

# **Joaquin Jr High School 2016-2017**

*Campus Improvement Plan*

**2016-2017 School Year**

Campus Improvement Plan  
Joaquin Jr High School 2016-2017

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Gray, Terri	Junior High Principal	Joaquin Jr High School	
Dean, Jeff	Business Representative	Joaquin Jr High School	9-2017
Dean, Rodney	Business Representative	Joaquin Jr High School	9-2018
Balkcom, Kay	Community Representative	Joaquin Jr High School	9-2017
Smith, Terri	Community Representative	Joaquin Jr High School	9-2018
Hughes, Melani	Parent	Joaquin Jr High School	9-2018
Prnka, Shonda	Parent	Joaquin Jr High School	9-2017
Vergo, Donna	Human Resources	Joaquin Jr High School	9-2017
Carrington, Kathy	Non-teaching Professional	Joaquin Jr High School	9-2017
Lawrence, Mark	Teacher	Joaquin Jr High School	9-2018
Bragg, Mindy	Teacher	Joaquin Jr High School	9-2018
Harkness, Stephanie	Teacher	Joaquin Jr High School	9-2017
McDaniel, Ann	Teacher	Joaquin Jr High School	9-2017

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**Joaquin Jr High School 2016-2017**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Barton, Lisa	Librarian	Joaquin ISD
Bragg, Mindy	Language Arts Teacher	Joaquin Jr High School
Bragg, Mindy	Junior High Coach	Joaquin Jr High School
Brazzel, Regina	Algebra I Teacher	Joaquin Jr High School
Bumback, Joel	Director of Finance	Joaquin ISD
Carpenter, James	Band Director	Joaquin Jr High School
Carrington, Kathy	Special Education Director	Joaquin ISD
Cater, Kim	Special Education Aide	Joaquin Jr High School
Cravey, Billy	ABC Teacher	Joaquin ISD
Cravey, Billy	ISS Teacher	Joaquin Jr High School
Evans, Melissa	Attendance Coordinator/PEIMS Clerk	Joaquin ISD
Freeman, Amanda	Math Teacher/GT Teacher	Joaquin Jr High School
Freeman, Amanda	Beta Club	Joaquin Jr High School
Gates, April	U.I.L. Coordinator	Joaquin Jr High School
Gates, April	Language Arts Teacher	Joaquin Jr High School
Gray, Terri	504 Coordinator	Joaquin Jr High School
Gray, Terri	Junior High Principal	Joaquin Jr High School
Gray, Terri	Student Council Sponsor	Joaquin Jr High School
Gray, Terri	Junior High Cheer Sponsor	Joaquin Jr High School
Hamilton, Alicia	Special Education Aide	Joaquin Jr High School
Hamilton, Tammy	Special Education Teacher	Joaquin Jr High School
Harkness, Stephanie	Math Teacher	Joaquin Jr High School
Harper, Sandra	Special Education Aide	Joaquin Jr High School
Hovey, Mary	Science Teacher	Joaquin Jr High School

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Jackson, Jimmy	DAEP Coordinator	Joaquin ISD
Jackson, Robin	Dyslexic Teacher	Joaquin Jr High School
Johnson, Joani	Junior High Secretary	Joaquin Jr High School
Jones, Madison	Math Teacher	Joaquin Jr High School
King, Portia	Nurse	Joaquin ISD
Lawrence, Mark	Social Studies Teacher	Joaquin Jr High School
Lawrence, Mark	P. E. Teacher	Joaquin Jr High School
Lawson, Mike	P. E. Teacher	Joaquin Jr High School
Lawson, Mike	Health Teacher	Joaquin Jr High School
Lawson, Wade	Boy's Athletic Director	Joaquin Jr High School
Lawson, Wade	Special Education Teacher	Joaquin Jr High School
McCann, Jennifer	Webmaster	Joaquin ISD
McCann, Jennifer	Community Liaison	Joaquin ISD
McCann, Steven	Girl's Athletic Director	Joaquin Jr High School
McDaniel, Ann	ESL Teacher	Joaquin Jr High School
McDaniel, Ann	Reading/Science Teacher	Joaquin ISD
Sample, Stephanie	Math Teacher	Joaquin Jr High School
Shanz, Sharron	Special Education Teacher	Joaquin Jr High School
Strong, Judy	Director of Food Services	Joaquin ISD
Trent, Kasi	Counselor	Joaquin Jr High School
Vance, Shane	Agriculture Science Teacher	Joaquin Jr High School
Vergo, Donna	Director of Human Resources	Joaquin ISD
Worsham, Phil	Superintendent	Joaquin ISD

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**Attendance**

**Attendance**

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	95.50	95.10	95.90	95.10	94.90	95.40	94.80	95.10
African American	96.20	96.20	96.20	96.40	95.80	96.40	96.90	95.70
Hispanic	97.10	97.10	98.50	96.50	97.50	96.70	94.70	96.10
White	95.30	95.20	95.60	94.90	94.60	95.50	94.70	94.80

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**Dropouts**

**Dropouts**

Goal:

	2008	2009	2010	2011	2012	2013	2014
*All Students*	1.70	0.00	0.00	0.00	0.00	0.00	0.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	4.80	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	0.90	0.00	0.00	0.00	0.00	0.00	0.00

**STAAR**

Grade: **6th-8th**

**All Subjects**

100%

	2013	2014	2015	2016	2017
*All Students*	85.00	84.00	79.00	83.00	100.00
African American	0.00	78.00	90.00	69.00	100.00
Economically Disadvantaged	80.00	79.00	79.00	78.00	100.00
English Language Learners	0.00	0.00	0.00	48.00	100.00
Hispanic	82.00	79.00	70.00	70.00	100.00
Special Education	0.00	85.00	34.00	35.00	100.00
White	85.00	85.00	79.00	87.00	100.00

Grade: **6th-8th**

**STAAR Mathematics**

100%

	2014	2015	2016	2017
*All Students*	91.00	84.00	87.00	100.00
African American	89.00	83.00	69.00	100.00
Economically Disadvantaged	86.00	79.00	84.00	100.00
English Language Learners	0.00	0.00	89.00	100.00
Hispanic	96.00	67.00	86.00	100.00
Special Education	84.00	36.00	44.00	100.00
White	91.00	88.00	88.00	100.00

Grade: **6th-8th**

**STAAR Reading**

100%

**STAAR**

	2013	2014	2015	2016	2017
*All Students*	86.00	89.00	90.00	79.00	100.00
African American	0.00	89.00	100.00	77.00	100.00
Economically Disadvantaged	79.00	86.00	92.00	75.00	100.00
Hispanic	78.00	84.00	89.00	55.00	100.00
Special Education	0.00	95.00	36.00	44.00	100.00
White	88.00	91.00	89.00	84.00	100.00

**Grade: 7th STAAR Writing**

100%

	2012	2013	2014	2015	2016	2017
*All Students*	95.00	86.00	74.00	88.00	89.00	100.00
Economically Disadvantaged	0.00	86.00	66.00	83.00	79.00	100.00
Hispanic	0.00	0.00	0.00	0.00	78.00	100.00
White	97.00	84.00	72.00	86.00	97.00	100.00

**Grade: 8th STAAR Science**

100%

	2012	2013	2014	2015	2016	2017
*All Students*	72.00	81.30	74.00	66.00	83.00	100.00
Economically Disadvantaged	0.00	85.00	67.00	65.00	74.00	100.00
White	74.00	83.00	84.00	69.00	86.00	100.00

**Grade: 8th STAAR Social Studies**

100%



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**STAAR**

	2012	2013	2014	2015	2016	2017
*All Students*	53.00	69.00	60.00	37.00	78.00	100.00
Economically Disadvantaged	0.00	59.00	52.00	35.00	69.00	100.00
White	55.00	73.00	62.00	38.00	82.00	100.00

## About Joaquin Junior High

**Mission Statement:**

Joaquin ISD students will be provided the opportunity to develop the ability to think logically, independently and creatively, and to communicate effectively in a safe environment.

