

ROOSEVELT JUNIOR HIGH SCHOOL (CD#152908041)

VISION: Success is the only option!



Campus Improvement Plan 2015-2016

Approved by Roosevelt Board of Trustees 12-14-15

TABLE OF CONTENTS

Board of Trustees	pg. 2
Campus Site Based Committee	pg. 2
Campus Summary	pg. 3
State of Texas Goals/Objectives	pg. 4
ESEA Goals	pg. 5
Program Intents, Purposes and Intended Beneficiaries	pg. 7
District Goals	pg. 12
Campus Goals	pg. 12
Campus Plan	pg. 13
Objectives, Activities, Schoolwide Components, Staff Responsible, Resources Timelines, Formative/Summative Evaluation	
Highly Qualified Plan for RJHS	pg. 44

Board of Trustees for Roosevelt ISD 2015-16

**Jim Warnock, President
Brad Welch, Vice President
Monte Vineyard, Secretary
Marty Whetzel, Member
Mike Patschke, Member
Lance Dunn, Member
Chris Schultz, Member**

Roosevelt Junior High Campus Improvement Committee 2015-16

**Damon McCall, Principal & Chair
Brent Parr, Social Studies
Pearl Williams, Math
Tammie Quisenberry, ELAR
Summer Copple, Science
Kristen Brown, Math
Cassie Wenzel, Parent
Faye Sigle, Community
Randy Hayes, Business
Pearl Williams, Representative to Dist Committee – 2016
Sarah Gibson, Rep to Dist Committee – 2017
Cecilia Escobedo, Rep to Dist Committee - 2018**

CAMPUS SUMMARY

According to the Texas Academic Performance Report, Roosevelt Junior High serves 242 students in grades 6th through 8th. The student population is: 5.4% African American, 55.4% Hispanic, 37.2% White, 0.8% American Indian, 0.4% Pacific Islander; and 0.8% two or more races. The student population is 76.9% are Economically Disadvantaged and 1.7% are English Language Learners, with 52.9% At-Risk.

The overall mobility rate for the campus is approximately 27.8% (according to 2015 Accountability Summary) with a dropout rate of 0%. The average daily attendance rate for students is 97.2% which is up .7% from the previous year.

The campus has 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals. The staff is 25.1% male and 74.9% female with 17.5% being beginning teachers. The average years of experience is 7.7 years and 11.0 have 1-5 years experience, 4.5 have 6 – 10 years, 2.9 have 11 - 20 years, 0.4 have over 20 years experience. We have 10.5 students per teacher on the average.

Students #s in special programs as of TAPR for : 2014-15

ESL: 4 students
Gifted/Talented: 10 students
SPED: 33 students
Dyslexia: 4 students

State Accountability: Campus **Met Standards**; Distinction Designations earned in: Academic Achievement in Science; Academic Achievement in Social Studies

Federal Accountability: no Federal Acct in 2015

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

ESEA Goals and Indicators

This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.

Elementary and Secondary Education Act (ESEA) Goals and Indicators:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance 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.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34)).

- 3.3 Performance indicator: The percentage of paraprofessionals(excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

ROOSEVELT JUNIOR HIGH COMPREHENSIVE NEEDS ASSESSMENT

CNA Summary for school year: 2015-16

Data Sources Reviewed: <ul style="list-style-type: none"> • TAPR, PBMAS, TELPAS, STAAR results • Highly Qualified Report for teachers; Teacher Needs Survey • Professional Development Records, Discipline Records, Attendance Records 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Positive Behavior Initiative; Substantial gains in Student Achievement in areas: Hispanic, Eco Dis.	Improve subpopulation student achievement in Level III.	Continue Positive Behavior Initiative to help improve achievement with Eco Dis, Hispanic and at-risk groups; State/Local funds are used to purchase incentives for the PBIS program; Analyze student work and use data to make academic decisions for individual students. Coach teachers via TAP grant to best serve students.
Student Achievement	Improved Tier I instruction reducing need for Tier II and III interventions; Expedite assessment and intervention for NEW students in need of Tier II and III assistance; Receiving 6 out of 7 Designation Distinctions in STAAR Accountability Summary; Improved scores in every almost every area of STAAR testing.	Improvement in Level III scores; Improve STAAR math and reading performance with focus on 7 th math; Improve 8 th Science scores (Level III); Improve reading fluency, vocabulary, comprehension, and listening; improve efficiency of progress monitoring; Improve local retest administration to more closely mimic actual state assessments;	Continue tutoring with use of State/Local funds. Continue use of student work and data to make academic decisions best suited for each individual student.
School Culture and Climate	Positive Behavior Intervention and Support Program; Continued use of surveillance cameras inside and outside	Improve instruction pacing and 100% engagement tools to ensure students do not have down time to get in	Continue Positive Behavior Initiative using State/Local funds – improving student behavior will affect the overall climate of the

	of buildings; Attend District Academic UIL meet to build school pride and promote advanced academics & post-secondary scholarship opportunities. Teacher survey – strong administrative support; Proactive vs. Reactive in regards to behavior.	trouble;	school. Continue with teacher survey for input in regards to decision making to show value in their input.
Staff Quality/ Professional Development	Increased technology Prof Dev; Prof Dev using disaggregated data while evaluating Year at a Glance and plan for student success; Team-Building Prof Dev during Faculty meetings; Implementation of the TAP/SEED grant weekly Cluster meetings – meetings held by TAP Master teacher.	Work on aligning curriculum and providing materials and training for all teachers and paraprofessionals; Provide vertical instructional strategies to promote success on STAAR test; Provide Prof Dev for G/T, ESL, whole/small group, classroom management, Core subjects; Improve New Teacher mentor program; Improve on HOW instruction is to be delivered after tiered instruction is needed; Teacher attendance at TCEA and train teachers upon return on new technology strategies	Professional Development for tiered instruction and instructional strategies for teachers and paras will continue using Title II, Part A funds and State/Local funds. Use Title III/ESL funds to train teachers and get ESL certification to ensure ESL students are served in all classrooms. Improved STAAR scores, including Level III. Use TAP grant funds to supply substitutes for teachers for time to work on vertical alignment or peer evaluations. Use Title II funds to send teachers to TCEA conference.
Curriculum, Instruction, Assessment	Increased scores on STAAR test in all 4 core areas. Need of an additional aide/teacher for the Mathematics area due the new Math TEKS – a low student/teacher ratio is needed.	Emphasize proper grammar, literacy, punctuation, and legible handwriting in all subjects to increase 7 th writing scores and prepare for EOC in HS. Work on Level III scores; LOW Math scores in 7 th grade and to increase math scores in all grades.	Continue with good instructional strategies with teachers and the use of data to help students that struggle or challenge Level III students to maintain those scores; Try to find the funds for the addition of an aide or teacher to the Math Departments so the student/teacher ratio is low due to the movement of the Math TEKS!!!
Family and Community Involvement	Increased use of School Messenger phone system and social media to keep parents/community informed; Meet the Teacher night before the start of school. Organization of a Junior High PTA to help involve parents in activities at school.	Work on more activities for parent involvement.	Continue use of the School Messenger phone system and social media to improve communication between school and parents – State/Local funds.

