

# **Joaquin Jr High School 2020-2021**

*Campus Improvement Plan*

**2020-2021 School Year**

Campus Improvement Plan  
Joaquin Jr High School 2020-2021

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Gray, Terri	JH/HS School Principal	Joaquin Jr High School	9-2022
Worsham, Phil	Business Representative	Joaquin Jr High School	9-2021
Lewis, Celeste	Business Representative	Joaquin Jr High School	9-2022
Smith, Terri	Community Representative	Joaquin Jr High School	9-2021
Leggett, Debbie	Community Representative	Joaquin Jr High School	9-2022
Vergo, Donna	Human Resources	Joaquin Jr High School	9-2022
Porter, Cassie	Non-teaching Professional	Joaquin Jr High School	9-2021
Carrington, Kathy	Non-teaching Professional	Joaquin Jr High School	9-2022
Doggett, Stephanie	Parent	Joaquin Jr High School	9-2021
Bass, Julie	Parent	Joaquin Jr High School	9-2021
Harkness, Stephanie	Teacher	Joaquin Jr High School	9-2021
Hooper, Whitney	Teacher	Joaquin Jr High School	9-2022
Shahan, Angela	Teacher	Joaquin Jr High School	9-2022
Vaughn, Shelli	Teacher	Joaquin Jr High School	9-2022

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Fuller, Ryan	Superintendent	Joaquin ISD
Bumback, Joel	Director of Finance	Joaquin ISD
Gray, Terri	Junior High Principal	Joaquin Jr High School
Vergo, Donna	Director of Human Resources	Joaquin ISD
Carrington, Kathy	Special Education Director	Joaquin ISD
Porter, Cassie	Counselor	Joaquin Jr High School
Bragg, Mindy	Language Arts Teacher	Joaquin Jr High School
Barton, Lisa	Math Teacher	Joaquin Jr High School
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	Joaquin Jr High School
Gaylord, Brett	Agriculture Science Teacher	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
Groves, Jennifer	Dyslexia Teacher	Joaquin Jr High School
Gray, Terri	DAEP Coordinator	Joaquin ISD
McDaniel, Ann	Student Council Sponsor	Joaquin Jr High School
Gibbs, Isabel	Life Skills Aide	Joaquin Jr High School
Hamilton, Alicia	Special Education Aide	Joaquin Jr High School
Harkness, Stephanie	Math Teacher	Joaquin Jr High School
Harper, Sandra	Special Education Aide	Joaquin Jr High School

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Hooper, Whitney	ELA Teacher	Joaquin Jr High School
Marion, Caitlyn	Algebra I Teacher	Joaquin Jr High School
Martin, Marfelia	Junior High Secretary	Joaquin Jr High School
Jones, Kinsey	Spanish/TX History Teacher	Joaquin Jr High School
Jones, Madison	Math Teacher	Joaquin Jr High School
King, Portia	Nurse	Joaquin ISD
Laster, Jacob	Band Director	Joaquin Jr High School
Lawrence, Chad	P. E. Teacher	Joaquin Jr High School
Lawrence, Chad	Social Studies 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
McCann, Jennifer	Webmaster	Joaquin ISD
Carrington, Kathy	District Coordinator for School Improvement	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	Science/Social Studies Tacher	Joaquin Jr High School
Neal, Rondalyn	Science Teacher	Joaquin Jr High School
Shahan, Angela	Language Arts Teacher	Joaquin Jr High School
Stewart, Marilyn	Special Education Teacher	Joaquin Jr High School
Vaughn, Shelli	ELA Teacher	Joaquin Jr High School

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**Attendance**

**Attendance**

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014	2015
*All Students*	95.50	95.10	95.90	95.10	94.90	95.40	94.80	95.10	95.00
African American	96.20	96.20	96.20	96.40	95.80	96.40	96.90	95.70	95.20
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00	94.50	95.10	94.60
Hispanic	97.10	97.10	98.50	96.50	97.50	96.70	94.70	96.10	96.60
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	95.20	95.50	95.00
White	95.30	95.20	95.60	94.90	94.60	95.50	94.70	94.80	94.50

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**Dropouts**

**Dropouts**

Goal:

	2008	2009	2010	2011	2012	2013	2014	2015
*All Students*	1.70	0.00	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	0.00
Economically Disadvantaged	4.80	0.00	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	0.00
Special Education	0.00	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	0.00

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**STAAR**

Grade: **6th-8th**

**All Subjects**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	85.00	84.00	79.00	83.00	81.00	87.30	78.00	85.33	92.67	100.00
African American	0.00	78.00	90.00	69.00	92.00	82.00	76.00	84.00	92.00	100.00
Economically Disadvantaged	80.00	79.00	79.00	78.00	79.00	86.00	74.00	82.67	91.33	100.00
English Learners	0.00	0.00	0.00	48.00	69.00	79.30	64.00	76.00	88.00	100.00
Hispanic	82.00	79.00	70.00	70.00	82.00	88.00	80.00	86.67	93.33	100.00
Special Education	0.00	85.00	34.00	35.00	53.00	68.70	24.00	49.33	74.67	100.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33.33	66.67	100.00
White	85.00	85.00	79.00	87.00	80.00	86.70	78.00	85.33	92.67	100.00

Grade: **6th-8th**

**STAAR Mathematics**

	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	91.00	84.00	87.00	90.00	93.30	84.00	89.33	94.67	100.00
African American	89.00	83.00	69.00	89.00	92.70	86.00	90.67	95.33	100.00
Economically Disadvantaged	86.00	79.00	84.00	86.00	90.70	79.00	86.00	93.00	100.00
English Learners	0.00	0.00	89.00	89.00	92.70	80.00	86.67	93.33	100.00
Hispanic	96.00	67.00	86.00	95.00	96.70	83.00	88.67	94.33	100.00
Special Education	84.00	36.00	44.00	67.00	78.00	43.00	62.00	81.00	100.00
White	91.00	88.00	88.00	89.00	92.70	84.00	89.33	94.67	100.00