**Grade Span:**

6–8

**Enrollment:**

153

**Accountability Ratings:**

2016 Accountability Summary

Met Standard

## Demographics

### 2014-2015 Enrollment:

50 – Sixth Grade  
55 – Seventh Grade  
49 – Eighth Grade

### 2014-2015 Ethnic Distribution:

6 (3.9%) – African American  
28 (18.2%) – Hispanic  
119 (77.3%) – White  
0 (0.0%) – American Indian  
0 (0.0%) – Asian  
0 (0.0%) – Pacific Islander  
1 (0.6%) – Two or More Races

### 2014-2015 Student Groups:

101 (65.6%) – Economically Disadvantaged  
6 (3.9%) – English Language Learners  
1(0.6%) – Students with Disciplinary Placements  
74 (48.1%) – Students Meeting "At-Risk" Criteria  
9 (5.7%) – Mobility

### 2014-2015 Students per Teacher:

15.0 – Sixth Grade  
  
11.5 – English/Language Arts  
10.2 – Mathematics  
14.7 – Science  
17.2 – Social Studies

### 2014-2015 Student Enrollment by Program:

6 (3.9%) - Bilingual/ESL Education  
23 (14.9%) - Career & Technical Education  
11 (7.1%) - Gifted and Talented Education  
15 (9.7%) - Special Education

## Needs Assessment Summary

Joaquin Junior High received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Joaquin Junior High also earned Distinctions for Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent Student Progress and Top 25 Percent Closing Performance Gaps.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2016 were at Level II.

Reading/ELA: 79% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 84% for White students to 44% for Special Education students.

Math: 87% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 88% for White students to 44% for Special Education students.

Writing: Seventh grade students participated in the STAAR Writing test in 2016. 89% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 97% for White students to 78% for Hispanic students.

Science: Eighth grade students participated in the STAAR Science test in 2016. 83% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 86% for White students to 74% for Economically Disadvantaged students.

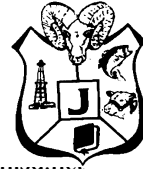
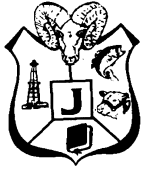
Social Studies: Eighth grade students participated in the STAAR Social Studies test in 2016. 78% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 82% for White students to 69% for Economically Disadvantaged students.

Interventions: Joaquin Junior High students having difficulty in ELA, Science or Mathematics are provided with intervention classes to provide supplemental assistance. Tutorials are also available for students who need additional assistance.

Faculty and Staff: Professional development is encouraged for the staff, particularly focusing on areas where students are performing below district expectations. Teachers are given the opportunity to participate in professional development through the Region VII, Math & Science Consortium. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours and performance pay.

Attendance: Attendance rates at Joaquin Junior High for all student populations increased slightly from 10-11 to 11-12, as did most of the subpopulations. The Hispanic population and the Special Education population both saw slight decreases in attendance rates. The staff has several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications and counseling services.

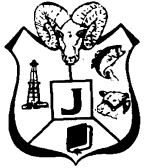
Dropout Rate: The dropout rate at Joaquin Junior High is 0% for sixth, seventh and eighth grades. Several programs, including parental involvement activities and counseling programs are in place to help maintain the 0% dropout rate and increase the number of students graduating from high school.



September 27, 2016

## JOAQUIN JR. HIGH SITE-BASED COMMITTEE REPORT

- Review Campus Improvement goals for 2015-16:
  - ✓ Teachers incorporated “HOTS” in all core subject content to encourage higher-order thinking skills - Goal was met
  - ✓ Attendance incentives were implemented to increase overall student attendance from 94% in 2015, to 95% in 2016.
  - ✓ Core subject Remediation classes targeted individual student’s academic needs using Accelerated Instruction Plans (AIP) to improve STAAR scores and earn at least three (3) Campus Accountability Distinctions - Goal was met with four (4) Campus Accountability Distinctions for 2016.
  - ✓ STAAR Scores for 2016:
    - 6<sup>th</sup> grade Reading - 76%
    - 6<sup>th</sup> grade Math - 81%
    - 7<sup>th</sup> grade Reading - 91%
    - 7<sup>th</sup> grade Math - 100%
    - 7<sup>th</sup> grade Writing - 98%
    - 8<sup>th</sup> grade Reading - 98%
    - 8<sup>th</sup> grade Math 98%
    - 8<sup>th</sup> Grade Science - 92%
    - 8<sup>th</sup> grade Social Studies - 87%
- Goals for 2016-17 School year:
  - ✓ Increase practice time and passing rate for STAAR On-line for participants using available on-line practice tools to increase passing rate to at least 70% on all core subject tests. Begin August 2016 and monitor with six-weeks progress reports collected from computer program. Summative results in July 2017. Passing rate for 2016 STAAR-A:
    - 6<sup>th</sup> grade Reading - 27%
    - 6<sup>th</sup> grade Math - 67%
    - 7<sup>th</sup> grade Reading - 13%
    - 7<sup>th</sup> grade Writing - 17%
    - 7<sup>th</sup> grade Math - 0%
    - 8<sup>th</sup> grade Reading - 40%
    - 8<sup>th</sup> grade Math - 17%



8<sup>th</sup> grade Science - 17%

8<sup>th</sup> grade Social Studies - 0%

Total students taking STAAR-A = 28

- ✓ Continue Student Attendance incentives to increase overall yearly attendance for 2016-2017, by at least 2%. Six-Weeks and year-end awards will be given to students with perfect attendance. Monitor each six-weeks period with final accounting on May 19, 2017.
- ✓ All teachers will include ELPS in each lesson to focus on improving instruction for all ESL students. ESL teacher will pull students who are struggling, or do not meet individual progress measures. Evidence will include teacher lesson plans, classroom observations, student progress reports, and report cards. Summative results include final report cards and STAAR results for 2016-2017.
- ✓ Continue “HOTS” (higher-order thinking skills) in lesson plans and instruction to increase the number of students who score ADVANCED on core subject STAAR tests in 2017. Evidence includes lesson plans, classroom observations, and student’s DMAC data progress measures. Summative results are 2017 STAAR scores.

These new goals will be included in the Joaquin Jr. High Campus Improvement Plan for 2016-2017. Committee members are encouraged to share their ideas for school improvement at any time. Our students deserve the best opportunities in academics and extra-curricular activities that can be provided. The CIP is a living document that can change as mandates and circumstances change. Community members are a vital part of our school’s success and input is valuable to the school community partnership. Please feel free to discuss your ideas or concerns by e-mail, phone, or drop by the office for a visit.

Your partner in education,

Terri Gray, Principal

### SCE At Risk Profile

Students At Risk of Dropping out of School  
2014-2015

Joaquin Junior High, Grades 6 – 8  
Enrollment – 156

#### At Risk Criteria

1. Students who were not advanced from one grade level to the next for one or more school years (Grades PK - 12)
  - a. Number meeting this criteria: 18
  - b. Percent of population: 12%
2. Students in grades 7 - 12 who are not maintaining an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during the current semester.
  - a. Number meeting this criteria: 1
  - b. Percent of population: 1%
3. Students that "Did Not Meet the Standard" and have not scored at or above 110% of the passing score on the same instrument for the following:
  - a. STAAR Reading:
    - i. Number meeting this criteria: 23
    - ii. Percent of population: 15%
  - b. STAAR Math:
    - i. Number meeting this criteria: 27
    - ii. Percent of population: 17%
  - c. STAAR Writing:
    - i. Number meeting this criteria: 35
    - ii. Percent of population: 22%
  - d. STAAR Science:
    - i. Number meeting this criteria: 18
    - ii. Percent of population: 12%
4. Each student who has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year:
  - a. Number meeting this criteria: 1
  - b. Percent of population: 1%
5. Students of limited English proficiency, as defined by Section 29.052 (Grades PK - 12):
  - a. Number meeting this criteria: 6
  - b. Percent of population: 4%
6. Students who are in the custody or care of the Department of Protective and Regulatory Services, or have been referred to the department:
  - a. Number meeting this criteria: 1
  - b. Percent of population: 1%