School Context and Organization	Functioning of ALI, ESL, G/T, Redirection and Pre-K programs;	Review Portrait of an Eagle based on career and college readiness criteria; Increase co-teaching strategies and opportunities via Prof Dev.;	State funds will continue to be used to maximize the functioning of these programs; Use Title II, Part A funds if Prof Dev is needed for co-teaching strategies.
Technology	Updated computers, increased/improved technology; Addition of two mobile computer units and 14 iPads for the JH campus via the Technology Lending grant for 14-15, 15-16 – encourage teachers to use the laptops	Improve and expand technology and experiences for students;	State/Local funds will be used to continue the improvement and expansion of technology to enhance experiences for students. Encourage projects for students using the provided technology.

Multiple sources are used to support each of the educational programs on the campus. The funds used and the amounts are as follows for the entire Roosevelt District:

<u>Fund Source</u>	<u>Allocation Amount</u>
Title I Part A	\$230,8738
Title II, Part A	\$75,312
Title III-LEP	\$1,650
SCE Funds	\$1,059,079FTEs: 21.0
SSI	\$0
SPED	\$762,013
ESL	\$21,605

Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR)

Intent and Purpose

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

1. increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
2. hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries: Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.

General Program Requirements

TPTR program activities are required to do the following:

3. They must be based on a local assessment of needs for professional development and hiring.
4. These activities must meet the following:
 - a. be aligned with state academic content and student academic performance standards and state assessments
 - b. be aligned with curricula and programs tied to state academic content and student academic performance standards
 - c. be based on a review of scientifically-based research
 - d. have a substantial, measurable, and positive impact on student academic achievement
 - e. be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students
5. Professional development activities must be coordinated with other professional development activities provided through other Federal, state, and local programs, including Title II, Part D (technology), funds.

Allowable Use of Funds [Section 2123(a)]

You must use TPTR funds to implement one or more of the following allowable activities:

6. recruiting, hiring, and retention of highly qualified personnel
7. providing professional development

8. improving the quality of the teacher and paraprofessional work force under Section 1119
9. reducing class size (only when the class-size reduction teacher is a highly qualified teacher)

Consistent with local planning requirements and your organization’s needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is highly qualified and able to help all students—regardless of individual learning needs—achieve challenging State content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools’ efforts to increase student academic achievement.

Maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

10. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
11. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
12. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
13. Is the program, activity, or strategy supplemental to other non-federal programs?

The Title II, Part A, statute specifically authorizes the following types of activities:

1. developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances).
2. developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

These strategies may include the following:

- a. providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages
- b. reducing class size
- c. recruiting teachers to teach special needs children

- d. recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification
- 3. providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
 - a. content knowledge—providing training in one or more of the core academic subjects that the teachers teach
 - b. classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments
- 4. providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:
 - a. involve collaborative groups of teachers and administrators
 - b. address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP
 - c. provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs
 - d. provide training to enable teachers and principals to involve parents in their children’s education, especially parents of LEP and immigrant children
 - e. provide training on how to use data and assessments to improve classroom practice and student learning.
- 5. developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success
- 6. carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subjects in which teachers teach, and merit pay programs

7. carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders
8. hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades
9. carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

State Compensatory Education Program (SCE)

Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- Expenses must directly impact students and cannot be used for parental involvement activities.

Intended Program Beneficiaries

Students identified by the 13 criteria as at-risk of failing the state assessment or dropping out.

General Program Requirements

Any program activity, program personnel, or program materials required by federal law, state law, of State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I Schoolwide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research
- SW campus must be identified in the most current SAS (Schedule SC5000 of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SQ Previous Year, Ed-Flex waiver

Roosevelt ISD District Goals:

1. To strengthen the academic program Pre-K through 12th in order to maximize success for all students.
2. To strengthen Roosevelt's tradition of excellence based on pride, teamwork, and professionalism among staff members.
3. To promote Roosevelt's tradition of excellence to parents, alumni, and surrounding community.

Roosevelt Junior High Goals:

1. To strengthen the academic program 6 grade through 8 grade in order to maximize success for all students.
2. To strengthen Roosevelt's tradition of excellence based on pride, teamwork, and professionalism among staff members.
3. To promote Roosevelt's tradition of excellence to parents, alumni, and surrounding community.

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

CAMPUS GOAL #1: To strengthen the curriculum Grades 6-8 in order to maximize achievement for all students.

PERFORMANCE OBJECTIVE #1: Curriculum Alignment

- 90% of all students and student subpopulations will pass STAAR assessments in all tested areas.
- All teachers will teach all Texas Essential Knowledge and Skills (TEKS) for their assigned courses.
- All teachers will organize TEKS-based instruction according to se and/or use a curriculum and implement parts of this program.
- All teachers will utilize classroom assessments designed to measure the progress of each student toward mastery of the TEKS and determine appropriate interventions to ensure mastery of that objective.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.1.1 Roosevelt ISD will conduct a comprehensive needs assessment to make data-driven decisions toward the goal of maximizing student achievement for all students. This comprehensive needs assessment will include data from state assessments, dropout numbers, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, course completions, surveys.	Principal; Team Leaders; Teachers; Campus Improvement Committee	TAPR Report; State reports; Federal reports; Report cards; PEIMS; Surveys	Comprehensive Needs Assessment will be ongoing throughout the school year; analysis of needs assessment will be ongoing.	Campus committee will complete compilation of needs assessment data.	Campus committee and Asst. Supt. will review needs assessment data and utilize data in updating and revising campus plan.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.1.2 All teachers will prepare or update individual Scope and Sequences for teaching the TEKS for their courses, or use the TEKS Resource System Year-at-a-Glance document for planning.	Principal; Asst. Prin; Team Leaders; All teachers	TEKS; TEKS Resource System Website; Stipends for Team Leaders; Local Funds	Core teachers will evaluate YAGs and IFDs from TEKS Resource System curriculum	Reconciliation of YAGs and TEKS verification documents reviewed in August.	Final scope and sequences, reviewed by Team Leaders, Principals, and Asst. Supt. Individual teachers may post lesson plans or activities on their web page.
1.1.3 Unit assessments will be used to gauge student mastery of objects on a formative basis and given 3-5 times per week. All teachers will give assessments that assess the TEKS on that portion/unit of the scope and sequence or YAG.	Principal; Team Leaders; All teachers	TEKS; Local Funds; AWARE in Eduphoria	Unit assessments in TEKS Resource System and may revise to fit their Scope and Sequence	All unit assessment scores included in 6-week report card grade and will be visible via the Gradebook Parent Portal.	Assessment results evaluated and used to determine appropriate tiered interventions.
1.1.4 Vertical Content Teams will meet once each 6-weeks to make sure content is aligned appropriately	Principals; Team Leaders; All teachers	TEKS; Team meetings	Vertical team meetings	Content and vocabulary are reviewed and changes made accordingly	Data analysis of State Assessments.
1.1.5 Spring benchmark data will be the basis for development of focused interventions targeting areas of greatest instructional needs.	Principal; Team Leaders; All teachers	Eduphoria AWARE; Local Funds	Campus-wide benchmark testing in the Spring.	Result analysis of benchmark testing shared with teachers, Team Leaders and principals. Data determines tiered	Data analysis of State Assessments.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
				instruction.	
1.1.6 Campus STAAR results will be analyzed by entire staff and used to revise instructional program for school year.	Principal; Team Leaders; All teachers	Eduphoria AWARE; Local Funds	Data disaggregation days conducted in summer during professional development.	Scope and Sequence/YAG revision and reconciliation changes made according to disaggregated data.	Compare YAG to school calendar to ensure instructional time is sufficient to cover TEKS.
1.1.7 Professional development will be targeted to improve student achievement. Individual teachers will attend staff development that targets self-designated and campus-designated needs.	Asst. Supt.; Principal; Team Leaders; All teachers	Region 17 ESC ; Title II Part A; Local funds; CNA	Ongoing, as needed	PDAS, Teacher's individual personal reflection plans reviewed with Principal.	Professional development completed by end of school year; planning for continuing professional development based on STAAR results and CNA.
1.1.8 The campus will continue to hire, retain, and develop a highly qualified staff	Superintendent; Asst. Supt.; Principals;	Region 17 ESC; Region 17 Educator Placement Service; Job fairs; Mentoring of new teachers; State/Local funds	Ongoing	PDAS, NCLB Highly Qualified Teacher analysis process	Staff turnover rate; PDAS; STAAR scores; NCLB HQ Reports
1.1.9 Remediation opportunities will be scheduled for all students who have failed any portion of the STAAR test.	Principal; Team Leaders; All teachers	Tutoring; Tiered Instruction; State/Local funds SSI grant	Opportunities planned by start of school and conducted throughout school year	STAAR results from Spring; unit tests given at end of each unit	Unit testing data; STAAR scores; STAAR data analysis

