



Judson Middle School 2016-2017

Accountability Rating

Met Standard

Distinction Designations

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness

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Board of Trustees



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Background

The Judson Middle School Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in AISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the Judson Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on _____.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Campus Composition

Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	274	52.39%	American Indian – Alaskan Native	6	1.15%
Male	249	47.61%	Asian	11	2.10%
			Black – African American	183	34.99%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	2	0.38%
Hispanic-Latino	133	25.43%	White	164	31.36%
			Two-or-More	24	4.59%

Student by Program

Other Student Information

Bilingual	0	0.00%	At-Risk	231	44.17%
English as a Second Language (ESL)	33	6.31%	Economically Disadvantaged	334	63.86%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	3	0.57%
Free Lunch Participation	300	57.36%	Immigrant	3	0.57%
Reduced Lunch Participation	34	6.50%	Limited English Proficient	40	7.65%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	4	0.76%	Military Connected	1	0.19%
Special Education (SPED)	56	10.71%	Foster Care	0	0.00%
Title I Participation	3	0.57%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	28	5.35%	Section 504 (No Section 504 File for 2016)	0	0.00%

Judson Middle School

Mission

The mission of Judson Middle School is to ensure that every student learns the knowledge, skills, attitudes, and behaviors to become a responsible citizens in a rapidly changing society.

Vision

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

Nondiscrimination Notice

Judson Middle School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Judson Middle School Site Base

Name	Position
Banks, Bruce	Comm. rep.
Bassett, Beth	Dist. non-teaching rep.
Henninger, Maria	Campus Non-teaching prof.
Houff, William	Principal
Jamerson, Brandis	Teacher
Lutts, Kimberly	Teacher
Mancha, Jesus	Business/Parent
Monsivais, Tony	Comm. rep.
Peery, Sheri	Campus non-teaching prof.
Rosson, Leah	Teacher
Satterwhite, Sam	Business/Parent
Skinner, Cara	Community

Resource Allocations

Resource	Source	Amount
IDEA Special Education	Federal	
Special Education (Speech Therapy)	Federal	
Title III Bilingual/ESL	Federal	
Local Funds	State	
State Compensatory	State	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

TEXAS EDUCATION AGENCY

2016 Accountability Summary

JUDSON MIDDLE (092903043) - LONGVIEW ISD

Accountability Rating

Met Standard

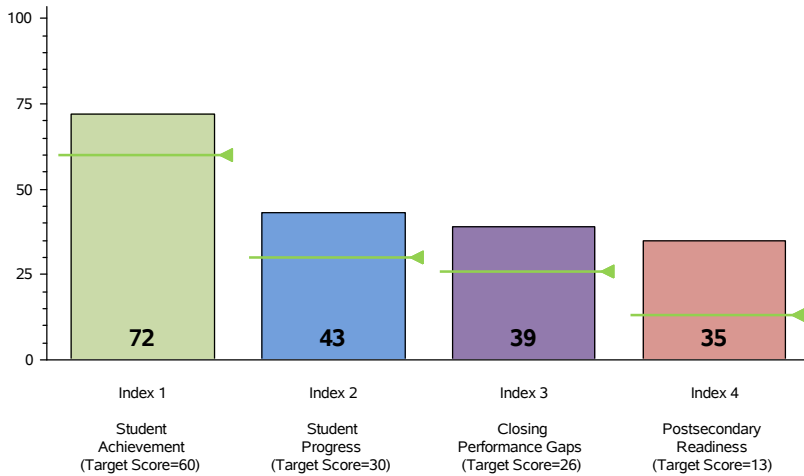
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading	DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	522 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	64.0
Percent English Language Learners	7.7
Mobility Rate	16.1

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,010	1,400	72
2 - Student Progress	600	1,400	43
3 - Closing Performance Gaps	1,162	3,000	39
4 - Postsecondary Readiness			
STAAR Score	34.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		35