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**STAAR**

Grade: **6th-8th**

**STAAR Reading**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	86.00	89.00	90.00	79.00	80.00	86.70	81.00	87.33	93.67	100.00
African American	0.00	89.00	100.00	77.00	100.00	100.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	79.00	86.00	92.00	75.00	75.00	83.30	76.00	84.00	92.00	100.00
English Learners	0.00	0.00	0.00	0.00	67.00	78.00	50.00	66.67	83.33	100.00
Hispanic	78.00	84.00	89.00	55.00	82.00	88.00	72.00	81.33	90.67	100.00
Special Education	0.00	95.00	36.00	44.00	38.00	58.70	26.00	50.67	75.33	100.00
White	88.00	91.00	89.00	84.00	78.00	85.30	83.00	88.67	94.33	100.00

Grade: **7th**

**STAAR Writing**

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	95.00	86.00	74.00	88.00	89.00	71.00	80.70	79.00	86.00	93.00	100.00
Economically Disadvantaged	0.00	86.00	66.00	83.00	79.00	68.00	78.70	71.00	80.67	90.33	100.00
Hispanic	0.00	0.00	0.00	0.00	78.00	75.00	83.30	88.00	92.00	96.00	100.00
White	97.00	84.00	72.00	86.00	97.00	67.00	78.00	78.00	85.33	92.67	100.00

Grade: **8th**

**STAAR Science**



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**STAAR**

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	72.00	81.30	74.00	66.00	83.00	87.00	91.30	70.00	80.00	90.00	100.00
Economically Disadvantaged	0.00	85.00	67.00	65.00	74.00	92.00	94.70	67.00	78.00	89.00	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	91.00	94.00	0.00	96.00	98.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33.33	66.67	100.00
White	74.00	83.00	84.00	69.00	86.00	85.00	90.00	69.00	79.33	89.67	100.00

Grade: **8th**

**STAAR Social Studies**

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	53.00	69.00	60.00	37.00	78.00	62.00	74.70	63.00	75.33	87.67	100.00
Economically Disadvantaged	0.00	59.00	52.00	35.00	69.00	68.00	78.70	61.00	74.00	87.00	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	55.00	70.00	0.00	80.00	90.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.00	39.33	69.67	100.00
White	55.00	73.00	62.00	38.00	82.00	66.00	77.30	62.00	74.67	87.33	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:**

170

**2020 State Accountability Rating:**

Not Rated: Declared State of Disaster

**Accountability Ratings:**

2019 State Accountability

Overall Accountability Rating: B

- Student Achievement Rating: B
- School Progress Rating: B
- Academic Growth Rating: F
- Relative Performance Rating: B
- Closing the Gaps Rating: C

## Committee Report

### Joaquin Jr. High School Site-Base Committee Meeting

#### Review Campus Goals

Goal 1 –Parents and community members will become full partners in the education of JJHS students.

- \* Campus events such as “Meet the Teacher”
- \* Involvement, input and feedback from SBC
- \* Conferences, School visits, phone calls, home visits
- \* School-wide events and programs: FFA, PTO, Athletic Boosters, Band Boosters, Tailgate parties, Volunteer opportunities

Goal 2 – Students will be encouraged and challenged to meet their full educational potential, with well-balanced curriculum provided to all students.

- \* Differentiated Instruction, DMAC data system, BOY, MOY, EOY
- \* CSCOPE
- \* Accelerated Reader
- \* Two Consecutive Related Sections of ELAR & Math
- \* In school Math/Reading tutorials (Accelerated Instruction)
- \* Effective Instructional Strategies
- \* Adaptive Behavior Class
- \* ESL classes
- \* Special education program
- \* Dyslexia program
- \* GT Program

Goal 3 – Through enhanced dropout prevention efforts, all students will remain until they obtain a high school diploma.

- \* Attendance incentives such as perfect attendance awards, drawings for prizes, individual and class celebrations for best attendance
- \* Attendance strategies such as student and parent conferences, highlighting JJHS Student Handbook at meetings with parents
- \* Desktop Messaging Center informs parent by phone of student absences
- \* Career Portals and Career Guidance is offered to 8th grade students to encourage a future field of study or career
- \* U.I.L. Academics, Athletics, and Music

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.

- \* Career and Guidance counseling
- \* Classroom instruction which includes activities integrated with career opportunities
- \* Personal Graduation Planning for all students
- \* Career Interest Screening

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.

- \* Professional Development Appraisal System (PDAS) to evaluate teacher effectiveness in nine domains
- \* Professional development that targets and enhances core subject teaching strategies
- \* Paraprofessional training for special populations
- \* Staff members participate in SBDMC Involvement in Needs Assessment in PD
- \* Teachers use proven, research-based strategies and programs to enhance student learning

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- \* Professional Development in individual and accelerated instruction and “at-risk”
- \* PD in technology enriched curriculum
- \* Members of Region VII Math and Science Collaborative
- \* Specifically trained Special Education teachers meet the individual needs of students
- \* Section 504 is available to qualifying students
- \* ESL, Dyslexia Program, and Gifted/Talented is available to qualifying students
- \* JISD participates in the Region VII Personnel Service Collaborative, college job fairs, and TEPISA, to recruit new personnel

Goal 6 – Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the JJHS campus.

- \* Technology rich curriculum
- \* Integrating technology as an alternative instructional tool such as: instructional software (STAR-Reading/Math), web-based programs of instruction (United Streaming), interactive SmartBoard lessons, iPad/iPod activities to enhance and facilitate the classroom experience for all students
- \* Instructional management tools such as GradeBook, TeXeis, DMAC, RenLearn
- \* Safety policy in place to protect students while using internet at school for instructional purposes
- \* Technology training for personnel to provide teachers with knowledge to integrate technology into instruction and enrich the curriculum

Goal 7 – JJHS 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 discipline management and character education.