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.1.10 Provide immediate, intense, targeted acceleration opportunities for students failing to master academic objectives	Principal; Campus Committee; Teachers	Principals' Funds; Local funds; Computer Labs	Ongoing throughout school year according to students; needs and or accomplishments	6 weeks grades; Unit Assessments;	Unit assessment results; STAAR data
1.1.11 Provide intervention through classroom modifications, advisory team meetings, and student support team for students failing to master academic objectives	Principals; Teachers; Campus Committee; Grade level TEAM meetings; Student Support	Local funds; SCE funds; SPED funds	Throughout school year	Grade level TEAM minutes; 6 weeks grades; Unit assessments	Unit assessments; STAAR testing results.
1.1.12 Implementation of the TAP/SEED grant in partnership with Texas Tech University. This grant provides for a Master and 2 mentor teachers on campus to implement the TAP rubric for teacher evaluations and improve student achievement.	Principal; Asst. Prin; Master Teacher; Mentor Teachers; Cluster groups; Asst. Supt.	TAP/SEED grant	Throughout the school year	Weekly cluster meetings; Student work and achievement scores; improved teacher evaluations (total of 4 for the year)	Improved STAAR scores; improved Level III scores; Decreased discipline due to good student engagement.

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #2: Post – Secondary Success

- 1.2 All secondary students will maximize options for post-secondary success.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.2.1 Develop Personal Graduation Plans for all At Risk JH students	Counselor; JH Principal	PGP software; Eduphoria AWARE	Throughout school year	Number of PGPs	Completed PGPs for every At Risk JH student
1.2.2 Implement an ACT/SAT prep section in ELAR classes.	JH Counselor; JH Principal	State/Local funds	Throughout the school year	Number of students tested with ACT PrepTest	Test Results
1.2.3 Allow 8 th grade students to take HS credit classes during the 8 th grade academic year so they can plan to work on Distinguished Graduation Plan	JH Principal Counselor	State/Local Funds	Master schedules developed by HS principal/counselor and JH Principal/counselor during Spring/Summer	Number of students successfully gaining the HS credits from the classes they choose.	Results communicated to students and parents.
1.2.4 Improved communication will take place with parents and students about success in JH and beginning planning for HS graduation and post-secondary readiness	Principals; Counselors; Teachers	State/Local funds; State graduation plan; Goals Conferences with parents	Throughout the school year	Number of students that improve in school	Number of students with higher STAAR results
1.2.5 Develop a Junior High FBLA Chapter to promote student involvement in HS	Principals; Counselor; FBLA sponsor	State/Local funds; FBLA resources	Throughout the school year	Number of students participating	Number of students that join FBLA in HS

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #3: Health, Attendance, High School Completion, Safety

1.3 Campus focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates.

- Drop-out rates for all students and student subpopulations will be less than 0.5%.
- Attendance for all students and student subpopulations will be greater than 97%.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.3.1 Provide extended learning opportunities for students who have failed one or more portions of STAAR or show academic struggle.	Asst. Supt.; Principals; All teachers	Tutorials; Local funds	Throughout the school year	Progress and Six-Week Report Cards; Progress monitoring; Unit Assessment scores	STAAR scores; Classroom grades
1.3.2 Review and consistently implement the discipline management plan and Student Code of Conduct to maximize positive student behavior.	Principals; Truant Officer; Teachers	ISS; DAEP; Positive Behavior Support Teams; PBMAS report; State/Local funds	Discipline Management Plan and Student Code of Conduct reviewed in summer; implementation throughout the school year	Attendance in DAEP. Number of discipline referrals; Number of positive behavior referrals	Number of referrals that results in ISS and DAEP; Suspension and expulsion rates; Evaluation by Principals and Supts.
1.3.3 Adopt effective and comprehensive discipline strategies, classroom management, crisis management, and conflict resolution plans	Supt.; Asst. Supt.; Principals; Truant Officer; Teachers; Paras; DAEP instructor	Professional development as needed; Review classroom management strategies with teachers as needed; State/Local funds	Plans reviewed during summer; implementation throughout the school year	Attendance in DAEP Number of discipline referrals Number of Positive referrals	# of referrals that result in ISS and DAEP; Suspension and expulsion rates; Evaluation by Principals and Supt.
1.3.4 Provide an	Supt.;	DAEP	Establish prior to	Attendance in	Evaluation by

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
effective and comprehensive Discipline Alternative Education Program	Asst. Supt.; Principal; DAEP Director		school year; implementation throughout the school year	DAEP; academic progress of students in DAEP	Principal and Supt.
1.3.5 Provide prevention programs in the areas of drugs, violence, sexual activity, and suicide: Positive Behavior Support System, Redirection, Drug Dogs, Conflict Resolution and Shattered Dreams	Asst. Supt.; Principals; Counselor; PE teachers	Local Funds	Throughout the school year	Plans and dates of activities	Evaluation report of serious violations and evaluation of program effectiveness by Campus Committee and Principal.
1.3.6 Provide accelerated educational program services for all students identified at-risk, including migrant, ESL, pregnant, or parents.	Supt.; Asst. Supt.; Principals; Counselor; Teachers	SCE funds; ESL funds; Local funds; Tutorials	Throughout school year	Number of students served; Local SSI policy; SST Team Meetings	STAAR results, TELPAS results and results of other appropriate assessments
1.3.7 Provide accelerated education program services for all students identified as dyslexic, 504, homeless, or homebound	Asst. Supt.; Principals; Counselor; Teachers; ALI teacher	Existing campus programs; Dyslexia class; Local Funds	Throughout school year	Number of students served	STAAR results and results of other appropriate assessments
1.3.8 Increase campus attendance rate to greater than 97%	Principals; Counselor; All teachers; Truant Officer	Local Funds	Daily checks; Perfect attendance celebration; Awards given to all students with	Monitor attendance	TAPR report; PEIMS attendance records