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	21 out of 29 = 72%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	35 out of 43 = 81%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
JUDSON MIDDLE (092903043) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	N		5	7	71
Mathematics	Y	Y	Y	Y					Y	N	N		5	7	71
Writing	Y	Y	Y	Y					Y				5	5	100
Science	Y	N	Y	Y					Y				4	5	80
Social Studies	N	N	Y	Y					N				2	5	40
Total													21	29	72

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N			n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **35** **43** **81**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
JUDSON MIDDLE (092903043) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	345	104	94	118	**	6	*	18	206	18	16	n/a
Total Tests	456	148	127	144	**	8	*	22	291	40	41	35
% at Level II Satisfactory Standard	76%	70%	74%	82%	100%	75%	*	82%	71%	45%	39%	n/a
Mathematics												
# at Level II Satisfactory Standard	331	90	96	113	**	7	*	20	196	17	22	n/a
Total Tests	453	147	127	142	**	8	*	22	290	39	41	35
% at Level II Satisfactory Standard	73%	61%	76%	80%	100%	88%	*	91%	68%	44%	54%	n/a
Writing												
# at Level II Satisfactory Standard	113	34	29	41	*	*	*	7	62	5	6	n/a
Total Tests	151	52	37	50	*	*	*	8	93	16	13	10
% at Level II Satisfactory Standard	75%	65%	78%	82%	*	*	*	88%	67%	31%	46%	n/a
Science												
# at Level II Satisfactory Standard	120	34	30	44	*	*	-	7	70	5	*	n/a
Total Tests	170	62	40	55	*	*	-	7	105	13	*	*
% at Level II Satisfactory Standard	71%	55%	75%	80%	*	*	-	100%	67%	38%	*	n/a
Social Studies												
# at Level II Satisfactory Standard	101	29	25	38	*	*	-	5	57	5	*	n/a
Total Tests	170	62	40	55	*	*	-	7	105	13	*	*
% at Level II Satisfactory Standard	59%	47%	63%	69%	*	*	-	71%	54%	38%	*	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	499	157	135	167	**	8	*	24	317	51	n/a	36
Total Students	499	157	135	167	**	8	*	24	317	51	n/a	36
Participation Rate	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	499	158	136	165	**	8	*	24	318	50	n/a	36
Total Students	500	158	136	166	**	8	*	24	318	50	n/a	36
Participation Rate	100%	100%	100%	99%	100%	100%	*	100%	100%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The enrollment has been increasing by 1.5% to 2.0% annually, which directly mirrors the district growth. The campus diversity is as follows African American (39%), Hispanic (23%) and White (31%). Male 40% to female 50% Career and technology 4%, At Risk 44%, ECD 59%, Free or reduced lunch participation 58%, Gifted and talented 1%, Special Education 10%, Dyslexia 6%. We have 3% LEP students, Teacher to student ratio is approx. 10:1 with typical class sizes are 22. Most students come from lower socioeconomic households. Our teachers are mostly middle to upper middle class women.

Demographics Weaknesses

Too many of our students do not have the quality of role models you would want in their lives.

Demographics Needs

More male teachers to serve as role models and mentors. Additional classroom teachers to reduce the size of classes and to be able to offer a larger variety of courses.

Demographics Summary

The student population is staying constant with the growth of the district. The African American population is being reduced by the same amount of Hispanic increase. The White population is staying constant.

Student Achievement

Student Achievement Summary

The data is disaggregated by sub - populations (socio- economic status, gender, race)

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

We use test data from the state assessment, benchmarks, and classroom assessments.

Students in the low socio- economic groups are maintaining academic progress but it is sometimes difficult for the G/T students to achieve growth because they are often at the top of the charts.