- \* Coordinated school health program (CSHP), which includes: a nutrition policy which adheres to U.S. Dietary Guidelines and Texas Nutrition Policy, Health services designed to ensure access to primary health care and preventative care, a healthy school environment, health education and fitness activities, counseling services, physical education curriculum, health education curriculum that focuses on personal and social aspects of health, School Health and Related Services Program (SHARS) specified health services for students with disabilities.
- \* Maintaining a school climate and culture which positively impacts students physical and psychological health.
- \* Safety and injury prevention with various preventive measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.
- \* SHAC – local panel established to ensure that local community values are reflected in the health education instruction.
- \* Physical Education programs
- \* Fitnessgram Assessment as mandated by the Physical Fitness Success Initiative (PFAI)
- \* Health education curriculum which addresses the physical, mental, emotional and social aspects of health
- \* School, parent and community involvement through the SBMAC, SHAC, PTO, and various other committees
- \* Safe School Initiatives: 1.)Campus Safety Rules 2.)Campus Dress Code 3.)Campus Discipline Code 4.)Regularly scheduled fire drills 5.)Crisis Prevention/Intervention Training 6.)Fire Prevention Week 7.)Student Safety Assemblies
- \* Student Code of Conduct – Adaptive Behavior Class (ABC), In-School Suspension, Disciplinary Alternative Education Program (DAEP)

Goal 8 - JJHS will focus on regular attendance for all students, through efforts to encourage and incentivize good attendance, by school staff, administration, parents and community involvement.

- \* Students are rewarded every six-weeks for perfect and improved attendance. Incentives such as “Jumping for George”, prize drawings, and lunch rewards.
- \* Student attendance is monitored on an individual basis with daily checks by teachers and principal.
- \* Students absent two days or more (unexcused), are mailed a letter of warning. Students and parents are brought in for a conference to address the attendance issue and ways to resolve it.
- \* Students with chronic attendance problems are referred to the Deep East Texas Council of Governments STAR Program.
- \* Continued chronic attendance problems result in a Truancy filing with the Precinct 3 Justice of the Peace

## Demographics

### 2015-2016 Enrollment:

49 – Sixth Grade  
48 – Seventh Grade  
56 – Eighth Grade

### 2015-2016 Ethnic Distribution:

13 (8.5%) – African American  
23 (15.0%) – Hispanic  
115 (75.2%) – White  
0 (0.0%) – American Indian  
0 (0.0%) – Asian  
0 (0.0%) – Pacific Islander  
2 (1.3%) – Two or More Races

### 2015-2016 Student Groups:

93 (60.8%) – Economically Disadvantaged  
9 (5.9%) – English Language Learners  
2 (1.2%) – Students with Disciplinary Placements  
60 (39.2%) – Students Meeting "At-Risk" Criteria  
22 (13.1%) – Mobility

### 2015-2016 Students per Teacher:

22.1 – Sixth Grade  
15.1 – English/Language Arts  
12.3 – Mathematics  
17.3 – Science  
17.3 – Social Studies

### 2015-2016 Student Enrollment by Program:

9 (5.9%) - Bilingual/ESL Education  
7 (4.6%) - Career & Technical Education  
9 (5.9%) - Gifted and Talented Education  
18 (11.8%) - Special Education

## Needs Assessment Summary

Joaquin Junior High received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Joaquin Junior High received a State Accountability Rating of B from TEA in 2019.

Joaquin Junior High also earned Distinctions for Postsecondary Readiness

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 81% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 83% for White students to 28% for Special Education students.

Math: 84% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 86% for African American students to 43% for Special Education students.

Writing: Seventh grade students participated in the STAAR Writing test. 79% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 88% for Hispanic students to 71% for Economically Disadvantaged students.

Science: Eighth grade students participated in the STAAR Science test. 70% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 69% for White students to 67% for Economically Disadvantaged students.

Social Studies: Eighth grade students participated in the STAAR Social Studies test. 63% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 62% for White students to 61% for Economically Disadvantaged students.

Interventions: Joaquin Junior High students having difficulty in ELA 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 decreased slightly from 95.4% in 206-2017 to 95.2% in 2017-2018. 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.

**District and County-District Number**

Joaquin Jr. High School Grades 6-8

**Campus and Grade Levels Served**

**District/Campus Profile**

**2020-2021**

	Number Enrolled	Grade Level	Each number corresponds to criteria reflected on At-Risk Criteria Below																				
			1	2a	2b	2c	3a	3b	3c	3d	3e	4	5	6	7	8	9	10	11	12	13	14	15
		PK																					
		K																					
		1																					
		2																					
		3																					
		4																					
	56	5	10	0	0	0	1	0	-	20	-	-	0	0	0	0	0	1	0	0	0	0	0
	56	6	5	0	0	0	11	5	-	8	-	-	0	0	0	0	0	4	0	0	0	0	0
	68	7	8	1	1	1	18	16	1	-	-	-	0	1	0	0	0	3	0	0	0	0	0
		8																					
		9																					
		10																					
		11																					
		12																					
<b>Total Enrollment</b>	<b>180</b>	<b>Meeting this criteria</b>	<b>23</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>30</b>	<b>21</b>	<b>1</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>% of student population meeting this criteria</b>		<b>12.8%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>16.7%</b>	<b>11.7%</b>	<b>0.6%</b>	<b>15.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>4.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

**Criteria for identifying students at risk of dropping out of school per Texas Education Code Sec. 29.081 - 86th Legislative Session**

**Each student who is under 26 years of age who:**

<b>1</b>	<b>Students who were not advanced from one grade level to the next for one or more school years (Grades PK - 12)</b>
<b>2</b>	<b>Students in grades 7 - 12 who:</b>
<b>a</b>	<b>did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum <u>during a semester in the preceding school year</u>; or</b>
<b>b</b>	<b>did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum <u>during a semester in the current school year</u>; or</b>
<b>c</b>	<b>are not maintaining an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum <u>during the current semester</u>.</b>
<b>3</b>	<b>Students that did not perform satisfactorily on an assessment instrument and have not scored at or above 110% of the passing score on the same instrument for the foll</b>
<b>a</b>	<b>STAAR Reading Test/EOC English I or II Exam (Grades 3 - 12)</b>
<b>b</b>	<b>STAAR Math Test/EOC Algebra I Exam (Grades 3 - 12)</b>
<b>c</b>	<b>STAAR Writing Test (Grades 4, 7)</b>
<b>d</b>	<b>STAAR Science Test/EOC Biology Exam (Grades 5, 8 - 12)</b>
<b>e</b>	<b>STAAR Social Studies Test/EOC US History Exam (Grades 8 - 12)</b>
<b>4</b>	<b>Students not performing satisfactorily on a readiness test or assessment instrument administered during the current school year (Grades PK - 3)</b>
<b>a</b>	<b>Prekindergarten:</b>
<b>b</b>	<b>Kindergarten:</b>
<b>c</b>	<b>First Grade:</b>
<b>d</b>	<b>Second Grade:</b>
<b>e</b>	<b>Third Grade:</b>