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
			perfect attendance;		
1.3.9 Monitor student absences, tardies, and communicate these with parents	Principals; Truant Officer	Local Funds	Daily checks	Monitor attendance and drop-out rates	TAPR report; PEIMS attendance records
1.3.10 Convene Student Health Advisory Committee to coordinate programs and activities targeting comprehensive student health	Principals; Nurse; Parents; Teachers	Region 17 ESC; Health Services; Local health service providers	Committee meetings and activities throughout the school year	Review of activities by Student Health Advisory Committee	Review by District Comm and Asst. Supt.
1.3.11 Develop and Implement Emergency Operation Plan on campus	Principals; Teachers; Staff members; EOP Committee; School Safety Officer	Local Funds	EOP plan developed by Fall; charts in classrooms by fall; practice drills conducted throughout the school year.	Drill response time; Evaluation of accurate and efficient emergency response	Evaluation by EOP Committee of accurate and efficient emergency response to any emergency incident that occurs.
1.3.12 Administer Fitnessgram to all students in PE classes and utilize data to improve and provide additional fitness activities	Principals; Nurse; PE Teachers; Athletic Director	Local Funds	During the spring semester of the school year.	Review of completion of Fitnessgram	Fitnessgram program data
1.3.13 Adopt and implement policies dealing with dating violence, sexual abuse of children and sexual harassment policy.	Principals; Asst. Supt.; Nurse; Counselor; Teachers	Local Funds	Follow policies during the school year	Review of incidents by principals and counselors	Review of incidents by leadership team and District Comm when appropriate

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #4: Technology

- 1.4 Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.4.1 Seek all available resources to improve and increase technology hardware and software	Asst. Supt.; Principal; Technology Director	Internet; TEA; Region 17 ESC; E-Rate; Programs such as: IStation, Think Thru Math, Fast Math ; Technology Lending Grant	Throughout the school year	Computers; software ordered and installed	Computers and other technology hardware and software installed and available for use
1.4.2 Establish and enforce an acceptable use policy for students and teachers using the internet	Technology Director; Principal; Campus committee; Teachers	Region 17 ESC; Eichelbaum & Wardell policy service	Students sign agreement at registration; enforcement throughout the school year	Policy distributed, discussed, and signed with teachers and students	Number of acceptable use violations reviewed by campus committee
1.4.3 Enhance technology skills of teachers and staff through targeted professional development	Asst. Supt.; Principal; Teachers; Staff members	Local funds; Region 17 ESC; Title II, Part A	Throughout the school year	Opportunities communicated with teachers/staff	Number of teachers/staffs trained
1.4.4 Utilize technology (email database, web pages, social media) to improve communication with parents and	Tech. Director; Principal; Camp. Committee; Teachers	Local funds; e-Rate; School Messenger phone system; Twitter; Facebook;	Throughout school year	Parent feedback; Website hits	Parent feedback, website hits, evaluation by campus committees

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
community		RISD website; Teacher web pages; Marquee			
1.4.5 Implement a parent communication phone system for emergency notifications and for information updates	Supt.; Asst. Supt.; Principals; Office Staff	School Messenger phone system; Use of pre-recorded messages; Local Funds	Training before school for users; implementation of system throughout the school year	Logs of calls	Evaluation of successful calls, failed calls
1.4.6 Identify, promote and/or continue the use of research-based curricula via technology to enhance student achievement	Asst. Supt; Technology Dept. staff; Principals; all teachers	Computer labs; Local funds; TEKS-based lesson plans; Student projects using critical thinking skills; Programs such as: Istation, Study Island, Think Through Math, Fast Math, etc.	Throughout the school year and during summer planning	Number of times students are provided with opportunities to use technology in the class for projects; lesson plans; Principal walk-throughs	Student success on STAAR or other assessments.
1.4.7 Send teacher/s to TCEA conference to be updated on new and usable technology strategies in the classroom. Have them train other teachers when they return	Principal; Teachers; Technology Director	Title II funds; State and Local funds; Computer labs	Summer Professional Development	Use of technology teaching strategies in the classroom	Student success on STAAR

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #5: Professional Development

- 1.5 The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.5.1 Provide targeted professional development including Gifted and Talented, ESL, and dyslexia training, for teachers and administrators	Region 17 ESC; Gifted and Talented Coop; Region 17 ESC	State Funds; GT ESC Coop; Title II, part A	Throughout the school year	Teacher attendance certificates	Training completed and strategies implemented.
1.5.2 Provide appropriate technology professional development for all employees	Tech. Director; Principal; Teachers; District comm.; Asst. Supt.	ESC 17; Local Staff; Title II, Part A	Throughout the school year	Opportunities communicated with employees	Training completed
1.5.3 Professional development opportunities will be targeted to improve student achievement. Individual teachers will attend staff development that targets individual needs.	Asst. Supt.; Principals; Team Leaders; Teachers	Region 17 ESC; Title II, Part A; Local funds	Ongoing, as needed	Teachers conferencing with Team Leaders and principals about individual needs	Follow-up between principals and teachers; STAAR scores
1.5.4 Enhance technology skills of teachers and staff through targeted professional development	Asst. Supt.; Principal; Teachers; Staff members	Local funds; Region 17 ESC	Throughout the school year	Opportunities communicated with teachers/staff	Number of teachers/staff trained

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.5.5 Provide training for Positive Behavior Support Initiative	Region 17 ESC; Principals; Teachers; Counselors	Local funds	Throughout the school year	Recognition of acts displaying good character with positive referrals	Discipline referrals, evaluation by campus committee compared to positive referrals
1.5.6 Maintain the 100% status of “highly qualified” teachers for this campus by completing certification checks when hired.	Asst. Supt.; Principals	Local funds; Region 17 ESC	Throughout the school year.	Check on certification status	Highly Qualified Teacher Reports; teacher retention
1.5.7 Attract and retain highly qualified teachers via Job Fairs and websites.	Asst. Supt.; Principal	Local funds; Region 17 ESC	Throughout the school year.	Check on certification status	Highly Qualified Teacher Reports; teacher retention
1.5.8 Maintain 100% of teachers receiving high-quality professional development	Asst. Supt.; Principal	Title II, part A; Local funds; Region 17 ESC	Throughout the school year	Professional development workshops	Training received, summarized per teachers per campus
1.5.9 Ensure that low-income and minority students are not taught at higher rates than other student groups by teachers who are not “highly qualified”	Principal Counselor	Title II, part A; Local funds; Region 17 ESC	Throughout school year	Check on certification status and course assignments	Highly Qualified Teacher Reports; student course schedules
1.5.10 Professional Development provided by weekly “Cluster” meetings with the implementation of TAP/SEED grant	Principal Master Teacher Mentor Teacher	TAP/SEED grant	Throughout the school year	Evidence of instructional strategies being used in the classroom to increase student achievement	Level III STAAR scores; Overall improvement in all STAAR scores. Improved classroom teaching