School Culture and Climate

School Culture and Climate Summary

Students and Teachers feel that we have developed a school climate that breeds creativity and an learning environment. All stakeholders feel that we produce a climate that is beneficial to the students and will allow our teachers to teach them to the best of their abilities. We work diligently to teach respect among all students through illustrating how to show respect in all aspects of the school day, throughout all levels of staff and students. Our teachers tend to have strong classroom management illustrated by the number of discipline problems dealt with in the classroom, the ones that do not get referred to the office, for the teachers who struggle in this area, we also work to build their skill set to a level where they are as good, if not better than the remainder of the staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

All of our teachers are Highly Qualified in their respective fields as well as all of our paraprofessionals being well educated in their specific areas of concern. We typically have fairly low teacher turnover, however turnover seems to becoming more of a concern on this particular campus. To help ensure that we fill all open positions with the best candidates possible, we attend the LISD Job fair every year, and work to recruit only the best teachers available. New staff members are provided with at least one strong mentor, and have access to several other subject area teachers on a regular basis during regular PLC meetings.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

We use the TEKS resource system as the basis of our curriculum, providing us with the guarantee that all TEKS are covered in the manner necessary to ensure that our students are well prepared for the state assessments. The data the is gathered from these, and all other local assessments, is used to help build review and reteaching

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

needs dependent on each teacher and student group. Our scores continue to climb, proving that our teaching and curriculum strategies are working in the way in which we intended.

Family and Community Involvement

Family and Community Involvement Strengths

We have an active PTA as well as strong special programs that work to ensure that all parties involved in the educational process are heard and we are able to serve all of our students in the best way possible.

Family and Community Involvement Summary

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

We have an active Parent Teacher Association that works to provide a link between our teachers and the parents and community members who are stakeholders in our particular school. This organization holds events such as PTA meetings and Judson Fest that provide opportunities for community members to become involved in the education of their students. Typically we have an active PTA that helps ensure some level of involvement for all parents and other stakeholders.

2. How are families and the community members involved in school decisions?

We have a community member on our Site Based Decision Making Committee who works to provide the school input as to the expectations and needs of the community, especially when it comes to items that the school can provide for the community.

3. What types of services are available to support families, community members, and students to encourage healthy family relationships?

4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?

The majority of the parents at our school that do not speak English speak Spanish. For this reason we maintain at least one staff member that can work as a translator, both in person and in writing, to ensure that the Spanish speaking parents are able to completely understand the messages that we, as a school, work to portray to our students.

5. What types of services are available to support students in special programs? What are the results?

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

We have very active programs such as Special Education, 504, Response to Intervention, and Limited English Proficiency. These programs are designed to meet the needs of the specific members of these groups and typically enjoy above average success in the majority of these programs.

School Context and Organization

School Context and Organization Summary

LISD supports Judson Middle School in all aspects of our school, including, but not limited to, curriculum, discipline, building culture, etc. Through this support we have been able to maintain acceptable teacher to student ratios, as well as, classroom sizes. Additionally, we are able to provide the struggling students with the help they need to succeed through the use of district supported enrichment programs such as an enrichment period during the school day and great Special Education support. In general the community feels that we meet their needs and they look forward to sending their students to our school each and every year.

Technology

Technology Strengths

Our campus, just as all other campuses in the district, has an above average amount of in-class technology available to each teacher on our campus. Additionally, we have great access to computer labs as well as an iPad lab.

Technology Summary

1. What technology do we have?

A. Mounted projectors

B. Eno Interactive Board, Smart Response System, and Smart Notebook software

C. Multi-media Presentation Carts which include, CPU, Qomo Tablet, Elmo, and high definition microphone for each instructional classroom.

D. Instructional and office staff have either a Samsung thin client (virtual computer) or a desktop as their workstation and each classroom has a minimum of two virtual computers for student use.

E. All staff have access to network printing. Students have access to network printing in computer labs and on wireless laptops.