**Criteria for identifying students at risk of dropping out of school per Texas Education Code Sec. 29.081 - 86th Legislative Session**

**Each student who is under 26 years of age who:**

<b>5</b>	<b>Students who are pregnant or are parents (Any Grade Level)</b>
<b>6</b>	<b>Each student who has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year</b>
<b>7</b>	<b>Each student who has been expelled in accordance with Section 37.007 during the preceding or current school year</b>
<b>8</b>	<b>Each student who is currently on parole, probation, deferred prosecution, or other conditional release</b>
<b>9</b>	<b>Each student who was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school</b>
<b>10</b>	<b>Students of limited English proficiency, as defined by Section 29.052 (Grades PK - 12)</b>
<b>11</b>	<b>Students who are in the custody or care of the Department of Family and Protective Services or have, during the current school year, been referred to the department by a school official, juvenile court officer or law enforcement official</b>
<b>12</b>	<b>Students who are homeless, as defined by 42 U.S.C. Section 11302</b>
<b>13</b>	<b>Each student who resided in the previous school year or 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, cottage home operation, specialized child-care home, or general residential operation</b>
<b>14</b>	<b>Each student who has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code</b>
<b>15</b>	<b>Regardless of the student's age, has participated in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259</b>

Campus Improvement Plan  
 Joaquin Jr High School 2020-2021

**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): 6th-8th      Parents and community members will be full partners with educators in the education of Joaquin Junior High students.

<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>

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Joaquin Jr High School 2020-2021

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<p>Strategy:</p> <p>Parent and Family Engagement - Joaquin ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> <li>* involve parents and family members in developing the local plan,</li> <li>* provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement,</li> <li>* coordinate parents and family engagement strategies under Title I with other relevant Federal, state and local programs,</li> <li>* conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and</li> <li>* use the findings of such evaluation to design strategies for more effective parental involvement.</li> </ul> <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings.</p>	7/2020 - 6/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Principal and Staff	Documentation :Parent Contact Logs - Monthly: Increase in parents attending Joaquin Junior High activities as communication increases between teachers and parents.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Contact Logs - 06/21: 90% of the parents will have attended Joaquin Junior High Parental Involvement activities, including parent/teacher conferences.

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<p>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>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement - School and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p> <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>	<p>8/2020 - 5/2021</p>	<p>Junior High Principal - Terri Gray</p>	<p>State and Local Funds - Time Contributions of Staff and Parents</p>		<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documentation :Parent Contact Logs- 06/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>
	<p>8/2020 - 5/2021</p>	<p>Junior High Principal - Terri Gray</p>	<p>State and Local Funds - Time Contributions of Teachers</p>	<p>Documentation :School Records - - 12/20: 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).</p>	<p>Increased student performance as a result of increased parent participation.</p>	<p>Documentation :School Records - - 05/21: 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>

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Activity: 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 district's schools are encouraged and welcomed. These programs include:  * "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 * Pep Rallies * Parent Teacher Organization (PTO) * FFA * Band Boosters * Athletic Boosters * Tailgate Parties * Volunteer Opportunities	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Staff		Parents as full partners in the education of Joaquin JH students.	Documentation :Parent Contact Logs - - 05/21: 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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Strategy: Building Capacity for Involvement - The district and the Junior High campus will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement.  Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.  Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contribution of Committee Members		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/21: Parent Involvement records document an 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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<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.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessment - 12/20: 80% of students will pass campus benchmark tests.	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.	Criterion-Referenced Test :STAAR Tests - 05/21: 87% of students will pass the STAAR tests on the first administration.

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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): 6th-8th      Increased student achievement.						
<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>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.</p>	8/2020 - 5/2021	Junior High Principal - Terri Gray	Coordinated Funds - Time Contribution of Committee Members	Informal Assessment :Classroom Assessment - 12/20: 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 - 05/21: 92% of students will achieve a passing score on the appropriate grade level and subject area STAAR tests.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Joaquin Junior High participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA). 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.</p> <p>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.</p>	1/2021 - 6/2021	Junior High Principal - Terri Gray	State and Local Funds - Assessment Instruments and Testing Materials  <b>\$300.00</b>	Informal Assessment :Classroom Assessment - 12/20: 80% of students will pass campus benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 05/21: 92% of students will pass the appropriate grade level and subject area STAAR tests.



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<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>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.</p> <p>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.</p> <p>Strategy:</p> <p>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.</p>	4/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contribution of Staff	Informal Assessment :Classroom Assessment - - 12/20: 80% of students will achieve a passing score on TEKS-based tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 92% of students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.
	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Faculty and Staff <b>\$498,446.00</b>  State and Local Funds - Instructional Supplies <b>\$27,800.00</b>  Federal - ESSER - Covid-19 Instructional Supplies <b>\$2,254.00</b>	Informal Assessment :Classroom Assessment - 12/20: 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 - 12/20: Grades 6-8: 80% of students will achieve a passing score on each appropriate Benchmark TEKS-based assessment.	All students and all student groups are academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR Tests - 05/21: 91% of students will meet minimum expectations on the appropriate grade level and subject area STAAR 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>
Activity: Assessment Program - 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Assessment Instruments and Testing Materials  <b>\$200.00</b>	Informal Assessment :Classroom Assessment - - 08/20: 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 - - 05/21: 92% of students will meet minimum expectations on the appropriate grade level and subject area STAAR tests.
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 2020.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Core Subject Area Teachers	Informal Assessment :Classroom Assessment - - 12/20: 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 - - 05/21: All Students will perform well enough on STAAR tests to earn Campus Distinction Designations.