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #6: DYSLEXIA AND 504 STUDENTS

- 80% of all Dyslexia students will pass STAAR.
- All students identified with dyslexia or a related disorder will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.6.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services	Principal; Counselor; ALI Teacher; SST	State/Local funds;	Throughout the school year when needed	Staff training	List of students eligible for services
1.6.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	Principal; Counselor; ALI Teacher SST	State/Local funds;	Throughout the school year as needed	Written procedures	Students identified
1.6.3 Annually align SBOE approved procedures and district/campus procedures	ALI Teacher	State/Local funds	Throughout the school year	Draft of written procedures	Written procedures adopted
1.6.4 Provide services for students who may be eligible under Section 504	Principal; 504 Committee	State/Local funds;	Daily, throughout the school year	List of students identified	List of students served

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.6.5 Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods to teach reading with input from staff	Asst. Supt.; Principal; Counselor	State/Local funds;	Throughout the school year	Training scheduled	Attendance certificates
1.6.6 Provide, when possible, services to student at his/her campus	Principal; Counselor; ALI Teacher	State/Local funds;	Throughout the school year	Class schedules	List of students receiving services
1.6.7 Monitor student progress	ALI Teacher	State/Local funds;	Throughout the school year	Progress Measurements	Skill mastery and student achievement
1.6.8 Ensure teachers of dyslexia students have proper training, certification, and/or endorsements	Asst. Supt.; Principal	State/Local funds; Region 17 ESC	Summer or during year if needed	List of teachers providing services	Teaching certificates
1.6.9 Conduct a comprehensive needs assessment to determine program areas of strengths and weaknesses	Asst. Supt.; Principals; ALI teacher; All teachers	State/Local funds	Ongoing with CNA	List of students identified; assessment results	Disaggregated data and success of students
1.6.10 Provide services for students according to their needs	Principals; Dyslexia Staff; SST	State/Local funds;	Daily throughout the school year	List of identified students; classroom success; grades/scores	Increase in test scores and other assessments used

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #7: ESL

- 80% of all English as Second Language (ESL) students will pass STAAR.
- All students in need of ESL services will be identified and served.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.7.1 Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	Asst. Supt.; Principals; ESL coordinator; ESL Certified Teachers	ESL Funds; State/Local funds;	Beginning of school year/as new students enroll	Home Language Survey; List of ESL students	TELPAS Scores; STAAR Scores
1.7.2 Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses	Asst. Supt.; Principals; Campus Comm; District Comm; ESL Coordinator; ESL teachers	TELPAS Results; STAAR Results; PBMAS; LPAC meeting minutes;	Spring of the current school year	Disaggregated scores of students	Written annual evaluation of ESL program by Campus and District Comm
1.7.3 Reduce the number of parent denials for ESL program	Asst. Supt.; Campus Comm; District Comm; Principals	State/Local funds	As needed	Conference with parents	List of students with denials
1.7.4 Provide staff development of professional staff as well as for paraprofessionals that is researched based with input from staff	Asst. Supt.; Campus Comm; District Comm; Principals	Title III LEP SSA; ESC 17	Throughout the school year	Registration for workshop	Attendance Certificates and implementation of the strategies for students.
1.7.5 Ensure that LEP	Asst. Supt.;	State/Local funds	Throughout the	List of	PBMAS data

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
students are not over represented in special education or underrepresented in G/T education	Principals; Teachers; LPAC Comm; ARD Comm		school year	identified/recommended students in either program	analysis
1.7.6 Ensure that information to parents is provided in the home language	Principals; ESL teachers; LPAC Comm	State/Local funds;	Throughout the school year	List of qualified translators	Copies of notices sent to parents
1.7.7 Provide opportunities for parents of ESL students to participate in school-sponsored activities	Principals; ESL Teachers; LPAC members	State/Local funds; ESL funds;	Throughout the school year	School calendar of parent involvement activities	Parent Sign-In sheets
1.7.8 Continue to recruit and retain highly qualified ESL staff including minorities	Asst. Supt; Principals; Hiring Committees	State/Local Funds;	Summer or when hiring teachers	Positions posted	Fully certified staff hired
1.7.9 Maintain that all Junior High core content teachers are ESL certified	Asst. Supt.; Elem. Principal; Elem. ESL coordinator	State/Local funds	Throughout the school year	ESL certification exams	ESL certifications

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE#8: GIFTED AND TALENTED

- 80% of all Gifted and Talented (G/T) students will pass STAAR.
- All students in need of G/T services will be identified and served.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.8.1 Update G/T plan, including written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of campus decisions regarding program placement	Asst. Supt.; Principals; Counselor; GT campus coordinator Campus Comm; District Comm	State/Local funds; G/T State plan	Summer before school year	Agendas, minutes, sign-in sheets	Written policies; GT Plan
1.8.2 Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	Counselor; Teachers; GT campus coordinator	State/Local funds	Throughout the school year according to G/T plan and timeline	Training of staff on G/T characteristics	List and records of student nominations
1.8.3 Provide an advanced and challenging curriculum to all G/T students in all grades	Asst. Supt.; Principals; Teachers; GT campus coordinator	State/Local funds; G/T funds	Throughout the school year	Lesson plans; Principal observations	Student projects; Student scores

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.8.4 Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	Asst. Supt.; Principals; Teachers; GT campus coordinator	State/Local Funds; G/T funds	Throughout the school year	List of students to be tested	List of tests for students with language other than English/Results of non-verbal and alternative assessments
1.8.5 Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 6-8	Asst. Supt.; Principals; Counselor; GT campus coordinator	State/Local funds; G/T funds;	Follow timeline as stated in G/T plan. Will occur throughout the school year.	Results of tests given to students kept in student file	Three criteria in place per District G/T policy that is approved by School Board
1.8.6 Provide supplemental enrichment activities for interested students	Asst. Supt.; Principals; All classroom teachers; Curriculum Specialists	State/Local funds; G/T funds;	Throughout the school year	Lesson Plans; List of activities; Differentiation strategies used for G/T students	Enrichment activities stated in lesson plans as differentiation
1.8.7 Survey staff to determine staff development needs	Asst. Supt.; Campus Comm; District Comm	State/Local funds	Spring	Survey	Summary of survey
1.8.8 Provide opportunities for G/T students to work together as a group, work with other students, and work independently during	All Classroom Teachers	State/Local funds; G/T funds	Throughout the school year	Lesson plans; schedules	Lesson plans; Projects displayed; Academic competitions

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
the school day as well as the entire school year					
1.8.9 Ensure all teachers who teach in the core content program have the proper certification and/or endorsements.	Asst. Supt.; Principals; Teachers; ESC 17 staff	State/Local funds; G/T funds	Throughout school year and summer Prof Dev	Interviews, professional development records	Teacher certificates; G/T certification
1.8.10 Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	Asst. Supt.; Principals; Teachers	State/Local funds	Throughout the school year	Parent involvement calendar	Sign-in sheets
1.8.11 Review PBMAS performance data elements as they relate to G/T program.	Asst. Supt.; Principals; Counselor; GT Coordinator; Campus Comm	State/Local funds	Spring during program evaluations	PEIMS data; G/T nominations and assessments	PBMAS Performance data elements