F. Other equipment includes networked B/W and color printers and networked Xerox copiers

Comprehensive Needs Assessment

Technology Summary (Continued)

G. Equipment available through check out: digital cameras, flip cameras, stand-alone projectors.

H. Desktop computers in 4 stand alone labs, and 4 laptop labs.

J. The library has 9 Lenovo Mini laptops for student research purposes. Each library has 4 Samsung thin clients set to Kisok mode for student use.

L. LISD has implemented LISD Google Apps for Education, standardized district software, and subject specific software.

2. What is the technology proficiency for staff and students?

All LISD professional staff are required to complete a minimum of 7 hours of focused technology course work per year. The courses are developed by LISD technology staff, offered online via the district's Google site. Courses require participants to complete and submit assignments(s) for approval. The LISD Long Range Plan targets this requirement annually. The 2013-1014 Technology Proficiency requires all professional staff earn a minimum of 7 hrs of technology professional development by creating and maintaining a Google Site webpage. Also, continued staff development is encouraged on the use of the classroom presentation cart components. District instructional technology staff regularly provide professional development opportunities for the proficiency and other topics as requested.

District Improvement Plan Goal 5 states - "All LISD students will acquire and apply technological skills, where appropriate, to enhance academic achievement".

Strategy 1: LISD educators will design at least two project based learning opportunities that apply technology-enhanced instructional strategies that address foundation TEKS and technology applications TEKS,

Strategy 2: Evaluate District Technology resources and maintain or improve existing technology assets,

Strategy 3: LISD students will demonstrate technology literacy based on state technology applications TEKS standards.

3. How does staff feel about technology?

A. The Texas Teacher STaR chart data for 2013-2014 report the District's teachers believe they are at the Developing to Advanced level.

B. They have regular weekly access to technology and digital resources.

C. They use technology as a tool in and across content areas to enhance higher order thinking skills.

D. Current information tools and systems are used at the campus for communication, management of schedules and resources, performance assessment, and professional development.

E. Teachers request more planning and training opportunities for developing the use of technology in their classroom.

4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

A. Barriers: Lack of identified time to become proficient in the use of technology tools and resources integrated within a particular subject; technology staff stretched beyond the ability to adequately support district needs

B. When technology is effective it is largely due to teachers' personal interest in the integration of technology tools and resources.

C. When it is not working it is largely due to the barriers listed as well as a significant emphasis from district administrators on the use of technology for instruction with drill and practice using on-line programs instead of creation/collaboration projects using higher order thinking.

5. What types of technology professional development have we provided? What was the impact for staff and students?

- Staff members are encouraged to attend technology training sessions.

- LISD uses training from Region VII, Pearson, and Project Share.

- There are on-going training sessions for specific staff in Tutorial Programs (Classworks, Istation)

- Other training for student management Skyward and SPED manager.

- Staff receives training in student data mining tools used DMAC, EVAAS, Skyward.

- LISD has a subscription to United Streaming and Atomic Learning.

- LISD has on-line help guides through the Technology Wiki.

- LISD offers many individual and group training opportunities by LISD Instructional Technologists.

- There is little evidence indicating students produce original documents or create original products using technology tools and resources.

- There is evidence that staff applies technology skills and resources for administration, classroom management, communication and direct instruction.

Comprehensive Needs Assessment

Technology Summary (Continued)

6. In which content areas are we using technology and how? What is the effect?

Technology tools and resources are used throughout the entire instructional program for:

- delivery of guided and independent practice
- tutorials
- research
- assessment
- management tools
- electronic communication

7. How does the design of the network provide for the users it supports?

A. The district LAN is a robust electronic environment with little down time. The district LAN complies with CIPA requirements.

B. All staff and students have network logins which gives them access to personal home directories and other shared network resources.

C. All staff have logins to LISD Google Apps for Education (email, docs, calendar, sites) and optional for students.

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

A. The district participates in the State online testing system for TELPAS.

B. Math and reading skill reinforcement is delivered by computer for all students through Classworks.

C. Some integration activities can be found across all grade levels and teacher generated activities.

D. Library services include an electronic card catalog, two subscription based encyclopedias and TeachingBooks.com.

E. Access to the Internet provides both staff and students with a plethora of excellent resources to support instruction.