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7. Students who are homeless, as defined by 42 U.S.C. Section 11302:

- a. Number meeting this criteria: 6
- b. Percent of population: 4%

8. Each student who resided in the previous school year or in the current school year in a residential placement facility in the district:

- a. Number meeting this criteria: 1
- b. Percent of population: 1%



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**Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin Junior High students. [TEC §4.001 (b) (1)]**

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Parent/Community Involvement - The Joaquin Junior High principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Joaquin Junior High stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the publication of a monthly calendar - hardcopy and a post on the JISD website, e-mails, Progress Reports, SBDMC meetings, the online "Shelby County Today.com" the Light Champion Newspaper and the Desktop Phone System.</p> <p>Activity:</p> <p>Inclusion of parents in the development, review, and evaluation of the campus improvement plan through Site-Based Decision Making Committee - The SBDMC, that includes parents, community and business representatives, will review the Campus Improvement Plan yearly. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.</p>	<p>7/2016 - 6/2017</p>	<p>Junior High Principal - Terri Gray</p>	<p>Local Funds - Time Contributions of Principal and Staff</p>	<p>Documentation :Parent Contact Logs - Monthly: Increase in parents attending Joaquin Junior High activities as communication increases between teachers and parents.</p>	<p>Increase in students` achievement, with increased parent and community involvement.</p> <p>Parents and community members will become full partners with educators in the education of their students.</p>	<p>Documentation :Parent Contact Logs - 06/17: 90% of the parents will have attended Joaquin Junior High Parental Involvement activities, including parent/teacher conferences.</p>
	<p>8/2016 - 5/2017</p>	<p>Junior High Principal - Terri Gray</p>	<p>Local Funds - Time Contribution of Committee Members</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - - 08/16, 01/17 and 05/17: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.</p>	<p>A CIP is a living document that provides guidance to the implementation of the educational system and support components of Joaquin Junior High.</p>	<p>Documentation :Campus Improvement Plan - - 05/17: A Campus Improvement Plan (CIP) that comprehensively covers needs assessment data, local, state and federal regulations, scientifically research-based strategies and activities, measurable performance objectives and measurable formative and summative evaluations.</p>

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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin Junior High students. [TEC §4.001 (b) (1)]</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Conferences, School Visits, Phone Calls and Home Visits - Parent contacts are mandatory by the teacher before the student fails. If a student receives a grade lower than 70 in any class or subject during a grading period, a parent will be requested to schedule a conference with the teacher of that class or subject.</p> <p>Mandatory Student Support Team referrals for all failing students may also be scheduled with the campus Counselor or Principal.</p>	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contribution of Teachers	Documentation :School Records - - 12/16: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documentation :Campus Records - - 05/17: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.
<p>Activity:</p> <p>Events and Programs - The school will support varied parental involvement activities as it strives to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteer programs and suggestions for improving the districts schools are encouraged and welcomed. These programs include:</p> <ul style="list-style-type: none"> <li>* "Meet the Teacher Night" (student orientation) held before the beginning of school to allow students and parents to meet their teachers and pick up student's schedules</li> <li>* Pep Rallies</li> <li>* Parent Teacher Organization (PTO)</li> <li>* FFA</li> <li>* Band Boosters</li> <li>* Athletic Boosters</li> <li>* Tailgate Parties</li> <li>* Volunteer Opportunities</li> </ul>	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - Local - Time Contribution of Staff	Documentation :Campus Records - - 12/16: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.	Parents as full partners in the education of Joaquin ISD students.	Documentation :Campus Records - - 05/17: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin Junior High students. [TEC §4.001 (b) (1)]</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Site-Based and Decision-Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Joaquin ISD District Planning and Decision-Making Committee (DPDMC), the SBDMC will play an integral role in the planning, development and evaluation of the educational system of Joaquin Junior High. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Joaquin Junior High.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> <p>Strategy:</p> <p>Evaluation of Parental Involvement Program - Parents are involved in the evaluation of the campus' Parental Involvement Program. Parents review the campus' Parental Involvement Policy and may choose to amend it if necessary.</p>	<p>8/2016 - 5/2017</p>	<p>Junior High Principal - Terri Gray</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - 12/16: The Board of Trustees and Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency and productivity of the Committees, recommending revisions to Board policies and procedures to ensure a positive impact on student learning and a reduction in dropout rates.</p>	<p>All students and all student groups of Joaquin ISD are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessment - 05/17: 100% of students will achieve an 80 in all core subject areas.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass the STAAR tests on the first administration.</p>
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program - Parents are involved in the evaluation of the campus' Parental Involvement Program. Parents review the campus' Parental Involvement Policy and may choose to amend it if necessary.</p>	<p>06/2016</p>	<p>Junior High Principal - Terri Gray</p>	<p>Local Funds - Time Contribution of Committee Members</p>		<p>State-of-the-Art Parental Involvement Program.</p>	<p>Documentation :Parent Involvement Policy - 08/16: Beginning the new school year with an approved campus Parental Involvement Policy for distribution to parents, faculty and staff.</p>

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<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Campus Performance Objectives - The Superintendent and Chair of the DPDMC will assist the Joaquin Junior High campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Joaquin Junior High will adopt performance objectives reflective of their students' unique needs.	12/2016 - 5/2017	Junior High Principal - Terri Gray	Coordinated - Time Contribution of Committee Members	Informal Assessment :Classroom Assessment - 12/16: 80% of students will pass campus benchmark tests.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will achieve a passing score on the appropriate grade level and subject area STAAR tests.
Strategy: Basic Federal and State Mandated Testing Program - Joaquin Junior High participates in the State-Developed Testing Program that is consistent with the regulations of NCLB. The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 6 – 8), Writing (grade 7), Science (grade 8) and Social Studies (grade 8). The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the State issued Student Assessment Calendar.  Students are referred to the Student Support Team (SST) if they demonstrate chronic difficulties unresponsive to intervention strategies. The Team provides a collaborative effort, by colleagues, to teachers who request assistance with students who have recurring academic or behavioral issues. The Team includes the School Counselor, Principal and appropriate Special Programs staff.	1/2017 - 6/2017	Junior High Principal - Terri Gray	Local Funds - Assessment Instruments and Testing Materials  <b>\$300.00</b>	Informal Assessment :Classroom Assessment - 12/16: 80% of students will pass campus benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass the appropriate grade level and subject area STAAR tests.

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Activity: Disaggregation of STAAR Data - Using the Region VII ESC Compass TEKS score Disaggregation Program, the Joaquin Junior High classroom teachers disaggregate STAAR data in order to prescribe accelerated instruction activities for individual students to ensure that TEKS deficiencies are alleviated. Teachers make referrals to student support team for early intervention meeting requirements of Response to Intervention (RTI) legislation.  Monthly Principal's Meetings: The Junior High Principal meets with the classroom teachers and Executive Director of Curriculum and Instruction to review and update TEKS status to ensure that TEKS deficiencies are being identified and alleviated.	4/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contribution of Staff	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will achieve a passing score on TEKS-based tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.
Activity: STAAR Incentives - A number of STAAR incentives will be scheduled throughout the year to encourage students to do their best on the STAAR Tests. Examples of incentives include drawings for money and trips, based on benchmark performances and "STAAR Activities Days".	9/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Stickers, Pencils, Parties, Trips	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will achieve a passing score on TEKS-based tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of all students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.