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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: 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contributions of Faculty and Staff FTE:            1.54 <p style="text-align: right;"><b>\$71,909.93</b></p> State - State Compensatory Education (SCE) - Supplemental Instructional Supplies <p style="text-align: right;"><b>\$2,000.00</b></p>	Informal Assessment :Classroom Assessment - - 12/20: 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 - - 05/21: 93% 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 a Remediation Reading class. The class 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contribution of Staff FTE:            0.28 <p style="text-align: right;"><b>\$15,899.25</b></p> State - State Compensatory Education (SCE) - Substitutes for SCE Teachers <p style="text-align: right;"><b>\$324.84</b></p>	Informal Assessment :Classroom Assessment - - 12/20: 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 - - 05/21: 87% of "At-Risk" students participating in the supplemental Reading/ELA classes will meet minimum expectations on the STAAR Reading test.  81% of seventh graders will achieve a passing score on the STAAR Writing test.

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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: Targeted Support and Improvement - Joaquin Junior High is identified for Targeted Support and Improvement in the State Accountability Rating System due to having a student group miss the Reading and Mathematics Target for three consecutive years. Increased focus on TEKS attainment and individual student progress, as well as activities that focus on Math and Reading readiness, such as Math Intervention Lab and Reading Remediation, will support all student groups, particularly the White student group, in meeting the targets for Academic Achievement in both reading and mathematics.	8/2020 - 5/2021	Junior High Principal - Terri Gray District Coordinator for School Improvement - Kathy Carrington	State and Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessment - - 12/20: 80% of the students in the sixth through eighth grades will attain passing scores on Reading and Math benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 92% of students will meet minimum expectations on the appropriate subject and grade-level STAAR tests.
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).	8/2020 - 5/2021	Special Education Director - Kathy Carrington	State and Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessment - 12/20: 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 - 05/21: 92% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.

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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>
<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 is an English Learner, 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) §29.004, 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>	8/2020 - 5/2021	Special Education Director - Kathy Carrington	State and Local Funds - Assessment Instruments and Testing Materials  <b>\$2,800.00</b>	Informal Assessment :Classroom Assessment - - 12/20: 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 - - 05/21: 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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**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)]**

Objective(s): 6th-8th     Increased student achievement.

<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>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.</p> <p>Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs.</p> <p>The "Least Restrictive Environment" required for academic success is always a main consideration.</p>	<p>8/2020 - 5/2021</p>	<p>Special Education Director - Kathy Carrington Special Education Teacher - Marilyn Stewart</p>	<p>Federal - IDEA-B Formula - Time Contribution of Life Skills Aide FTE: 1.00 <b>\$22,654.00</b></p> <p>State and Local Funds - Special Education Supplies and Capital Outlay <b>\$2,000.00</b></p>	<p>Informal Assessment :Classroom Assessment - - 12/20: 70% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessment - - 05/21: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>
<p>Activity:</p> <p>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.</p> <p>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.</p>	<p>8/2020 - 5/2021</p>	<p>Junior High Principal - Terri Gray</p>	<p>Local Funds - Contracted Occupational Therapy <b>\$3,000.00</b></p> <p>Local Funds - Contracted Speech Therapy <b>\$8,000.00</b></p> <p>Local Funds - Contracted Physical Therapy <b>\$1,100.00</b></p>	<p>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.</p>	<p>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.</p>	<p>Documentation :School Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</p>

Campus Improvement Plan  
Joaquin Jr High School 2020-2021

<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): 6th-8th      Increased student achievement.						
<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: 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.  The district will post the transition and employment guide on the district's website in accordance with TEC §29.0112.	8/2020 - 5/2021	Special Education Director - Kathy Carrington	State and 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 :School Records - - 05/21: 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Staff and Faculty		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :School Records - - 05/21: 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 English Learners (EL) 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 EL to participate equitably in school.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contribution of Staff	See Activities below	Students exiting EL designation by LPAC.  Narrow the achievement gap between EL and non-EL students.	See Activities below

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Activity:  English Learner 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.  Identification assessments are administered to students to provide information needed for identification, placement and re-designation of English language learners (EL). LAS Links (listening, speaking, reading, & writing components) is administered to students in 6th through 8th grade.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an English Learner (EL) who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contribution of Staff  Federal - Title III, Part A - ELA - Region VII SSA  <p style="text-align: right;"><b>\$3,934.00</b></p>	Informal Assessment :Classroom Assessment - - 12/20: 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 EL's oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Informal Assessment :Classroom Assessment - - 05/21: 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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<p>Activity:</p> <p>Modifications for EL - EL are served in the ESL program as dictated by TEC Sections 29.053 and 29.063.</p> <p>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.</p> <p>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.</p>	8/2020 - 5/2021	ESL Teacher - Ann McDaniel	State - Bilingual Block Grant - Time Contribution of Staff <b>\$25,872.00</b>  State and Local Funds - ESL Stipends <b>\$1,000.00</b>	Informal Assessment :Classroom Assessment - - 12/20: 80% of the EL will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting EL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 06/21: 92% on the grade appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

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<p>Activity:</p> <p>Program 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.</p> <p>The LPAC reviews each 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:</p> <ul style="list-style-type: none"> <li>* English Language Proficiency: Grades 6 – 8 – Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</li> <li>* English Reading: Grades 6 – 8 - Meet passing standard on the STAAR Reading test.</li> <li>* the results of a subjective teacher evaluation using the state's standardized rubric.</li> </ul> <p>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 period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State - Bilingual Block Grant - Time Contribution of Staff	Informal Assessment :Classroom Assessment - - 12/20: 80% of the EL will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting EL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 06/21: 100% of EL will meet minimum expectations on the grade-appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

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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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	Federal - Title I, Part C Migrant - Region VII Migrant SSA <b>\$1,810.00</b>	Documentation :Student Records- 12/20: 80% of the Migrant students will achieve a passing grade in the tutored subject area.	Increased academic achievement.	Criterion-Referenced Test :STAAR Tests- 05/21: 87% 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contribution of Staff  State - Dyslexia Allotment - Dyslexia Resources <b>\$37,856.00</b>	See Activities Below	Increased student achievement.	See Activities Below

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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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Assessment Instruments and Testing Materials	Reading Inventory :STAR Reading - - 01/21: 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 - - 05/21: 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.	8/2020 - 5/2021	Counselor - Cassie Porter Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Counselor and Dyslexia Teacher	Informal Assessment :Classroom Assessment - - 01/21: 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 - - 05/21: 100% of Dyslexia students will be performing at grade-level on the Accelerated Reader and STAR Reading assessments.  Criterion-Referenced Test :STAAR Tests - - 05/21: 92% of Dyslexia students will meet minimum expectations on the STAAR Reading tests.

