by the instructional specialist that will train teachers on how to better assist these specific subgroups.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Core Subject Teachers, Instructional Specialist, Principal, Teacher(s)	Summative - Mastery of Academic expectation				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>8) Implement a support system to Hispanic and AA students to increase academic growth on the Science and Social Studies STAAR test.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Regaining the lost percentage points from 2017-2018 STAAR Test				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 5: Improve student participation in STEAM curriculum

Performance Objective 1: Increase student participation in Middle School STEAM electives to 75% by 2019-20

Evaluation Data Source(s) 1: Student class enrollment, STEAM Objectives being met

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 1) Hire and train staff in the development of STEAM career exploration programs that will help students with student participation.	2.5	STEAM Grant Director, Principal, Assistant Principals, Teachers,	Increased number of STEAM classes and student enrolled				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 2) Increase and develop partnerships with local businesses that support STEAM careers.	2.5	STEAM Grant Director, Principal, Assistant Principals, Teachers, PTA, Community Partners	Increased involvement from stakeholders in STEAM careers and student engagement.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Utilize T-TESS and teacher created goals to individualize training needs for teachers and staff. Additionally, implement administrator recommended training via observed needs.
3	1	1	JSA will use TEKS Resource System to ensure all students have necessary curriculum to perform at the post secondary readiness level.

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	James Gibson	Principal
Classroom Teacher	Latesha Paris	ELA Teacher
Classroom Teacher	Brandis Jamerson	Teacher
Administrator	Danny Stanley	Assistant Principal
Administrator	Elisa Henninger	Assistant Principal
District-level Professional	Sheri Peery	Counselor
Classroom Teacher	Daniel Felsenthal	SS Department Head
Classroom Teacher	Sharon Williams	Math Dept. Head
Classroom Teacher	Kenda Stuart	Fine Arts Dept. Head
District-level Professional	Brady Ross	AD