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Strategy: Foundation Program and Support—Grades 6-8 - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.  Activity: Assessment - Grades 6 - 8 - Grade 6: Classroom teachers review 5th grade STAR Reading and Math Inventory results to determine students' entry-level skills.  Grades 6 - 8: Spring STAAR scores are used to determine students' entry-level skills (TEKS attainment).  Grades 6 - 8: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - Local - Time Contributions of Faculty and Staff <div style="text-align: right;"><b>\$462,987.00</b></div> State - Local - Math and Science Supplies <div style="text-align: right;"><b>\$900.00</b></div> State - Local - General Supplies <div style="text-align: right;"><b>\$7,000.00</b></div>	Informal Assessment :Classroom Assessment - 12/16: Grades 6-8: 80% of students will score at, or above, grade level on the STAR Reading and Math Diagnostic assessments.  Informal Assessment :Classroom Assessment - 12/16: Grades 6-8: 80% of students will achieve a passing score on each appropriate Benchmark TEKS-based assessment.	All students and all student groups academically successful as the educational system that meets the needs of all.	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.
	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessment - - 08/16: 80% of students will score, at least, "at grade-level" on the STAR Reading and Math Diagnostic Assessments.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.

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Activity: Accelerated Reader Program - The Accelerated Reader (AR) Program is implemented at Joaquin Junior High School. The AR Program is used to accelerate the acquisition of reading comprehension skills and to instill an enjoyment of reading within students. AR books are catalogued into and circulated from the library. Comprehension tests are administered by computer in the library, classroom and/or computer lab.	8/2016 - 5/2017	Librarian - Lisa Barton	State - Local - Accelerated Reader Books and Assessments  Local Funds - Time Contributions of Librarian	Reading Inventory :STAR Reading - - 12/16: 80% of the students will attain appropriate grade equivalent reading scores on the STAR Reading Assessment.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will meet minimum expectations on the STAAR Reading test.
Activity: STAAR Improvement - Core subject area teachers will continue to use Higher Order Thinking Skills "HOTS" strategies in lesson plans and instruction to increase the number of students who score Advanced on core subject STAAR test in 2017.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - Local - Time Contributions of Core Subject Area Teachers	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will attain passing scores on benchmark tests.	Joaquin Junior High will earn at least 3 Distinction Designations on State Accountability.	Criterion-Referenced Test :STAAR Tests - - 05/17: All Students will perform well enough on STAAR tests to earn Campus Distinction Designations.

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Strategy:  Accelerated Instruction - Joaquin Junior High uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to perform at grade level at the conclusion of the next regular school term.  Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.  "At-Risk" students, and any other student, demonstrating difficulty in the acquisition of TEKS-based knowledge and skills will participate in supplemental Accelerated Instruction learning arrangements.	8/2016 - 5/2017	Counselor - Kasi Trent	State - Local - Time Contributions of Staff and Faculty		Increased academic performance by all students and all student groups. Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documentation :Counselor Records - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.



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Activity: "Students at Risk of Dropping out of School" Assessment - Joaquin Junior High follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]  For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:  (1) was not advanced from one grade level to the next for one or more school years;  (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;  (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;  (4) NA;  (5) is pregnant or is a parent;  (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;	8/2016 - 5/2017	Counselor - Kasi Trent	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessment - - 12/16: 80% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased student performance of target population and reduction in dropout rates once students reach junior and senior high grade levels.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of all students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.

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<p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

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Activity: Tutorials - Students identified as "At-Risk" and students demonstrating difficulties in the acquisition of the TEKS have the opportunity to participate in both before and after school tutorials. This provides students with immediate assistance, when they are actually demonstrating the problem to ensure that valuable instructional time is not lost to them.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorials <span style="float: right;"><b>\$4,105.20</b></span>	Informal Assessment :Classroom Assessment - - Six Weeks: 80% of At-Risk students participating in SCE-funded Tutorials will achieve a passing grade in the tutored subject area.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of At-Risk students participating in SCE-funded Tutorials will meet minimum expectations on the appropriate subject and grade-level STAAR tests.
Activity: Math Intervention - Supplemental accelerated instruction will be offered in Math for students who are having difficulty in a math class, received a failing grade in the previous year's Math course or are in danger of not passing the STAAR Math tests. Students will be provided small group or individualized instruction to supplement the regular classroom instruction.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contributions of Faculty and Staff FTE: 1.29 <span style="float: right;"><b>\$56,113.47</b></span>  State - State Compensatory Education (SCE) - Supplemental Instructional Supplies <span style="float: right;"><b>\$750.00</b></span>	Informal Assessment :Classroom Assessment - - 12/16: 80% of the "At-Risk" students in the sixth through eighth grades will attain passing scores on Math benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of "At-Risk" students participating in the supplemental Math classes will meet minimum expectations on the STAAR Math test.
Activity: Reading/ English Language Arts Intervention - Students who exhibit weak reading skills will attend supplemental Reading/ELA classes. The classes will emphasize integrating decoding and comprehension skills so students will acquire the skills needed to understand written materials in a meaningful context. Students are given opportunities to apply reading strategies to a variety of practical situations that will enable them to use and practice reading and study skills daily.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contribution of Staff FTE: 0.43 <span style="float: right;"><b>\$21,259.62</b></span>  State - State Compensatory Education (SCE) - Substitutes for SCE Teachers <span style="float: right;"><b>\$541.40</b></span>	Informal Assessment :Classroom Assessment - - 12/16: 80% of the "At-Risk" students in the sixth through eighth grades will attain passing scores on Reading benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of "At-Risk" students participating in the supplemental Reading/ELA classes will meet minimum expectations on the STAAR Reading test.  100% of seventh graders will achieve a passing score on the STAAR Writing test.

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Activity: Science Intervention - Supplemental accelerated instruction will be offered in Science for students who are having difficulty in a science class, received a failing grade in the previous year's Science course or are in danger of not passing the STAAR Science test. Students will be provided small group or individualized instruction to supplement the regular classroom instruction.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contributions of Staff FTE:            0.14  <p style="text-align: right;"><b>\$5,602.22</b></p>	Informal Assessment :Classroom Assessment - - 12/16: 80% of the "At-Risk" students will attain passing scores on Science benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of "At-Risk" students in eighth grade will meet minimum expectations on the STAAR Science test.
Strategy: Special Education Program - Special education services are provided to eligible students in accordance with all applicable Federal law and regulations, State statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2016 - 5/2017	Special Education Director - Kathy Carrington	State - Local - Time Contributions of Faculty and Staff  <p style="text-align: right;"><b>\$86,535.00</b></p>	Informal Assessment :Classroom Assessment - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessment - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.

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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. School personnel, parents and professionals will evaluate the student's progress. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2016 - 8/2017	Special Education Director - Kathy Carrington	State - Local - Assessment Instruments and Testing Materials  <b>\$2,500.00</b>	Informal Assessment :Classroom Assessment - - 12/16: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessment - - 05/17: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. Students with disabilities will improve by 1% on the appropriate mandated assessment instrument(s), as prescribed by the individual student's ARD.

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Activity: Special Education Settings - As dictated by their ARDs, Special Education students are served in self-contained or departmentalized Resource settings and/or mainstreamed into the general population for instruction. Instructional Arrangements for students in grades 6-8 include Inclusion with pullout sessions; a Content Mastery center that is available for students who may need additional assistance in any of the core subject areas and a Life Skills class.  Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs.  The "Least Restrictive Environment" required for academic success is always a main consideration.	8/2016 - 5/2017	Special Education Director - Kathy Carrington Special Education Teacher - Tammy Hamilton	Federal - IDEA-B Formula - Time Contribution of Staff FTE: 1.00 \$71,328.25  State - Local - Special Education Supplies and Capital Outlay \$1,500.00	Informal Assessment :Classroom Assessment - - 12/16: 70% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessment - - 05/17: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.
Activity: Related Services - 1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.  2) Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Social Work Services and Counseling Services.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Federal - IDEA-B Formula - Contracted Speech Therapy \$5,946.00  Local Funds - Contracted Occupational Therapy \$900.00  Local Funds - Contracted Speech Therapy \$3,000.00  Local Funds - Contracted Physical Therapy \$1,500.00	Informal Assessment :Classroom Assessment - - 12/16: 70% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documentation :Student Records - - 05/17: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Activity: Transition Services - Transition from Junior High School to High School: Activities for students with disabilities are conducted as students are ready to move from the eighth grade to the ninth. Activities include:  * Visits with the School Counselor, discussing student, parent, faculty and administrator's expectations;  * Student interest survey is administered and, if appropriate, a vocational assessment;  * Through the 8th grade ARDs, going into the 9th grade ARDs, a 4-year Plan is developed - a Graduation Plan. Regular High School Curriculum and possible modifications are reviewed. Parent and teacher input are solicited.	8/2016 - 5/2017	Special Education Director - Kathy Carrington	Local Funds - Time Contribution of Staff		Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Documentation :Student Records - - 05/17: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.