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<p>Strategy:</p> <p>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.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>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.</p> <p>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).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	8/2020 - 5/2021	504 Coordinator - Terri Gray	State and Local Funds - Time Contributions of Staff and Faculty		504 students receiving an equitable education compared to their non-504 peers..	Documentation :Counselor Records - 05/21: 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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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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of G/T Staff <b>\$7,822.00</b>	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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - 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 :School Records - - 05/21: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.



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<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 weekly 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>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>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contribution of Staff  State and Local Funds - Supplies for G/T programs <b>\$200.00</b>	Informal Assessment :Classroom Assessment - - 12/20: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessment - - 05/21: 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.
	8/2020 - 5/2021	Junior High Principal - Terri Gray	Coordinated Funds - Time Contribution of Staff	See Individual Activities	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	See Individual Activities

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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.	8/2020 - 5/2021	Counselor - Cassie Porter	Local Funds - Time Contributions of Counselor <b>\$22,314.00</b>  Local Funds - Counselor Supplies <b>\$200.00</b>  State - State Compensatory Education (SCE) - Contracted Counseling Services <b>\$2,800.00</b>	Documentation :Counselor Records - - 12/20: 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 - - 05/21: 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: 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.	8/2020 - 6/2021	Counselor - Cassie Porter	Federal - Title I, Part A - Homeless Resources <b>\$100.00</b>	Documentation :School Records - - 12/20: 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 - - 05/21: 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.

**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)]**

Objective(s): 6th-8th      All students will remain in school until they obtain a high school diploma.

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<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. Desktop Messaging Center informs parents by phone of student absences.</p> <p>Incentives such as awards, drawings for prizes, individual and class celebrations are offered to increase overall yearly attendance. Six week, semester and year-end awards will be given to students with good or perfect attendance.</p> <p>Joaquin Junior High's secretarial staff track attendance, as do the principal, 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> <p>Students absent two days or more (unexcused) are mailed a letter of warning. Students and parents are brought in for a conference to address the attendance issue and ways to resolve it.</p> <p>Students with chronic attendance problems are referred to the Deep East Texas Council of Governments STAR Program.</p> <p>Continues chronic attendance problems result in a Truancy filing with the Precinct 3 Justice of the</p>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Faculty and Staff  State and Local Funds - Attendance Awards  <b>\$2,000.00</b>		Through the use of positive reinforcements, Joaquin Junior High faculty will encourage academic growth and increased student attendance.	Documentation :Attendance Records - 05/21: Attendance Rates will increase by at least 1% for all students.

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Peace.  Strategy: 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessment - 01/21: 80% of students will pass campus benchmark tests in all subjects.	Maintain Joaquin Junior High dropout rate of 0.0%.	Documentation :Attendance Records - 05/21: Attendance rate will increase by 1%.  Criterion-Referenced Test :STAAR Tests - 05/21: 87% of students will meet minimum expectations on all appropriate grade level and subject STAAR tests.
Strategy: 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.	8/2020 - 5/2021	U.I.L. Coordinator - April Gates	State and Local Funds - Time Contributions of UIL Staff/Sponsors <p style="text-align: right;"><b>\$7,400.00</b></p> State and Local Funds - Travel and Subsistence for Staff and Students <p style="text-align: right;"><b>\$1,550.00</b></p> State and Local Funds - Entry Fees and Expenses <p style="text-align: right;"><b>\$4,400.00</b></p> State and Local Funds - Supplies and Awards <p style="text-align: right;"><b>\$1,000.00</b></p> State and Local Funds - Contracted Game Officials <p style="text-align: right;"><b>\$2,100.00</b></p>	Documentation :School Records - 12/20: Increase in the number of UIL participants, student and stakeholders, from the prior year.	All students have an opportunity to participate in UIL competitions.  Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records - 05/21: Increase in the number of UIL participants, student and stakeholders, from the prior year.

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Objective(s): 6th-8th All students will remain in school until they obtain a high school diploma.						
<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>
Activity: Athletics - A comprehensive Athletic program is available at Joaquin Junior High School and students are encouraged to participate in UIL athletic competition.  Sports available include Boys and Girls Basketball, Boys Baseball, Girls Softball and Boys Powerlifting. Cheerleading is also offered at the Junior High.	8/2020 - 6/2021	Girl's Athletic Director - Steven McCann Boy's Athletic Director - Wade Lawson	State and Local Funds - Time Contribution of Coaches and Sponsors	Informal Assessment :Classroom Assessment - - 12/20: 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)	Students will become more diversified, goal-oriented and well rounded individuals.	Informal Assessment :Classroom Assessment - - 05/21: 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)
Activity: 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.	8/2020 - 5/2021	Band Director - Jacob Laster	State and Local Funds - Time Contribution of Staff  State and Local Funds - Band Supplies  <b>\$200.00</b>		Increase in number of UIL Awards.  Diversified students.	Documentation :School Records - - 05/21: Increase in the number of UIL participants from the prior year.

**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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

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>

<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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</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;  * Career: Need for positive work habits, career awareness and investigations of opportunities;  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.  The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education;  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education; and  5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2020 - 5/2021	Counselor - Cassie Porter	State and Local Funds - Time Contributions of Counselor	Documentation :Lesson Plans - 12/20: 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 - 05/21: All students complete Junior High school with ideas of potential careers and goals to prepare themselves with successful High School studies.