Comprehensive Needs Assessment Data Sources

Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
DMAC
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Growth Projections
Highly Qualified Staff
Homeless Students
Maintenance Records
Mobility Rates
Multi-Year Trends
OnDataSuite
Parent Participation
Parental Involvement Policy
PBM Risk Levels
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Safe Schools Checklist
SCE Policy
Semester Exam Grades
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents

Comprehensive Needs Assessment

Teacher Turnover Rates
TSDS

Judson Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS, along with the Human Resource department will contact local colleges and universities and extend a number of available student teacher slots. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Deputy Supt. HR & Community Relations, Principal	July and December	(S)Local Funds	Summative -
2. JMS will use the student teaching process to identify and recruit high functioning student teachers for future employment. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Classroom Teacher(s), Principal	fall and Spring semesters	(S)Local Funds	Formative -

Judson Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 2. Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will reach out to local colleges and universities to arrange visits and observation opportunities for their students. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Counselor(s), Principal	Fall and Spring Semesters	(S)Local Funds	Formative -
2. JMS will work with the HR department in efforts to communicate with colleges and universities of specific needs, as it relates to the development of qualified teachers. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Deputy Supt. HR & Community Relations, Principal	July-June	(S)Local Funds	Summative -

Judson Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 3. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will work with HR. to recruit highly qualified staff through by offering a job fair and visiting job fairs where qualified teachers will be available. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Deputy Supt. HR & Community Relations, Principal	April-June	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	Summative -
2. JMS will work with the Assistant Superintendent of Instruction to provide a variety of staff development opportunities that are research based and effective teaching and managing strategies. (Title I SW: 4) (Target Group: 6th, 7th , 8th) (NCLB: 3)	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Campus Instructional Technologist, Classroom Teacher(s), Department Heads, Director of Curriculum, Director of Instruction, Instructional Assistants, Instructional Facilitator, Instructional Specialist, Principal	August-July	(F)IDEA Special Education, (F)Title I, (F)Title II, (L)TEKS Resource System, (O)District Benchmarks, (O)District Staff Development, (O)District Technology Staff Development, (O)Manipulatives, (O)Math Materials, (O)Project Share, (O)Region VII ESC, (O)STAAR Assessments, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (S)Local Funds, (S)State Compensatory	Formative -
3. JMS will work with the HR department and Asst. Superintendent to provide a benefits and salary structure that is competitive the surrounding school districts. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Asst. Supt. Curriculum & Instruction, Deputy Supt. HR & Community Relations	August-July	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	Summative -

Judson Middle School

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 4. Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will decrease staff turnover rate by providing a well structured teaching environment that will make staff feel appreciated and supported. (Title I SW: 3,5) (Target Group: 6th, 7th , 8th) (NCLB: 3)	Assistant Principal(s), Principal, Support Team, Teacher(s)	August-June	(S)Local Funds	Formative -
2. JMS will celebrate the accomplishment of teachers and staff through recognition programs. The recognition programs will be shared with district newspapers and websites. (Title I SW: 5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Classroom Teacher(s), Counselor(s), Principal, Teacher(s), Technology Staff	August-May	(S)Local Funds	Summative -