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Activity: Adaptive Behavior Center (ABC) - The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior. The ABC is a self-contained behavior classroom where students are provided a free appropriate public education within a structured setting. The classroom program will help students strengthen academic, behavior and social skills needed to make a successful transition back to their home campus.  The ABC uses a level system from Entry level to Level 4 that allows students to earn increasing amounts of privileges and points. At Level 4, students begin transition activities, including a behavior contract, which will allow them to return to the home campus.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - Local - Time Contributions of Staff and Faculty		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :School Records - - 05/17: Fewer Discipline Referrals for Special Education Students.
Strategy: English as a Second Language (ESL) Program - Joaquin Junior High School offers an ESL program as needed to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program emphasizes the mastery of English language skills, as well as Math, Science and Social Studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contribution of Staff	See Activities below	Students exiting LEP designation by LPAC.  Narrow the achievement gap between LEP students and non-LEP students.	See Activities below



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Activity:  Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.  The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to sixth through eighth grade LEP students. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contribution of Staff  Federal - Title III, Part A - LEP - Region VII SSA  <p style="text-align: right;"><b>\$4,688.00</b></p>	Informal Assessment :Classroom Assessment - - 12/16: 80% of the students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Informal Assessment :Classroom Assessment - - 05/17: 100% of the students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.

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Activity: LEP Modifications - LEP students are served in the ESL program as dictated by TEC Sections 29.053 and 29.063.  The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas and the emotional and social attainment of each student.  All teachers will include ELPS in each lesson to focus on improving instruction for all ESL students. The ESL teacher will pull students who are struggling, or do not meet individual progress measures.	8/2016 - 5/2017	ESL Teacher - Ann McDaniel	State - Bilingual Block Grant - Time Contribution of Staff <b>\$27,563.00</b>	Informal Assessment :Classroom Assessment - - 12/16: 80% of the LEP students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting LEP designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 06/17: 100% of LEP students will meet minimum expectations on the grade appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  LEP Exit Criteria - Exit criteria are applicable to students in grades 6 – 8 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.  To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.  The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken.  The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - Bilingual Block Grant - Time Contribution of Staff	Informal Assessment :Classroom Assessment - - 12/16: 80% of the LEP students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting LEP designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 06/17: 100% of LEP students will meet minimum expectations on the grade-appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
period, the student will be readmitted to the ESL program as prescribed by the LPAC.  Strategy: Migrant Program - Joaquin ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to postsecondary education or employment.  Tutorials will be provided on an as needed basis for Migrant students having difficulty in core subject areas.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Federal - Title I, Part C Migrant - Time Contributions of Tutorial Teachers  \$2,226.00	Documentation :Student Records- 12/16: 80% of the Migrant LEP students will achieve a passing grade in the tutored subject area.	Increased academic achievement.	Criterion-Referenced Test :STAAR Tests- 05/17: 100% of the Migrant students will achieve a passing score on the appropriate grade level and subject-area STAAR test.
Strategy: Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.  "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and socio-cultural opportunity.  "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contribution of Staff	See Activities Below	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	See Activities Below

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Dyslexia and Related Disorders Assessment - District policy dictates that students with referrals be tested for Dyslexia and Related Disorders as early as Kindergarten. Students in Junior High that are demonstrating Dyslexia characteristics, or those of a related disorder, will be referred for testing.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Assessment Instruments and Testing Materials	Reading Inventory :STAR Reading - - 01/17: STAR Reading scores indicate students are reading at, or above, grade level.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of each student's need.	Reading Inventory :STAR Reading - - 05/17: STAR Reading scores indicate that 100% of students are reading at, or above, grade level.
Activity: Dyslexia Modifications - Students previously participating in a Dyslexia program will be monitored by the Junior High Counselor and Student Support Team, ensuring that educational intervention is on-time and appropriate if the student is not meeting grade-appropriate benchmark-testing goals or demonstrating problems with Accelerated Reader and STAR tests.	8/2016 - 5/2017	Counselor - Kasi Trent Junior High Principal - Terri Gray	Local Funds - Time Contributions of Counselor and Dyslexia Teacher	Informal Assessment :Classroom Assessment - - 01/17: 80% of Dyslexia students will be performing at grade-level on reading-related benchmarkassessments, the Accelerated Reader and STAR Reading Assessments.	Increased Student Achievement.	Informal Assessment :Classroom Assessment - - 05/17: 100% of Dyslexia students will be performing at grade-level on the Accelerated Reader and STAR Reading assessments.  Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of Dyslexia students will meet minimum expectations on the STAAR Reading tests.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: 504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.  The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.  Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.  Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).  STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.	8/2016 - 5/2017	504 Coordinator - Terri Gray	State - Local - Time Contributions of Staff and Faculty		504 students receiving an equitable education compared to their non-504 peers..	Documentation :Counselor Records - 05/17: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Gifted and Talented (G/T) Program - Joaquin ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contributions of G/T Staff	See Activites Below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activites Below
Activity:  G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria (both qualitative and quantitative measures) with data gathered by the Identification Committee. The Identification Committee is composed of 3 local district or campus educators who have received training in the nature and needs of gifted students (19 TAC 89.1(4)). Assessment instruments include:  * Teacher Checklist * Parent Checklist * Student Writing Sample * STAAR/Cognitive Abilities Tests  Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - G/T Block Grant - Assessment Instruments and Testing Materials  <b>\$400.00</b>		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 05/17: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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<i>Objective(s):</i>						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>G/T Modifications - The G/T Program at Joaquin Junior High offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation program. G/T students also participate in a daily one period pull out class.</p> <p>G/T students have the opportunity to gain High School credit for an upper division Algebra I course.</p> <p>Students are assigned independent projects, group projects with G/T peers and projects with non-G/T students, as indicated in teacher Lesson Plans. The G/T sponsor provides supervision for all projects.</p> <p>Activity:</p> <p>G/T Parent Meetings - The G/T Sponsor periodically invites parents to discuss the G/T Program and G/T student issues, and to review student projects.</p> <p>Strategy:</p> <p>Ancillary Services - Joaquin Junior High provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill in any gaps in the educational process.</p>	<p>8/2016 - 5/2017</p>	<p>Junior High Principal - Terri Gray Math Teacher/GT Teacher - Amanda Freeman</p>	<p>State - G/T Block Grant - Time Contribution of Staff</p> <p>State - G/T Block Grant - Supplies for G/T programs <b>\$200.00</b></p> <p>State - G/T Block Grant - Student Travel <b>\$150.00</b></p>	<p>Informal Assessment :Classroom Assessment - - 12/16: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.</p>	<p>G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment :Classroom Assessment - - 05/17: 100% of the G/T students will have met district expectations, as documented in teacher's records of grades on special projects and exemplary academic performance in the Foundation classroom.</p>
	<p>8/2016 - 5/2017</p>	<p>Junior High Principal - Terri Gray</p>	<p>Local Funds - Time Contribution of Staff</p>		<p>The educational needs of G/T students will have been met, as indicated on teacher and parent surveys and teacher grade reports.</p>	<p>Documentation :Parent Contact Logs - - 05/17: Increase in participation by parents of G/T students.</p>
	<p>8/2016 - 5/2017</p>	<p>Junior High Principal - Terri Gray</p>	<p>Coordinated - Time Contribution of Staff</p>	<p>See Individual Activities</p>	<p>All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".</p>	<p>See Individual Activities</p>