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #9: MIGRANT STUDENTS

- 80% of all Migrant students will pass STAAR.
- All students identified as Migrant will receive appropriate instructional services.
- Roosevelt does not apply for these funds and completes strategies for a non-project program.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.9.1 Identify a campus contact person to coordinate the identification and recruitment of migrant students	Asst. Supt	Migrant Questionnaire	Throughout the school year when students register	Migrant paper work	Student identified and paperwork sent to ESC by Asst. Supt.
1.9.2 Train migrant coordinator in identification and recruitment	ESC 17 staff; Asst. Supt;	Local funds	Throughout the school year	Training scheduled	Training attended if needed due to number of migrant students
1.9.3 Survey all new enrollees	Asst. Supt.; Registrars	Local funds	Throughout the school year	Interview family; paperwork done	Eligibility determined
1.9.4 Complete COEs and send to ESC	Asst. Supt.	Local funds	Throughout the school year	COE completed	NGS data bank
1.9.5 Update migrant student list for PEIMS and other campus personnel	Asst. Supt.; PEIMS Coordinator	Local funds	Throughout the school year	Student list	Student list

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #10: SPECIAL EDUCATION

- 80% of all Special Education students will pass STAAR or appropriate alternative assessments.
- All students identified as Special Education will receive appropriate services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.10.1 Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program	Asst. Supt.; Principals; SPED Director	Sped funds; State/Local funds	Summer and throughout school year, as needed	Review of personnel files	Teacher and Paraprofessionals certificates on file
1.10.2 Provide research based staff development, with input from staff	Asst. Supt.; Principals; SPED Director; Teachers; Para-professionals	SPED funds	Throughout the school year	Staff development calendar	Attendance certificates
1.10.3 Ensure that all students with disabilities have access to the general curriculum in the least restrictive environment	Asst. Supt.; Principals; Counselor; ARD Comm SPED Director; Inclusion Specialists; Content Area Specialists	SPED funds; State/Local Funds;	Throughout the school year	ARD/IEP for each student	Student schedules; ARD meeting minutes
1.10.4 Provide training to teachers regarding	Special Education Director; SELCO	SPED funds; State/Local	Throughout the school year	Prof Dev. calendar; Staffings or	Sign-in sheets; Documentation of

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
modifying the curriculum for students with disabilities	Staff; ESC-17	funds		trainings done as needed for new students	modified work
1.10.5 Conduct a comprehensive RTI program that includes diagnostic assessments of students with disabilities to determine areas of strengths and weaknesses; prescribed interventions, and regular progress monitoring assessments to determine Response to Interventions	SPED Director; Inclusion Specialists; Instructional Specialists; Principals; Prescriptive Interventions; Progress Monitoring Assessments	SPED Funds; State/Local funds;	Throughout the school year	Disaggregated data; STAAR results	IEP/Needs identified; STAAR results
1.10.6 Provide training to ARD committee	Special Education Director; ESC-17; SELCO Staff	SPED Funds; State/Local Funds; ESC 17	Throughout the school year	Training scheduled	Sign-in sheets
1.10.7 Address PBMAS indicators with an Indicator Performance Level of "1" or greater.	Asst. Supt.; District Comm; Campus Comm; SPED Director; Principals	SPED funds; State/Local funds	Fall of school year after PBM is released	Campus Plan; District Plan to address the needed areas	Documentation from PBM committee meeting to address these needs and TAIS documents on file.
1.10.8 Address Accountability Safeguard in State Accountability Rating: Not meeting Federal	Asst. Supt.; SPED Director; Principals; ARD Committee; Diagnostician;	Student Data; All testing records; Accountability results	During ARD meetings and an "audit" before testing to ensure that students are taking	Number of students taking Modified or Alternate tests	Number of students that took the STAAR M and STAAR Alt tests.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Participation Rates in STAAR Alternate tests.	Counselor		appropriate test		

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #11: STATE COMPENSATORY EDUCATION

- ✓ Roosevelt Junior High is not a Title I, Part A, School wide campus. RISD's SCE allocation is \$1,011,084 with 19.0 FTEs.
 - 80% of all At-Risk students will pass STAAR

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.11.1 Determine total amount of SCE funds for campus/campus to reduce the dropout rate and improve student performance for at-risk students	Superintendent; Asst. Supt.; Business Manager	State/Local Funds; TAPR	Summer	Disaggregated data	Areas of strengths and weaknesses identified
1.11.2 Determine total full time equivalents (FTEs)	Supt.; Asst. Supt.; Business Mgr.	State/Local funds	Summer	Daily class schedules; PEIMS	Increase student scores on state assessments
1.11.3 Develop a policy for identifying, entering, and exiting students from the SCE program using calculation of 110% of cost of regular Ed program	Asst. Supt.; Principals; Business Mgr	State/Local Funds	August	Meeting to develop policy	Local policy
1.11.4 Identify students at risk of dropping out of school using state criteria	Principal; Counselor; Teachers	State/Local funds; Data resources	End of 1 st Six Weeks and throughout the school year, as needed	At-risk criteria distributed	List of at-risk students identified
1.11.5. Provide teachers with the	Asst. Supt.; Principals;	State/Local funds	Beginning of school year and updated	List developed	All teachers with list and supporting

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
confidential list of At-Risk students and supporting criteria used for identification	Counselor; PEIMS Coord.		as needed		documentation
1.11.6 Conduct a comprehensive needs assessment that includes but is not limited to State Assessments and dropout rate.	Asst. Supt.; Principals; Counselor; Teachers; Campus comm.	State/Local funds; SCE funds	May or August	Data disaggregated for at-risk students	Results of comprehensive needs assessment addressed in CIP
1.11.7 Serve 6-8 grade students with below 70 avg. in 2 or more subjects through credit recovery program	Principals; Counselor; All teachers; Instructional Specialist	SCE funds; State/Local Funds	Throughout the school year as students are identified	Identified students failing readiness test placed in program	Testing results in those classes to promote the students
1.11.8 Serve pregnant students and parents through parenting programs	Principal; Counselor	SCE Funds; State/Local funds	Throughout the school year, as needed	Program outline and students placed in programs	High school completion rates
1.11.9 Serve LEP students through an accelerated program to acquire proficiency in the English language	ESL Teachers; ESL Coordinator; Principals	ESL Funds; State/Local funds	Throughout the school year	Progress reports; LPAC Meetings	TELPAS Results; STAAR Results
1.11.10 Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, tiered reading/math	Principals; Teachers; Instructional Specialists	SCE Funds; State/Local funds;	Throughout the school year	Progress reports; Report card grades; Formative and Summative assessment results	Improved student success on the STAAR assessments or end of year grade-level assessments.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
classes, etc.					
1.11.11 Provide program for students in DAEP, expelled, on parole, probation and previous drop-outs	Principals; Counselor; Teachers; DAEP Director	SCE funds; State/Local funds	Throughout the school year	Disciplinary records; Report card grades	STAAR results
1.11.12 Compile a report that compares STAAR data of students at risk of dropping out of school and all other students.	Asst. Supt.; Principals; Counselors; Teachers	SCE funds; State/Local funds; TAIP Report	June after data is received	Disaggregated data	Written reports
1.11.13 Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Asst. Supt.; ESC Curr Contract; Principals SBDM Committee;	State/Local funds; Title I, Part A; Title II, Part A; ESL funds; SCE funds	Throughout the school year	Staff development calendar	Attendance certificates; Sign-in sheets
1.11.14 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent booster clubs, etc.	Principals; Teachers; Campus Comm.	State/Local funds	Throughout the school year	Parent involvement calendar	Evaluation of parent involvement activities

