

Windthorst ISD

Windthorst Junior High Campus Improvement Plan 2020-2021

Campus ID: 005-904-041

Date of Board Approval: 9-14-2020

Mission Statement

Windthorst ISD Vision:

Windthorst ISD's Vision is to provide an exemplary education that encourages every student to realize his or her fullest potential.

Campus Improvement Team

Lonnie Hise	Superintendent
Roy Longcrier	HS/JH Principal
Tracy Schreiber	Teacher
Stacy Wolf	Teacher
Melanie Beisch	Teacher
Heather Stark	Teacher
Darla Tackett	Director of Student Services
Lavern Lindemann	Community Member

Comprehensive Needs Assessment

Comprehensive Needs Assessment Process

The District Improvement Team met on June 10, 2020 and conducted the Comprehensive Needs Assessment. Each program area presented data and a program evaluation summary. After each program presented their data and evaluation summary, the team broke into small groups and conducted data analysis on district trend data including demographic data, student performance data, and graduation data. Each small group reported a summary of the data analysis. Critical areas of concern were identified and discussed.

Summary of Prior Year's Program Evaluation

An evaluation of the District plan from 2019-2020 was performed and the findings were shared with the team. In looking at the long term data from the past three years, many areas in STAAR performance have increased greatly, including subgroups. The district team also looked at all STAAR data and compared it to the state regional data. Our demographic data has stayed relatively the same over the past several years. It was stated that the programs and methods that we have been using are working and we need to continue those as well as addressing the need to increase the Masters level performance scores.

Provide a narrative SUMMARY of review of the following data analysis. Items in BOLD are required by TEC.

Data Analysis	Sources	Summary of Findings
STAAR Data Campus/Grade Level STAAR Objective Ethnic Groups Economically Disadvantaged LEP SPED G/T At Risk	Sources: TAPR Report STAAR Raw Data State Acct. Report AYP Report PEIMS Report Program Data Retest Data Longitudinal/Cohort Data Trend Data	The data provided from the listed sources showed that we have made progress in some areas. We need to continue to make progress in the subgroups of Hispanic, Eco-Disadvantaged, and SPED.
Other Assessments STAAR-A TELPAS Local Benchmark Data	TAPR Report AYP Report TELPAS Data SPED Assessment Data Local Benchmark Data	Our special education population is struggling in some areas with the state assessments.

Attendance Rate District/Campus Grade Level Ethnicity/Gender Mobility Rates	Attendance Records Truancy Reports TAPR Reports AYP Report	Our attendance rate continues to be above 97%.
Completion Rate / Dropout Rate / Retention Rate Grade Level Ethnic Group Economically Disadvantaged Special Education LEP Gender Number of Years in School STAAR Performance At Risk	TAPR Report State Accountability Report AYP Report PEIMS Reports PBMAS Report	The dropout rate for Windthorst Junior High continues to be at 0%.
Program Effectiveness Special Education Gifted and Talented EL/Bilingual State Compensatory Education Career and Technical Education Homeless SAT/ACT Scores (high school) AP/Dual Enrollment (high school) Dyslexia Technology Transitions Graduation Diploma Type (Minimum, Recommended, DAP) Parental Involvement Number of Students in a class	TAPR Report PBMAS Report Staff Meeting Minutes Tutorial / Remediation Data Communications to Parents Teacher Conference Records Telephone Logs Master Schedule Special Ed Referrals LEP Referrals DIP minutes	All of the programs provided to the Junior High school students continue to be successful which in turn makes for successful students. These programs will continue to be provided and any changes made during the year will be for the betterment of the students.
Discipline/Classroom Management Discipline Referrals ISS Mandatory DAEP Placement Discretionary DAEP Placement School Violence Incidence Data Tobacco, alcohol, and other drug-use incident data	Discipline Records PEIMS 425 Record Counselor Records Communication Logs	We had students that were placed in ISS for violations of the Student Code of Conduct. Detentions, lunch detentions, and ISS will continue to be forms of discipline management.
Staff Development Needs Involvement of Teachers in decisions regarding Staff Development!	PDAS Teacher Self Reports	The staff would like staff development in the areas of staff development and technology.

Title II (Teacher & Principal) Title II (Technology) Title III (English Language Acquisition) Title IV (Safe & Drug Free) TTESS Teacher Certification/High Needs/HQ Areas Identified by STAAR Disaggregation Program Needs	District Staff Development Records Teaming/Staffing Minutes and Reports	
Additional Areas Planning Budgeting Enrollment Projections Facilities Curriculum Staffing Patterns School Organizations	Community Demographics Staff Retention & Turnover Data Safety & Fire Inspection Reports Maintenance Records	
Surveys Staff surveys Parent surveys Other surveys	Staff surveys Parent surveys Other surveys	Online surveys will be ongoing.