Judson Middle School

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will use the TEKS Resource system to ensure all students have the necessary curriculum to perform at the post readiness level. (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Classroom Teacher(s), Core Subject Teachers, Curriculum & Instruction Dept., Curriculum Supervisor(s), Director of Curriculum, Director of Instruction, Director of Special Education, Instructional Assistants, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	August-July	(F)IDEA Special Education, (L)TEKS Resource System, (O)District Benchmarks, (O)STAAR Assessments, (S)Local Funds, (S)State Compensatory	Formative -
2. JMS administration, will assure that all staff will deliver rigorous instruction to all students in order to meet and exceed state standards. (Title I SW: 3,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Classroom Teacher(s), Deputy Supt. Curriculum & Instruction, Director of Instruction, Instructional Specialist, Principal	August-July	(F)IDEA Special Education, (F)Title III Bilingual/ESL, (L)Instructional, (L)TEKS Resource System, (O)District Benchmarks, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (S)Local Funds, (S)State Compensatory	Summative -

Judson Middle School

Goal 2. All Schools Will Meet State Standards

Objective 2. Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will implement incentives for perfect attendance through a Positive Behavior Incentive and Supports Systems. Students will earn Blue Bucks that can be used as cash in the JMS store or in other areas of the campus to purchase items. (Target Group: All) (NCLB: 5)	Assistant Principal(s), Classroom Teacher(s), Club Sponsors, Core Subject Teachers, Counselor(s), Principal, SRO Officer, Support Team	September-May	(S)Local Funds	Summative -
2. JMS will at an Instructional to help assist the district truancy officer in encouraging students to come to school on a regular basis.				Summative -

Judson Middle School

Goal 2. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. JMS will work to close the achievement gaps by identifying students early and developing relationships that will encourage these individuals to perform at their maximum potential. JMS will use profile sheets, student achievement data and DMAC data to identify students and begin appropriate interventions. (Title I SW: 3,6,8,9) (Target Group: 6th, 7th , 8th) (NCLB: 1)</p>	<p>Assistant Principal(s), Core Subject Teachers, Curriculum Supervisor(s), Director of Curriculum, Director of Instruction, Instructional Specialist, Principal</p>	<p>August-July</p>	<p>(L)TEKS Resource System, (O)District Benchmarks, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (S)Local Funds, (S)State Compensatory</p>	<p>Formative -</p>
<p>2. JMS will begin early intervention to selected students via before school tutorials and pull-out programs. (Title I SW: 3,6,9) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Assistant Principal(s), Core Subject Teachers, Principal</p>	<p>September-April</p>	<p>(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory</p>	<p>Formative -</p>

Judson Middle School

Goal 2. All Schools Will Meet State Standards

Objective 4. Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will work with teachers and directors of special programs to ensure that a intervention plan is in place to target students with special needs. (Title I SW: 9,10) (Target Group: ESL, LEP, SPED, GT, Dys, 504) (NCLB: 2)	Assistant Principal(s), Director of Special Education, District Bilingual Department, Dyslexia Teacher, ESL Teacher, Principal, Special Ed Teachers, Speech Therapist, Support Team	August-July	(F)IDEA Special Education, (F)Special Education (Speech Therapy), (F)Title III Bilingual/ESL	Formative -
2. JMS administration will work with directors and supervisors to provide on-going professional development opportunities to improve achievement of students in special programs. (Target Group: ESL, LEP, SPED, GT, Dys) (NCLB: 2)	Director of Special Education, District Bilingual Department, ESL Teacher, Special Ed Teachers, Speech Therapist	August-July	(F)IDEA Special Education, (F)Special Education (Speech Therapy), (F)Title III Bilingual/ESL	Summative -

Judson Middle School

Goal 2. All Schools Will Meet State Standards

Objective 5. Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will provide opportunities to participate in a variety of programs such as GT testing, Pre-AP courses and Pre-SAT testing. Duke scholar opportunities will be made available to students on an annual basis. (Target Group: All) (NCLB: 1,5)	Counselor(s), Principal	August-July	(S)Local Funds	Summative -