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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups- behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning.	8/2016 - 5/2017	Counselor - Kasi Trent	Local Funds - Time Contributions of Counselor <p style="text-align: right;"><b>\$21,416.00</b></p> Local Funds - Counselor Supplies <p style="text-align: right;"><b>\$200.00</b></p>	Documentation :Counselor Records - - 12/16: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessment - - 05/17: Increase in the number of students receiving passing scores on Informal inventories: STAR Assessment, STAAR tests, Oral Language Proficiency tests, STAAR A and STAAR Alternate 2.
Activity: Library Services - A comprehensive Library Program is available to all Junior High students for research, Accelerated Reader, checking out books, Internet Access, and other Library-related initiatives. The library program also aids with benchmarking process.	8/2016 - 5/2017	Librarian - Lisa Barton	Local Funds - Time Contributions of Librarian	Documentation :School Records - - 12/16: All Joaquin Junior High students have access to the Library on a regularly scheduled basis.  Librarian and teacher records indicate that at least 80% of the students have participated in Library activities.	The Joaquin Junior High Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documentation :School Records - - 05/17: Librarian and teacher records indicate that 100% of the students have participated in Library activities.

Goal: 2 <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Homeless Services - The Joaquin ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.  The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Joaquin ISD will be in compliance with federal Homeless regulations.	8/2016 - 6/2017	Counselor - Kasi Trent	Federal - Title I, Part A - Homeless Resources  <b>\$495.00</b>	Documentation :School Records - - 12/16: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in his/her education because of homelessness.  Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessment - - 05/17: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b) (3)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Joaquin Junior High will focus on intervention and proactive strategies for students with previous attendance problems to insure improvement in their behavior.</p> <p>Incentives are offered to increase overall yearly attendance. Six week and year-end awards will be given to students with perfect attendance.</p> <p>Joaquin Junior High's secretarial staff track attendance, as do classroom teachers, counselor, the At-Risk Coordinator and the District Truancy Officer. An Attendance Messaging Center alerts parents and guardians when students are absent from school without a permit.</p>	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contributions of Faculty and Staff  Local Funds - Attendance Awards  <p style="text-align: right;"><b>\$2,000.00</b></p>		Through the use of positive reinforcements, Joaquin Junior High faculty will encourage academic growth and increased student attendance.	Documentation :Attendance Records - 05/17: Attendance Rates will increase by at least 2% for all students.
<p>Strategy:</p> <p>Dropout Prevention Program - Through enhanced dropout prevention efforts, 100% of Joaquin Junior High School students will remain in school until they obtain a diploma. All students will have personal graduation plans, and programs such as tutorials, academic support, pull-out classes and mentoring are available to assist struggling students.</p>	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records - 01/17: Attendance will increase by 2%.  Informal Assessment :Classroom Assessment - 01/17: 80% of students will pass campus benchmark tests in all subjects.	Maintain Joaquin Junior High dropout rate of 0.0%.	Documentation :Attendance Records - 05/17: Attendance rate will increase by 2%.  Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will meet minimum expectations on all appropriate grade level and subject STAAR tests.

Campus Improvement Plan  
Joaquin Jr High School 2016-2017

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b) (3)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities - Joaquin Junior High School's U.I.L. activities are available to students to ensure they develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership. Students are recruited and encouraged to participate in all the extra curricular activities that are available.</p>	8/2016 - 5/2017	U.I.L. Coordinator - April Gates	<p>Local Funds - Time Contributions of UIL Staff/Sponsors <b>\$7,005.00</b></p> <p>Local Funds - Travel and Subsistence for Staff and Students <b>\$1,250.00</b></p> <p>Local Funds - Entry Fees and Expenses <b>\$4,300.00</b></p> <p>Local Funds - Supplies and Awards <b>\$1,000.00</b></p> <p>Local Funds - Contracted Game Officials <b>\$2,300.00</b></p>	<p>Documentation :School Records - 12/16: Increase in the number of UIL participants, student and stakeholders, from the prior year.</p>	<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Documentation :School Records - 05/17: Increase in the number of UIL participants, student and stakeholders, from the prior year.</p>
<p>Activity:</p> <p>Athletics - A comprehensive Athletic program is available at Joaquin Junior High School and students are encouraged to participate in UIL athletic competition.</p> <p>Sports available include Boys and Girls Basketball, Boys Baseball, Girls Softball and Boys Powerlifting. Cheerleading is also offered at the Junior High.</p>	8/2016 - 6/2017	Girl's Athletic Director - Steven McCann Boy's Athletic Director - Wade Lawson	<p>Local Funds - Time Contribution of Coaches and Sponsors</p>	<p>Informal Assessment :Classroom Assessment - - 12/16: Students participating in sports will achieve a score of no less than 70 for their participation in the sports class and no less than a 70 on core academic classes the same semester. (No Pass, No Play)</p>	<p>Students will become more diversified, goal-oriented and well rounded individuals.</p>	<p>Informal Assessment :Classroom Assessment - - 05/17: Students participating in sports will achieve a score of no less than 70 for their participation in the sports class and no less than a 70 on core academic classes the same semester. (No Pass, No Play)</p>
<p>Activity:</p> <p>Music Programs - Joaquin Junior High School students have the opportunity to participate in Joaquin Junior High Band. Students will participate in concerts periodically throughout the year and UIL competitions.</p>	8/2016 - 5/2017	Band Director - James Carpenter	<p>Local Funds - Time Contribution of Staff</p> <p>Local Funds - Band Supplies <b>\$800.00</b></p>		<p>Increase in number of UIL Awards.</p> <p>Diversified students.</p>	<p>Documentation :School Records - - 05/17: Increase in the number of UIL participants from the prior year.</p>

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TEC §4.001 (b) (5)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services; and  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.  Classroom instruction is integrated with activities that emphasize career opportunities. Staff members will spend time with individual students discussing careers and career paths. Guest speakers in different career fields are invited to the school to talk to individual classrooms about potential careers and the education and training needed to be successful in those fields.	8/2016 - 5/2017	Counselor - Kasi Trent	Local Funds - Time Contributions of Counselor	Documentation :Lesson Plans - 12/16: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documentation :Student Records - 05/17: All students complete Junior High school with ideas of potential careers and goals to prepare themselves with successful High School studies.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Personal Graduation Planning (PGP) - The Counselor will address the Junior High students in general and individually about personal graduation planning. The Counselor will:  1) Identify Joaquin ISD's graduation requirements;  2) Describe which opportunities available to them in the high school are important to them in graduation and future career choices;  3) Describe the variety of opportunities available to them in the school setting; and  4) Analyze the relationship between educational achievements to potential career opportunities.	8/2016 - 5/2017	Counselor - Kasi Trent	Local Funds - Time Contribution of Counselor	Documentation :Student Records - - 12/16: Student records indicate preliminary interest in graduation planning.	A Graduation Plan on file for each student entering the ninth grade.	Documentation :Student Records - - 05/17: 100% of the 8th graders have a Graduation Plan on file for the upcoming school year.

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TEC §4.001 (b) (5)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Career Investigation - The Counselor will guide students in:  * analyzing the relationship between educational achievement to potential career opportunities; and  * predicting how they will use knowledge from certain subjects in future life and work experiences.  The Counselor will help students in recognizing careers that will allow them to fulfill their potential by:  * describing the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices;  * analyzing past achievements in relation to possible career choices;  * describing the process of career exploration and planning;  * identifying how their personal interests match with/are expressed through hobbies, extracurricular activities, initial work experiences and career choices; and  * analyzing society's attitudes and beliefs toward work and each student's own attitudes and beliefs toward work.	8/2016 - 5/2017	Counselor - Kasi Trent	Coordinated - Career Day Presenters, Brochures, CDs  Local Funds - Time Contributions of Counselor	Documentation :Student Records - - 12/16: Students records will indicate a preliminary investigation into career exploration.	Students actively engaged in Career Investigation.	Documentation :Student Records - - 05/17: 100% of the students will have a career investigation project in their student folder.