Key to Program Budget Codes and Title I Schoolwide Components

Program Budget Codes		Title I Schoolwide Components	
Abbreviation	Program	Abbreviation	Component
T IA	Title I, Part A	CAN	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
T IV	Title IV (Safe & Drug Free Schools)	ER	Employee Recruitment
SCE	State Compensatory Education	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
AMI / ARI	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL	Local Funds	AMI	Assistance for Mastery
T III	Title III (Bilingual, EL)	CIS	Coordination / Integration of Services

STUDENT LEARNING/STUDENT PROGRAMS

Goal(s) 1	All students will be encouraged and challenged to meet their full educational potential.						
Performance Objectives	<ol style="list-style-type: none"> 3% increase for all students and all subgroups for the approaches level for all subjects and grade levels. 5% increase for all students and all sub groups for the meets level for all subjects and grade levels. 5% increase for all students and all sub groups for the masters level for all subjects and grade levels. 						
Summative Evaluation	STAAR scores, state drop-out reports, six week grade reports, TAPR, PBMAS						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Each teacher will incorporate in his/her curriculum, verbal and written expression which demonstrates higher order thinking skills.	Teacher	Local	May 2021	Lesson Plans w/ TEKS	Student writing samples	Each Semester	
Update and utilize vocabulary of uniform math, social studies, reading and science terminology.	Teacher	Local	May 2021	Assignments TEKS RS Guaranteed vocabulary, cognitive verbs HRS	Assignments Assessments	May 2021	
Implement early intervention strategies in STAAR subjects for struggling students by use of tutorials and computer resources.	Principal Teacher	SCE Funds: <hr/> FTEs:	May 2021	Progress Reports Report Cards	Each three weeks Each six weeks January 2020 March 2020	May 2021	
Provide a comprehensive approach to career awareness/exploration.	Teacher Counselor	Local	May 2021	Career Connections	Career Connections	May 2021	
Supplement TEKS resource into current curriculum. (YAG, VAD)	Teachers Principal	Local	May 2021	Staff Development Lesson plans	Lesson Plans	May 2021	
Continue offering a CTE classes to the 6-8 th grade students	Principal	Local	May 2021	Master Schedule	Class Schedules	May 2021	
Closely monitor exited/current EL students and provide support services as needed.	LPAC Committee	T III	May 2021	Progress reports Report Cards Benchmarks	Progress reports Report Cards Benchmarks	Each three weeks Each six weeks January 2021 March 2021	

Continue dyslexia services within the classroom to students at all grade levels and pullout programs.	Counselor Principal Teachers	Local	May 2021	Student Schedules 504 Plans, IEPs	Progress Reports Report cards	December 2020 May 2021	
Maintain G.T. program and continue challenging students within the classroom through differentiation.	GT Coordinator	Local	May 2021	Lesson Plans GT surveys	Lesson Plans GT surveys	Each 6 weeks May 2021	
Teach to various learning styles to serve EL students in all subject areas using ELPS strategies.	Principals	Local	May 2021	Walk-Throughs Teacher evaluations	Walk-Throughs Teacher evaluations	December 2020 May 2021	
Closely monitor at-risk students to assist in drop-out prevention.	Counselor Teacher	Local	May 2021	Counselor Log Teacher Notes	Counselor Log Teacher Notes	Monthly	
Provide accelerated instruction and/or tutoring for students in need before, during, and after school.	All Staff	Local	May 2021	Student sign in sheets	Progress Report Report Cards	Each 3 weeks Each 6 weeks	
Provide planning and guidance to the 8th grade students that focus on the topics of high school course selection, graduation plans, and college readiness	Counselor	General Budget	May 2021	Counselor Schedule	Completion of Student graduation plans	May 2021	
Evaluate special education students for targeted gap instruction	Teachers Principal	General Budget/Sped	May 2021	Teacher Notes	Target Met on state accountability	January 2021 May 2021	
Use TEKS resource system curriculum. Use GAP intervention tool.	Teachers Principal	General Budget	May 2021	Lesson plans Teacher evaluations	Progress reports Report cards	May 2021	