Judson Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 1. Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will provide teachers with research based textbook consumables, technology resources and manipulatives from Faye Whitlow to assist in instruction. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Core Subject Teachers, Curriculum Supervisor(s), Department Heads, Math Department Chair, Principal	?August-July	(S)Local Funds	Summative -
2. JMS will work with the district Math specialist to ensure a solid curriculum is in place and implemented with systematic checkpoints to monitor success. The checkpoints used will be guided by pacing guides which will detail the TEKS to be taught, as well as, when the TEKS should be taught. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Curriculum & Instruction Dept., Math Department Chair, Principal	August-May	(O)District Benchmarks, (O)District Staff Development, (O)Manipulatives, (O)Math Materials, (S)Local Funds	Formative -

Judson Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 2. Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will train staff on breaking down a TEKS, identifying the verb in the TEKS and comparing it to Bloom's Taxonomy. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Department Heads, Principal	August-July	(L)TEKS Resource System	Formative -
2. JMS staff will be trained on strategies, including socratic questioning, in order to ensure teaching at higher-order thinking strategies. (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Department Heads, Instructional Specialist, Principal	August-July	(O)District Staff Development, (S)Local Funds	Formative -

Judson Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 3. Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS Math and Science teachers will use PLC meetings to ensure the curriculum is aligned vertically. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Curriculum & Instruction Dept., Department Heads, Math Department Chair, Principal	August -May	(L)TEKS Resource System, (O)District Benchmarks, (O)Math Materials, (S)Local Funds	Formative -
2. JMS will use PLC meetings along with TEKS resource training to ensure rigor, depth and complexity of instruction is conducive to student success. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Curriculum & Instruction Dept., Curriculum Supervisor(s), Department Heads, Director of Curriculum, Director of Instruction, Math Department Chair, Principal	August-May	(L)TEKS Resource System, (O)District Staff Development	Formative -

Judson Middle School

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 4. Increase the hiring of HQ teachers specifically for math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will work with local universities and HR to identify and hire highly qualified staff by providing student teacher opportunities, participate in job fairs and provide a competitive salary that will attract HQ staff. (Title I SW: 3,4,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Counselor(s), Deputy Supt. HR & Community Relations, Principal	April-June	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	Formative -

Judson Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 1. Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will work with HS counselors to complete career investigations and introduce students to the different path ways to graduation. (Target Group: 8th) (NCLB: 5)	Counselor(s)	January-May	(S)Local Funds	Summative -

Judson Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 2. Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will investigate possible course options for students at the middle school level. (Target Group: All) (NCLB: 5)	Counselor(s), CTE Director, Principal	August-July		Summative -

Judson Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 3. Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will support the level of cooperation between LHS CTE Department, Kilgore College and LEG by taking students on college tours and career days. (Target Group: 8th) (NCLB: 5)	Counselor(s), CTE Director, Principal	August-May	(S)Local Funds	Formative -

Judson Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 4. Create opportunities for students to participate in workforce and college preparation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will create opportunities for students to participate in college preparation by offering HS credit courses, which in turn will give students more opportunities to take dual credit courses. (Target Group: All) (NCLB: 5)	Classroom Teacher(s), Counselor(s), Principal	August-May	(S)Local Funds	Summative -

Judson Middle School

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 5. Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will offer a character education program to be integrated into select classrooms, focusing on skills that will build social skills, character and techniques that will promote a well rounded individual. (Target Group: All) (NCLB: 4)	Classroom Teacher(s), Counselor(s)	August-May	(S)Local Funds	Summative -
2. JMS will implement a Positive Behavior Incentives and Supports system that will promote high expectations and socially acceptable behavior. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Support Team, Teacher(s)	August-May	(S)Local Funds	Summative -

Judson Middle School

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 1. Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will use the PBIS system to encourage a sense of pride and school and facilities, promoting a culture of students taking ownership in their campus. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Classroom Teacher(s), Counselor(s), Principal	August-July	(S)Local Funds	Formative -

Judson Middle School

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 2. Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JMS will select office staff designated to keep a facilities check of the grounds and physical structure and provide a report to the maintenance and ground department, as well as to the Principal. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Custodial Staff, Principal	August -July	(S)Local Funds	Formative -