<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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</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>
Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.  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.	8/2020 - 5/2021	Counselor - Cassie Porter	State and Local Funds - Time Contribution of Counselor	Documentation :Student Records - - 12/20: Student records indicate preliminary interest in graduation planning.	A Graduation Plan on file for each student entering the ninth grade.	Documentation :Student Records - - 05/21: 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</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.	8/2020 - 5/2021	Counselor - Cassie Porter	Coordinated Funds - Career Day Presenters, Brochures, CDs  State and Local Funds - Time Contributions of Counselor	Documentation :Student Records - - 12/20: Students records will indicate a preliminary investigation into career exploration.	Students actively engaged in Career Investigation.	Documentation :School Records - - 05/21: 100% of the students will have a career investigation project in their student folder.

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**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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

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 grade 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>8/2020 - 5/2021</p>	<p>Science/Social Studies Tacher - Ann McDaniel</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p> <p style="text-align: right;"><b>\$7,001.00</b></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 - - 05/21: All students complete Junior High school with ideas of potential careers and goals to prepare themselves with successful High School studies.</p>

**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)]**

Objective(s): 6th-8th      100% of all teachers will be considered fully certified by the end of the school year.

<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>

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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): 6th-8th      100% of all teachers will be considered fully certified by the end of the school year.						
<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>
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.  Annual Needs Assessment results indicate a need for:  * Professional Development in technology enriched curriculum;  * Training in core Subject Areas through the Region VII Professional Development Co-ops  *Paraprofessional training for special populations  * Professional Development in specialized areas - i.e., teaching English language learners, G/T students, students with dyslexia, 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.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Professional Development Travel and Registration <p style="text-align: right;"><b>\$3,050.00</b></p> State and Local Funds - Professional Development Resources <p style="text-align: right;"><b>\$500.00</b></p> State and Local Funds - Contracted Professional Development <p style="text-align: right;"><b>\$7,274.00</b></p> State and Local Funds - Time Contributions of Mentors and Instructional Coaches <p style="text-align: right;"><b>\$969.00</b></p> State - State Compensatory Education (SCE) - Contracted Professional Development <p style="text-align: right;"><b>\$100.00</b></p>	Informal Assessment :Classroom Assessment - 12/20: 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 - 05/21: 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 - 05/21: 87% 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): 6th-8th 100% of all teachers will be considered fully certified by the end of the school year.						
<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>Evaluation of the Professional Development Program: - 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.</p>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Professional Development Records		Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 05/21: 92% of students will pass campus benchmark tests and appropriate grade and subject area STAAR tests.
<p>Strategy:</p> <p>Recruitment and Retention Initiatives - Faculty recruitment strategies are primarily implemented at the Central Administration level. Teachers will be recruited through University and College Job Fairs and TEPESA. Joaquin Junior High School offers stipends in high need areas such as Math and Science.</p> <p>Mentor teachers are assigned to new teachers to aid and assist in the transition to the district. They will meet with the mentee periodically to monitor Transition and to serve as the go-to for questions and answers, and to help with work related information.</p> <p>Joaquin ISD participates in the Region VII ESC Personnel Service Cooperative to ensure that highly effective teachers are recruited, trained and retained.</p> <p>Teacher Certification fees are paid if necessary.</p>	8/2020 - 5/2021	Director of Human Resources - Donna Vergo	Federal - Title II, Part A - Math and Science Stipends <b>\$14,000.00</b>  State and Local Funds - Certification/Testing Fees <b>\$200.00</b>  State and Local Funds - ESL Stipends <b>\$1,000.00</b>		100% Fully Certified and Highly Effective Faculty.	Documentation :Human Resources Records - 05/21: 100% Certified Faculty.

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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):						
<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>Technology Enriched Curriculum - Classroom teachers and the School Librarian provide technology-enriched curriculum including instructional software such as STAR Reading and Math; web based programs (United Streaming); interactive Smartboard lessons; and iPad/iPod activities to enhance and facilitate the classroom experience for all students.</p> <p>Instructional management tools such as Gradebook, TeXeis, DMAC and RenLearn are available.</p> <p>Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms.</p> <p>Due to the Covid-19 pandemic, additional technology will be provided for students to support at-home instruction.</p>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Supplies and Materials <span style="float: right;"><b>\$3,000.00</b></span>  State and Local Funds - Time Contributions of Technology Director <span style="float: right;"><b>\$17,244.00</b></span>  State and Local Funds - Region VII DMAC <span style="float: right;"><b>\$1,356.00</b></span>  State and Local Funds - Region V TeXeis <span style="float: right;"><b>\$1,000.00</b></span>  Federal - ESSER - Technology for At Home Instruction <span style="float: right;"><b>\$20,625.84</b></span>	Documentation :School Records - 12/20: 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 - 05/21: Review of the professional development activities indicate that 100% of the Joaquin Junior High faculty has received the prerequisite training for the successful utilization of technology as an instructional tool.
<p>Strategy:</p> <p>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.</p> <p>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).</p>	7/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Acceptable Use Policy	Documentation :School Records- 08/20: 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- 06/21: No incidents of students breaking the Acceptable Use Policy.

**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)]**  
 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>



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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 Decline in discipline referral, decrease in school violence.

<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>

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 Objective(s): 6th-8th      Decline in discipline referral, decrease in school violence.

<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>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:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and</li> </ol>	<p>8/2020 - 5/2021</p>	<p>Junior High Principal - Terri Gray</p>	<p>Coordinated Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessment - 12/20: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Discipline Records - 05/21: 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.</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>
8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.  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.  These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health.  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.	8/2020 - 5/2021	Nurse - Portia King	State and Local Funds - Time Contributions of Nurse <b>\$6,156.00</b>		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - - 05/21: Decrease in health - related risks from the previous year, due to the availability of health services.