**Goal: 4** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TEC §4.001 (b) (5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Career Portals - This course is recommended for students in grades seven and eight. The goal of the course is to create a culture of high expectation and continuous improvement that provides junior high students with a foundation for success in high school, future studies and careers. Students will explore college and career planning within specific career clusters. They research labor market information, learn job-seeking skills and create documents required for employment.</p>	<p>8/2016 - 5/2017</p>	<p>Reading/Science Teacher - Ann McDaniel</p>	<p>State - Local - Time Contributions of Staff and Faculty</p>		<p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Documentation :Student Records - - 05/17: All students complete Junior High school with ideas of potential careers and goals to prepare themselves with successful High School studies.</p>



Campus Improvement Plan  
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<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b) (6) (9)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development (PD) Program - The Joaquin ISD Human Resources Director, Superintendent, District Coordinator, Principals, DPDMC and SBDMCs design and/or support professional development programs and activities that  * are intense and sustained;  * are tied to the TEKS;  * enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet;  * apply scientifically research-based strategies to meet the learning needs of all students; and  * support the professional development program prescribed in the District Improvement Plan.	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - Local - Professional Development Travel and Registration <p style="text-align: right;"><b>\$600.00</b></p> State - Local - Time Contributions of Curriculum Director <p style="text-align: right;"><b>\$4,321.00</b></p> State - Local - Professional Development Resources <p style="text-align: right;"><b>\$900.00</b></p>	Informal Assessment :Classroom Assessment - 12/16: An increase in each student's score, on appropriate assessment instruments, as dictated above under the Campus' Assessment Program, demonstrating the special skills of professionals and paraprofessionals.	Increase in student performance as professional development activities focus on weaknesses in the educational system - faculty, students and resources.	Diagnostic Assessments :STAR Reading and STAR Math - 05/17: 100% of students in grades 6-8 will be functioning at or above grade level on the STAR Reading and Math Assessments.  Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.

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<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b) (6) (9)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: SBDMC Involvement in Needs Assessment Process - Through the SBDMC, teachers participate in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD Plan for the campus. This ensures that PD supports both the District and Campus Improvement Plans.  Annual Needs Assessment results indicate a need for:  * Training and Mentorships for new teachers;  * Training in core Subject Areas through the Region VII Professional Development Co-ops  * Professional Development in specialized areas - i.e., teaching limited English proficient students, G/T students, students meeting the State-adopted "at-risk" criteria, students with disabilities; and  * Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.  Strategy: Professional Development Assessment - The Joaquin Junior High Professional Development program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2016 - 6/2017	Junior High Principal - Terri Gray	Local Funds - Contracted Professional Development  <b>\$5,334.00</b>	Documentation :Professional Development Documents - - 01/17; 04/17: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.	A Professional Development program that ensures a positive impact on student performance by ensuring that professionals have the prerequisite skills to teach "All" students.	Documentation :Professional Development Documents - - 05/17: The SBDMC will have designed a PD program that meets the needs of the Joaquin Junior High faculty and is coordinated with the LEA PD program.
Strategy: Professional Development Assessment - The Joaquin Junior High Professional Development program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Professional Development Records		Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass campus benchmark tests and appropriate grade and subject area STAAR tests.



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<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Enriched Curriculum - Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few. TEKS score benchmarking is also used to help provide technology-enriched curriculum.	8/2016 - 5/2017		State - Local - Supplies and Materials <p style="text-align: right;"><b>\$6,000.00</b></p>	Documentation :School Records - 12/16: Appropriate hardware and software will be available in classrooms, labs and library so that teachers may begin training on integrating technology into instruction.	The educational system of Joaquin Junior High will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documentation :Professional Development Documents - 05/17: Review of the professional development activities, annotations provided by faculty of each training session attended and PDAS annotations indicate that 100% of the Joaquin Junior High faculty has received the prerequisite training for the successful utilization of technology as an instructional tool.

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<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Integrating Technology - Joaquin Junior High classroom teachers are using Technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include:  1) Using instructional software programs, such as STAR Reading and math programs, Accelerated Reader to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.  2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson.  3) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access.  4) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2016 - 5/2017	Junior High Principal - Terri Gray	Federal - Title VI, Part B, 2 - Rural & Low Income Program - Technology Resources <p style="text-align: right;"><b>\$5,483.00</b></p> Local Funds - Region V Data Processing <p style="text-align: right;"><b>\$1,000.00</b></p> Local Funds - Region VII - DMAC <p style="text-align: right;"><b>\$936.00</b></p> Local Funds - Technology Supplies and Replacements <p style="text-align: right;"><b>\$4,000.00</b></p>	Documentation :Lesson Plans - - 12/16: Teacher lesson plans will indicate that 100% of the classroom teachers use Technology to support the instructional process at least once each week.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.  Special Populations students like Special Education students and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of all students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.

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<b>Goal: 6      Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Technology Policies - Every Joaquin Junior High faculty member, student and parent having access to Joaquin Junior High computers, networked, Internet connected - or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.  Joaquin Junior High is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Joaquin Junior High has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Joaquin ISD School Board Policy CQ (Local).	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Technology Policy Resources  Local Funds - Time Contributions of Technology Director  <p style="text-align: right;"><b>\$16,262.00</b></p>	Documentation :School Records - - 08/16: 100% of the students at Joaquin Junior High that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :School Records - - 06/17: No incidents of students breaking the Acceptable Use Policy.

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**Goal: 7** Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in **suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.** [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]  
 Objective(s): 6th-8th Disciplinary Placement Records: The percentage of students with disciplinary placements will decrease in 2016-2017. The Principals' Discipline Report will indicate a decrease in referrals in 2016-2017.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<b>Goal: 7 Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 6th-8th Disciplinary Placement Records: The percentage of students with disciplinary placements will decrease in 2016-2017. The Principals' Discipline Report will indicate a decrease in referrals in 2016-2017.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:  1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;  2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;  3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;  4. Counseling services designed to improve the mental, emotional and social health of students;  5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;  6. School, parent and community involvement in the health and well-being of students;  7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and	8/2016 - 5/2017	Junior High Principal - Terri Gray	Coordinated - Time Contributions of Staff	Informal Assessment :Classroom Assessment - 12/16: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/17: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.



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**Goal: 7**      **Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]**  
 Objective(s): 6th-8th      Disciplinary Placement Records: The percentage of students with disciplinary placements will decrease in 2016-2017. The Principals' Discipline Report will indicate a decrease in referrals in 2016-2017.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin Junior High School offers health services designed to evaluate, safeguard and advocate health among students.</p> <p>These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health.</p> <p>Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.</p>	8/2016 - 5/2017	Nurse - Portia King	Local Funds - Time Contributions of Nurse <b>\$5,726.00</b>		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - - 05/17: Decrease in health - related risks from the previous year, due to the availability of health services.