Safe and Drug Free Environment

Goal 2	Windthorst Jr. High will provide a safe and disciplined environment.						
Performance Objectives	<ol style="list-style-type: none"> 100% of students/families will return signature to show that they have reviewed the handbook. 70% of student responses on the student survey will show they feel safe at school. 						
Summative Evaluation	Handbook receipt page, surveys						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School wide Components
Involve staff in the annual review of student handbook policies and procedures.	Principal	Local	May 2021	Student Handbook	Student Handbook	August 2020	
Model and foster by word and deed an environment of mutual respect; staff monitoring of student behavior in unsupervised situations.	Principal Teachers	Local	May 2021	Discipline Referrals Student Surveys Teacher Surveys	Discipline Referrals Student Surveys Teacher Surveys	May 2021	
Ensure that all parents have access to student handbook.	Principal	Local	September 30, 2020	Student Handbook Receipt Page	Student Handbook Receipt Page	August 2020	
Fully utilize the curriculum at all grade levels to enhance the learning environment, assist in violence prevention, bullying, conflict resolution, discipline management, assist in suicide prevention, mental health, and drug use prevention.	Principal Teachers SHAC	Local	May 2021	Discipline Referrals Lesson Plans	Discipline referrals Lesson Plans	May 2021	
Enforce Windthorst ISD policies and procedures in a consistent manner.	Principal	Local	May 2021	Principal & Teacher Evaluations Surveys Discipline Referrals	Principal & Teacher Evaluations Surveys Discipline Referrals	December 2020 May 2021	
Staff development and training on bullying/respect.	Principal SHAC	Local	May 2021	Staff Development	Sign in sheets	December 2020	
Continue to provide a bullying prevention program for students.	Principal	Local	May 2021	Principal Schedule	Program Completion	2020-2021 School year	

Implement and utilize the Behavior Threat Assessment team	Principal SHAC	Local	May 2021	Teams notes	Teacher surveys	May 2021	
Develop policy and train staff for trauma informed care.	Principal SHAC	Local	May 2021	Staff Development	Sign in sheets	May 2021	
All staff trained in Stop the Bleed Training	Principal SHAC	Local	May 2021	Staff Development	Sign in sheets	May 2021	

Student Support Services

Goal 3	Student support services will be provided to meet the diverse needs of all student subgroups.						
Performance Objectives	<ol style="list-style-type: none"> 100% of students in GT and EL will receive additional services to meet their special needs. 80% of all Hispanic students will pass the math, reading, writing, social studies and science STAAR. 100% of GT students will be advanced in at least one area of the STAAR test. 80% of all economically disadvantaged students will pass the math, reading, social studies, science, and writing STAAR. Maintain 97% or higher attendance rate. 8-% of all special education students will pass their appropriate state-mandated standardized test. 						
Summative Evaluation	STAAR data disaggregated by each subgroup; attendance data; lesson plans, walk-throughs and evaluations, and attendance, report cards, surveys						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Closely monitor exited/current EL students and provide support services as needed.	LPAC Committee	T III	May 2021	Progress reports Report Cards Benchmarks	Progress reports Report Cards Benchmarks	Each three weeks Each six weeks January 2021 March 2021	
Continue dyslexia services within the classroom to students at all grade levels.	Counselor Principal	Local	May 2021	Student Schedules 504 Plans	Progress Reports Report cards	December 2020 May 2021	
Maintain G.T. program and continue challenging students within the classroom through differentiation.	GT Coordinator	Local	May 2021	Lesson Plans GT surveys	Lesson Plans GT surveys	Each 6 weeks May 2021	
Teach to various learning styles to serve EL students in all subject areas using ELPS strategies.	Principals Teachers	Local	May 2021	Walk-throughs Teacher evaluations	Walk-throughs Teacher evaluations	December 2020 May 2021	
Closely monitor at-risk students to assist in drop-out prevention.	Counselor Teacher	Local	May 2021	Counselor Log Teacher Notes	Counselor Log Teacher Notes	Monthly	
Provide accelerated instruction and/or tutoring for students in need before, during, and after school.	All Staff	Local	May 2021	Student sign in sheets	Progress Report Report Cards	Each 3 weeks Each 6 weeks	

Family and Community Involvement

Goal 4	The parents, school, and community will work together to provide a quality educational experience for the students.						
Performance Objectives	<ol style="list-style-type: none"> 1. Maintain a high percentage (80% or higher) in the number of parents attending parent orientations/meetings. 2. 80% of parent surveys will reflect a positive relationship between home and school. 3. 60% of the parent surveys will be completed and returned. 4. Teachers will maintain a parental contact/input log from emails and phone calls. 						
Summative Evaluation	Surveys, documentation, Trojan Talk, newspapers, parent sign-in logs						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Maintain positive communication to parents through a variety of contacts, e-mail, phone calls, notes, Remind, conferences, social media, etc.	Teachers Principal	Local	May 2021	Parent Contact Logs Parent Survey	Parent Survey	Each semester February 2021	
Increase parent and community involvement with the campus improvement team.	DIT	Local	May 2021	CIT agendas Trojan Talk School Website CIT minutes	Meeting Sign in sheets	August 2021 January 2021 May 2021	
Maintain use of parent portal system.	All Staff	Local	May 2021	Parent Portal Letters	Parent Survey	August 2020	
Inform parents, community and students about the STAAR assessment system.	Principal Counselor	Local	May 2021	Parent Sign in	Sign in sheets	May 2021	
Parent advisory group formed	Principal	Local	August 2020	Parent sign in	Sign in sheets	May 2021	