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.11.15 Provide teachers as tutors on a weekly basis for CHOL and TBR students.	Asst. Supt.; Teachers	Title I, Part A	Throughout the school year	Tutoring logs	Student achievement; Promotion; State Assessment
1.11.16 Evaluate SCE program for effectiveness in meeting the needs of at-risk students.	Asst. Supt.; Principals; Business Manager; Campus Comm.	State/Local funds	Spring during Program evaluations	Data collected	Modification of SCE program for At-Risk students to meet all needs
1.11.17 Local School Board annually evaluates SCE program	Asst. Supt.	State/Local funds	Summer	Data compiled	Board minutes

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

PERFORMANCE OBJECTIVE #12: Highly Qualified Teachers and Staff

- Highly qualified teachers and paraprofessionals will teach all students.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.12.1 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites, and maintaining an active webpage with positions posted.	Superintendent; Asst. Supt.; Bus. Mgr.; Principals; District Imp Committee	State/Local funds	Throughout the school year	HQ Survey; Number of positions posted, number of job fairs attended; number of completed applications	Positions filled by highly qualified staff. Documentation kept in Central Office with Asst. Supt.
1.12.2 Establish an effective teacher mentoring system in order to retain highly qualified staff.	Principals; Teachers with 3-5 years or more of experience; New teachers; Region 17 ESC	Title II, Part A; State/Local funds	Throughout the school year	Experienced teachers are assigned a new teacher and given a checklist to ensure that certain items are covered with new teacher.	Conference with principals, mentor, and mentee conducted at end of each semester
1.12.3 Analyze data from all teachers' certifications, testing, staff development, college transcripts, and service records to ensure that all meet highly qualified status	Asst. Supt.; Principals	Time; Master schedules; State/Local funds TEA website for certification and testing documentation	August or when hiring	Highly Qualified analysis forms	Highly Qualified form completed with information on all teachers' certifications; Principal Attestation; TEA HQ Report

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.12.4 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing as needed in order to assure all staff is highly qualified	Asst. Supt.; Principals; Mentor Teachers	State/Local funds; Title II, Part A; Title III, Part A	Throughout the school year	List of teachers who do not meet highly qualified requirements; Individual Non- HQ teachers plans	HQ plan completed on each teacher not HQ; HQ report shows 100%
1.12.5 Analyze data from paraprofessionals' personnel files to ensure all instructional aides are highly qualified, with special emphasis on college coursework	Asst. Supt.; Principals	State/Local funds; Title II, Part A; Para Schedules	Summer	List of paras not highly qualified	HQ form for paraprofessionals completed; Principal Attestation
1.12.6 Require any instructional paraprofessionals not considered highly qualified to complete, at a minimum, the PAKS before hired	Asst. Supt.; Principals	State/Local funds	August	PAKS or other local evaluation; 48 college hours; Associate degree or higher	HQ form completed before date of hire
1.12.7 Provide incentives for teachers to attain any extra certifications or endorsements	Asst. Supt.; Principals; Business Manager	State/Local funds	Throughout the school year	Provide communication for these opportunities to teachers	Keep documentation of additional certifications with HQ information

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
1.12.8 Assign highly qualified teachers in equal proportions to all grade levels, including low-income and minority areas	Asst. Supt.; Principals; Counselor	State/Local funds	July & August when scheduling	Record of assignments	Staff directory; Class rosters; PEIMS
1.12.9 Require 100% of teachers, principals, and other appropriate staff to receive high quality professional development which includes but is not limited to technology and NCLB core content areas	Supt.; Asst. Supt.; Teachers; Principals	State/Local funds; ESC 17; Title II, Part A	Summer; Fall; Spring	Teacher records of professional development attendance	Title II, Part A Performance Report
1.12.10 Retain HQ staff through reimbursement for tests, small class sizes, competitive salaries, and location	Supt.; Asst. Supt.; Principals; Teachers	Title II, Part A; State/Local funds; ESC 17	Summer; Fall; Spring	Teacher records of tests and payment; class rosters; salary schedule	Performance Report
1.12.11 Assistance to specific non- HQ teachers includes: ALL TEACHERS ARE HQ AT THIS TIME	Supt.; Asst. Supt.; Principals; Mentor teachers	Title II, Part A; State/Local funds; Testing dates and materials; Prof Dev.	Throughout school year according to teacher's plan	Faculty Meetings; Individual Plan completed	PBMAS Indicator Compliance Report; Exit Interviews; HQ Teacher Survey Report

HIGHLY QUALIFIED PLAN

1. Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% in a reasonable timeframe. *As of 9/15/2014 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.*
2. Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% in a reasonable timeframe. *As of 9/15/2014 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.*
3. Increase percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% in a reasonable timeframe. *Roosevelt ISD is a single attendance district with only one grade span per campus; this requirement does not apply.*
4. Increase percentage of teachers receiving high quality professional development on each campus to meet 100% in a reasonable timeframe. *District requires all professional staff to attend professional development that is provided at the local level as well as by Region 17 ESC. The district may also contract with outside consultants to provide professional development of teachers may attend professional conference in their respective subject areas. Travel records, certificates of attendance, sign-in sheets, etc., are on file.*
5. Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. *Roosevelt ISD is a single attendance district with only one grade span per campus; this requirement does not apply.*
6. Attract and retain highly qualified teachers. *District fulfills this requirement by attending job fairs, advertising vacancies in positions, and posting job opportunities on the web. To retain highly qualified teachers, the district offers opportunities to take various subject area tests, small class sizes, and salaries competitive with other districts, location to Lubbock, and opportunities that Texas Tech University, Wayland Baptist University, and Lubbock Christian University offer.*
7. Assist specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner. *As of 9/15/2014 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.*

ROOSEVELT JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

CAMPUS GOAL #2: To strengthen Roosevelt’s tradition of excellence built on pride, teamwork, and professionalism of staff members.