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<b>Goal: 7 Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 6th-8th Disciplinary Placement Records: The percentage of students with disciplinary placements will decrease in 2016-2017. The Principals' Discipline Report will indicate a decrease in referrals in 2016-2017.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Safe School Initiatives - In an effort to promote "Safe Schools", Joaquin Junior High will promote special initiatives and activities that support the Safe School environment. Activities include:  * Campus Safety Rules  * Campus Dress Code  * Campus Discipline Code  * Regularly scheduled fire drills  * Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior.  * Fire Prevention Week  * Student Assemblies to enhance student safety and help students to make healthy choices	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - School Security - Raptor Software  <b>\$288.00</b>		Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :School Records - 06/17: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

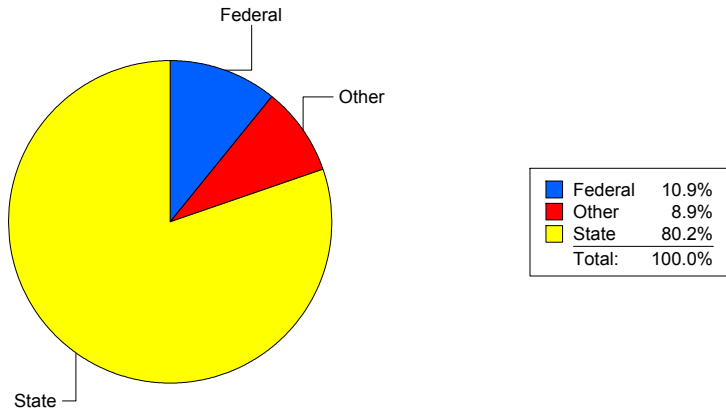
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<p><b>Goal: 7      Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s): 6th-8th      Disciplinary Placement Records: The percentage of students with disciplinary placements will decrease in 2016-2017. The Principals' Discipline Report will indicate a decrease in referrals in 2016-2017.</p>						
<i><b>Implementation: Reform Methodologies, Strategies and Activities</b></i>	<i><b>TimeLine</b></i>	<i><b>Person(s) Responsible</b></i>	<i><b>Resources / Allocation</b></i>	<i><b>Formative Evaluation</b></i>	<i><b>Expected Outcome</b></i>	<i><b>Summative Evaluation</b></i>
<p>Activity: Drug and Violence Prevention - Joaquin Junior High has several security measures in place to ensure the safety of students, staff and faculty. These include: * Dating Violence Policy (see Board Policy FFH-Local). * Random Drug dog visits to help enforce the zero drug use tolerance policy * Video monitoring in common areas * Electronic doors at campus entrances.</p> <p>Annual review of tobacco, alcohol and other drug use incident data will be conducted by the School Counselor and Principal, using the data to plan specific programs and activities. Activities include:  * Great American Smoke Out, * Red Ribbon Week, * Movie and Discussions on drugs, * Health and Science Lessons on drug use, and * Project Alert (Grades 7 and 8)</p> <p>Activity: Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. Students who have violated the district code of conduct will be placed in the DAEP.</p> <p>DAEP serves grades 9th – 12th and younger as needed. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Center ISD</p>	8/2016 - 5/2017	Junior High Principal - Terri Gray	Local Funds - Security Resources		A Drug-Free Student Body, Faculty and Staff.	Documentation :Discipline Records - - 05/17: Decrease in incidences of violence and drug use on the campus.
	8/2016 - 5/2017	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - DAEP Co-op Fees <b>\$30,000.00</b>	Informal Assessment :Classroom Assessment - - 12/16: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.  Maintain classroom assignments through DAEP instructional arrangement	Dropout rate remains at 0%.  Students will stay and succeed in school.	Criterion-Referenced Test :STAAR Tests - - 05/17: Students will meet minimum expectations on the appropriate grade-level and subject area STAAR tests.

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<b>Goal: 7 Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 6th-8th Disciplinary Placement Records: The percentage of students with disciplinary placements will decrease in 2016-2017. The Principals' Discipline Report will indicate a decrease in referrals in 2016-2017.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:  <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:  <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2016 - 5/2017	Counselor - Kasi Trent	State - Local - Time Contributions of Counselor	Documentation :Counselor Records- 12/16: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Counselor Records- 05/17: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

## Funding Values By Program



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### Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
<b>IDEA-B Formula</b>		
Contracted Speech Therapy	0.00	\$5946.00
Time Contribution of Staff	1.00	\$71328.25
<b>Title I, Part A</b>		
Homeless Resources	0.00	\$495.00
<b>Title I, Part C Migrant</b>		
Time Contributions of Tutorial Teachers	0.00	\$2226.00
<b>Title II, Part A TPTR</b>		
Math Stipends	0.00	\$8116.00
<b>Title III, Part A - LEP</b>		
Region VII SSA	0.00	\$4688.00
<b>Title VI, Part B, 2 - Rural &amp; Low Income Program</b>		

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**Funding Values By Program**

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Title VI, Part B, 2 - Rural &amp; Low Income Program</b>		
Technology Resources	0.00	\$5483.00
		<hr/> <b>\$98,282.25</b> <hr/>
 <b>Other</b>	 <u>FTE</u>	 <u>DollarValue</u>
<b>Coordinated</b>		
Career Day Presenters, Brochures, CDs	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
 <b>Local Funds</b>		
Time Contributions of Principal and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$300.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Attendance Awards	0.00	\$2000.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of UIL Staff/Sponsors	0.00	\$7005.00
Travel and Subsistence for Staff and Students	0.00	\$1250.00
Entry Fees and Expenses	0.00	\$4300.00
Supplies and Awards	0.00	\$1000.00
Contracted Game Officials	0.00	\$2300.00
Time Contributions of Counselor	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of G/T Staff	0.00	\$0.00
Professional Development Records	0.00	\$0.00
School Security - Raptor Software	0.00	\$288.00
Time Contribution of Staff	0.00	\$0.00
Stickers, Pencils, Parties, Trips	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contribution of Teachers	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Contracted Occupational Therapy	0.00	\$900.00
Contracted Speech Therapy	0.00	\$3000.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Counselor and Dyslexia Teacher	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$21416.00
Time Contributions of Librarian	0.00	\$0.00
Time Contribution of Coaches and Sponsors	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Counselor	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Contracted Professional Development	0.00	\$5334.00
Cost of Paper, Copying and Postage	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Region V Data Processing	0.00	\$1000.00
Technology Policy Resources	0.00	\$0.00
Time Contributions of Nurse	0.00	\$5726.00
Security Resources	0.00	\$0.00
Contracted Physical Therapy	0.00	\$1500.00
Counselor Supplies	0.00	\$200.00
Band Supplies	0.00	\$800.00
Region VII - DMAC	0.00	\$936.00
Technology Supplies and Replacements	0.00	\$4000.00
Time Contributions of Technology Director	0.00	\$16262.00
		<b>\$79,517.00</b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Block Grant</b>		
Time Contribution of Staff	0.00	\$27563.00
Time Contribution of Staff	0.00	\$0.00
<b>G/T Block Grant</b>		
Assessment Instruments and Testing Materials	0.00	\$400.00
Time Contribution of Staff	0.00	\$0.00
Supplies for G/T programs	0.00	\$200.00
Student Travel	0.00	\$150.00
<b>Local</b>		
Special Education Supplies and Capital Outlay	0.00	\$1500.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$2500.00



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**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local</b>		
Time Contributions of Core Subject Area Teachers	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Accelerated Reader Books and Assessments	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$462987.00
Math and Science Supplies	0.00	\$900.00
General Supplies	0.00	\$7000.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$86535.00
Professional Development Travel and Registration	0.00	\$600.00
Time Contributions of Curriculum Director	0.00	\$4321.00
Professional Development Resources	0.00	\$900.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Human Resources	0.00	\$0.00
Certification/Testing Fees	0.00	\$100.00
Supplies and Materials	0.00	\$6000.00
Time Contributions of Counselor	0.00	\$0.00
<b>State Compensatory Education (SCE)</b>		
Extra Duty Pay for Tutorials	0.00	\$4105.20
Time Contributions of Faculty and Staff	1.29	\$56113.47
Supplemental Instructional Supplies	0.00	\$750.00
Time Contribution of Staff	0.43	\$21259.62
Substitutes for SCE Teachers	0.00	\$541.40
Time Contributions of Staff	0.14	\$5602.22

Campus Improvement Plan  
Joaquin Jr High School 2016-2017

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State Compensatory Education (SCE)</b>		
DAEP Co-op Fees	0.00	\$30000.00
		<hr/>
		<b>\$720,027.91</b>
	<b>Grand Total:</b>	<b>\$897,827.16</b>