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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: 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  Safety and injury prevention with various preventive measures are taken to ensure that students, faculty and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention and the student code of conduct.	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - School Security - Raptor Software <div style="text-align: right;"><b>\$300.00</b></div> State - School Safety Allotment - Security Resources <div style="text-align: right;"><b>\$6,026.00</b></div>		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 - 06/21: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

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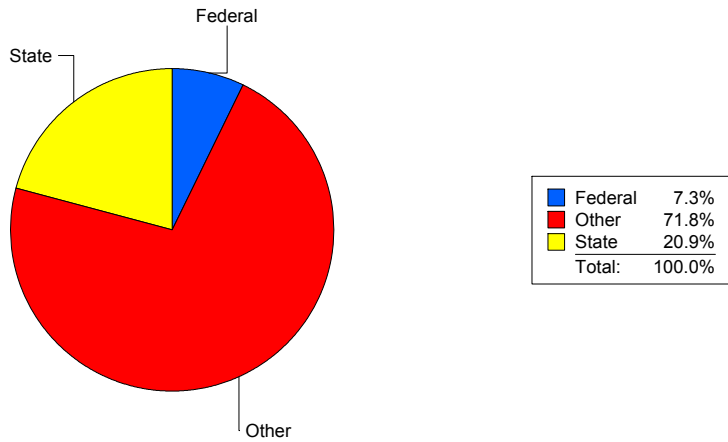
**Goal: 7** Joaquin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in **suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.** [TEC §4.001 (b) (8), §11.252(3)(B)(E), §11.253(8)]  
Objective(s): 6th-8th Decline in discipline referral, decrease in school violence.

<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: 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:</p> <p>* 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>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State and Local Funds - Security Resources		A Drug-Free Student Body, Faculty and Staff.	Documentation :Discipline Records - - 05/21: Decrease in incidences of violence and drug use on the campus.
<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>	8/2020 - 5/2021	Junior High Principal - Terri Gray	State - State Compensatory Education (SCE) - DAEP Co-op Fees <b>\$22,000.00</b>	<p>Informal Assessment :Classroom Assessment - - 12/20: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement</p>	Dropout rate remains at 0%.  Students will stay and succeed in school.	Criterion-Referenced Test :STAAR Tests - - 05/21: 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 Decline in discipline referral, decrease in school violence.						
<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:  * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education  The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:  * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior	8/2020 - 5/2021	Counselor - Cassie Porter	State and Local Funds - Time Contributions of Counselor	Documentation :Counselor Records- 12/20: 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- 05/21: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

## Funding Values By Program



Campus Improvement Plan  
**Joaquin Jr High School 2020-2021**  
**Funding Values By Program**

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>ESSER</b>		
Technology for At Home Instruction	0.00	\$20625.84
Covid-19 Instructional Supplies	0.00	\$2254.00
<b>IDEA-B Formula</b>		
Time Contribution of Life Skills Aide	1.00	\$22654.00
<b>Title I, Part A</b>		
Homeless Resources	0.00	\$100.00
<b>Title I, Part C Migrant</b>		
Region VII Migrant SSA	0.00	\$1810.00
<b>Title II, Part A</b>		
Math and Science Stipends	0.00	\$14000.00
<b>Title III, Part A - ELA</b>		
Region VII SSA	0.00	\$3934.00

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**Funding Values By Program**

		<b>\$65,377.84</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Career Day Presenters, Brochures, CDs	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
<b>Local Funds</b>		
Contracted Occupational Therapy	0.00	\$3000.00
Contracted Speech Therapy	0.00	\$8000.00
Contracted Physical Therapy	0.00	\$1100.00
Time Contributions of Counselor	0.00	\$22314.00
Counselor Supplies	0.00	\$200.00
<b>State and Local Funds</b>		
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$7001.00
Time Contributions of Nurse	0.00	\$6156.00
Security Resources	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Counselor and Dyslexia Teacher	0.00	\$0.00
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
Time Contribution of Coaches and Sponsors	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Band Supplies	0.00	\$200.00



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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contribution of Counselor	0.00	\$0.00
ESL Stipends	0.00	\$1000.00
Special Education Supplies and Capital Outlay	0.00	\$2000.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$2800.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$200.00
Time Contributions of Core Subject Area Teachers	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
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	\$7400.00
Travel and Subsistence for Staff and Students	0.00	\$1550.00
Entry Fees and Expenses	0.00	\$4400.00
Supplies and Awards	0.00	\$1000.00
Contracted Game Officials	0.00	\$2100.00
Time Contributions of Counselor	0.00	\$0.00
Professional Development Travel and Registration	0.00	\$3050.00
Professional Development Resources	0.00	\$500.00
Contracted Professional Development	0.00	\$7274.00

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**Funding Values By Program**

<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>State and Local Funds</b>		
Time Contributions of Mentors and Instructional Coaches	0.00	\$969.00
Assessment Instruments and Testing Materials	0.00	\$300.00
Time Contributions of Faculty and Staff	0.00	\$498446.00
Instructional Supplies	0.00	\$27800.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of Principal and Staff	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
School Security - Raptor Software	0.00	\$300.00
Professional Development Records	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$7822.00
Certification/Testing Fees	0.00	\$200.00
ESL Stipends	0.00	\$1000.00
Supplies and Materials	0.00	\$3000.00
Time Contributions of Technology Director	0.00	\$17244.00
Region VII DMAC	0.00	\$1356.00
Region V TeXeis	0.00	\$1000.00
Acceptable Use Policy	0.00	\$0.00
		<u><b>\$643,282.00</b></u>

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**Funding Values By Program**

<b>State</b>	<u><b>FTE</b></u>	<u><b>DollarValue</b></u>
<b>Bilingual Block Grant</b>		
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$25872.00
<b>Dyslexia Allotment</b>		
Dyslexia Resources	0.00	\$37856.00
<b>School Safety Allotment</b>		
Security Resources	0.00	\$6026.00
<b>State Compensatory Education (SCE)</b>		
Contracted Professional Development	0.00	\$100.00
Extra Duty Pay for Tutorials	0.00	\$2056.60
Time Contributions of Faculty and Staff	1.54	\$71909.93
Supplemental Instructional Supplies	0.00	\$2000.00
Time Contribution of Staff	0.28	\$15899.25
Substitutes for SCE Teachers	0.00	\$324.84
Contracted Counseling Services	0.00	\$2800.00
DAEP Co-op Fees	0.00	\$22000.00
		<b>\$186,844.62</b>
<b>Grand Total:</b>		<b>\$895,504.46</b>