PERFORMANCE OBJECTIVE #1: Pride

2.1 To strengthen Roosevelt’s tradition of pride.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.1.1 Provide opportunities to celebrate student success in academic areas, character, attendance, and state assessment scores; for example, “Eagles of Excellence” and Positive Behavior Support	Principals; Campus Committee; Teachers; Supt.; Asst. Supt.	State/Local funds	Throughout the School Year	After each celebration activity	Evaluation by campus committee
2.1.2 Provide increased opportunities for student involvement in academic organizations and competitions	Principals; Organization sponsors	State/Local funds	Throughout the School Year	Student and Teacher Evaluations; membership rosters	Evaluation by organizations and campus committee
2.1.3 Provide comprehensive programs for student success that will translate into long-term pride about their school-related experiences.	Principals; Campus Committee; Teachers	State/Local funds Title I, Part A; SCE funds; Computer labs	Throughout the School Year	6 week grades; summative assessments	STAAR and other assessment data
2.1.4 Create a	Counselor;	State/Local funds	Throughout the	Student and	Evaluation by

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
comprehensive program for college and career preparation focused on post-secondary options	Teachers; Principals; Parent-Teacher organization; Campus Comm.		school year	teacher evaluations	principals and campus committee
2.1.5 Improve opportunities for communication with parents about student progress	Campus Committee; Principals Teachers	SCE funds; State/Local funds	Throughout the school year	Parent, Principal, and Teacher contacts; parent and teacher evaluations	Evaluation by principals and campus committee
2.1.6 Develop student leadership opportunities and better utilize existing student council leadership	Principals; Student Council Sponsors; Student Council Members	State/Local funds	Throughout the school year	Student surveys; Teacher surveys	Student councils' report to campus committee; campus comm. evaluation
2.1.7 Create teams on each campus to be responsible for campus spirit activities, such as hall decorations, and create a standard for same	Principals; Student Advisors; Students	State/Local funds	Throughout the school year	School appearance and decorations current	Teacher Advisors' Report to campus committee; campus comm. evaluation
2.1.8 Plan and conduct leadership assemblies for students	Student Organizations; Teacher Advisors; Principals	Student Organizations; Student Council; State/Local funds	Throughout the school year	Student survey prepared by Student Council	Student Council Report to campus committee; campus comm. evaluation
2.1.9 Implement and emphasize character education program	Principals; Counselor; Teachers; Staff	State/Local Funds	Staff development implementation throughout the school year	Teachers' lesson plans; counselor activities; campus committee strategies identified	Evaluation by campus committee; including number of discipline referrals and student attitudes/behavior
2.1.10 Involve students	Student Council;	State/Local funds	Throughout the	Student and	Evaluation by

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
in peer-tutoring across campuses	Principals Teachers;		school year	teacher input	students and teachers involved

PERFORMANCE OBJECTIVE #2: Teamwork and Professionalism

- 2.2 To strengthen Roosevelt's tradition of teamwork and professionalism among staff members

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
2.2.1 Provide a guaranteed and viable curriculum to all RJH students	Asst. Supt.; Principals; Dept. Chairs; Teachers	TEKS Teacher - developed Curriculum Documents; TEKS Resource System	Throughout the school year	Curriculum documents; Lesson plans	Campus accountability ratings and data reviewed by campus committee
2.2.2 Provide intervention through student support teams for students failing to master academic objectives	Principals; Teachers; Paraprofessionals; Campus Committee; Student Support Team	State/Local funds; SCE funds	Throughout the school year	Student Support Team minutes; progress monitoring; 6 week grades;	STAAR assessment; data reviewed by campus committee
2.2.3 Conduct regular vertical and horizontal team meetings to identify, discuss, and improve issues impeding student success	Principals; Department Chairs; Teachers	State/Local funds	Throughout the school year	Meeting minutes	Campus accountability ratings and data reviewed by campus committee
2.2.4 Maintain in-house mentoring program for new teachers	Asst. Supt.; Principals; Mentor teachers;	ESC-17; State/Local funds	Establish mentor relationships by August, continue	Principal conference with mentor and mentee	Teacher evaluations

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
	New teachers		throughout the school year	at end of each semester	
2.2.5 Hold a staff retreat at beginning of year at which the importance of teamwork is emphasized and district goals for year are disseminated	Superintendent; Principals; All staff	State/Local Funds	August	Attendance at retreat	Evaluation of data by campus committee
2.2.6 Provide new teacher training before school begins to emphasize the importance of teamwork and disseminate district goals	Asst. Supt.; Principals; New teachers; Mentor teachers	State/Local funds	August	Attendance at training	Evaluation of data by campus committee
2.2.7 Conduct teambuilding efforts on each campus	Principals; Teachers; Staff	State/Local Funds	Throughout the school year	Visibility; record of teambuilding efforts	Evaluation by campus committee
2.2.8 Provide district-wide teambuilding activities	Supt.; Asst. Supt.; Principals; Teachers; Staff	State/Local funds	Throughout the school year	Teacher input	Evaluation by campus committee
2.2.9 Develop and nurture a culture of high expectations throughout the district	Supt.; Asst. Supt.; Principals; Teachers; Staff	State/Local funds	Throughout the school year	Teacher and student input; surveys	Evaluation by campus committee

CAMPUS GOAL #3: To promote Roosevelt’s tradition of excellence to parents, alumni, and surrounding community.

Performance Objective #1: Promoting the Campus

- 3.1 To communicate the district’s activities and successes to all community stake holders

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
3.1.1 Hold annual All School Reunion	Volunteer community members	Local Funds; Community resources; PAT	Homecoming Football game	Number of attendees	Number of attendees; evaluation by district committee
3.1.2 Develop and disseminate a district mission statement and campus mission statements	District and Campus Committees; Principals; Technology staff	State/Local Funds	Summer – make sure any changes are posted on website	Posted on website and in each classroom and office	Evaluation by campus committee
3.1.3 Better utilize public relations opportunities through local media, marquee and website	Supt.; Asst. Supt; Principals; Athletic Director	State/Local Funds	Throughout the school year	Press releases	Media coverage; Evaluation by campus committee
3.1.4 Recruit parent volunteers for academic and extracurricular activities	Asst. Supt.; Principals; Teachers	State/Local funds	Throughout the school year	Parent response	Parent response, Evaluation by campus committee
3.1.5 Create a newsletter on each campus to be distributed to community and parents	Principals; Counselor; JH Newspaper staff	State/Local Funds	Monthly throughout school year	Parent response	Parent response, Evaluation by Campus Committees
3.1.6 Provide ongoing opportunities for parents to understand the work of the school (e.g., open house, correspondence,	Asst. Supt.; Principals; Teachers	State/Local funds	Throughout the school year	Parent response	Parent response, Evaluation by campus committee

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
conferences, orientations)					
3.1.7 Regularly improve and update a quality webpage for each district and campus.	Technology Coordinator; Principals; Teachers	State/Local Funds	Ongoing throughout the year	Viable web pages	Number of hits; Technology Coor. report to campus committee
3.1.8 Improve opportunities for communication with parents and community about school successes	Principals; Campus Committee; Teachers; Staff	State/Local funds	Throughout the school year	Parent, Principal, and Teacher contacts; parent and teacher evaluations;	Evaluation by principals and campus committee
3.1.9 Conduct home visits of all students	Principal; Counselor	Local funds; Phone Calls	On going by student needs and parental availability	Parent feedback	Parent feedback, Evaluation by Campus Committees
3.1.10 Develop and carry our short and long-term goals for facilities and grounds improvement and maintenance	Superintendent; Maintenance Director; Athletic Director; Principals	State/Local funds	Throughout the school year	Supt. Approval	Schedules completed and implemented; Evaluation by Supt.