

Jacksboro Independent School District

Jacksboro High School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Board Approval Date: October 9, 2018

Mission Statement

In partnership with the community, parents, teachers, and students, the mission of the Jacksboro Independent School District is to ensure a safe, positive, supportive, and nurturing environment focused on educating all students. We are committed to upholding highly reliable standards integrated with technology which develops scholars who are prepared to succeed in all endeavors.

Vision

Jacksboro High School will provide a world-class education that prepares **all** students for college, career, or military success.

JHS Motto:

Empowering Our Learners to Lead, Serve, and Succeed.

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Goals




Revised/Approved: October 09, 2018









Goal 1: The campus will provide high-quality instruction for all students in order to achieve an "A" rating in the state accountability system while preparing students for college or career success.

Performance Objective 1: The campus will achieve a STAAR Performance Score of 50 in Domain I. To achieve this performance objective, we must have a minimum of 84% Approaches, 54% Meets, and 12% Masters Grade Level for all students in all EOC tested subjects.

Evaluation Data Source(s) 1: Domain I: STAAR Performance Score

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) All teachers will establish learning goals and use proficiency scales to measure progress. (HRS Level 3)</p>	2.4, 2.5, 2.6	HRS Leadership Team	The Campus receives HRS Level 3 Certification from Marzano Research.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) 2018-19 Benchmark Schedule: 6 Week Check Points (Alg 1, Bio, USH) week of Oct. 15, Nov. 26, Jan. 21. Benchmark #1 for ELA 1&2 w/o Nov. 12 Benchmark #1 for Alg 1, Bio, USH w/o Jan. 7 Benchmark #2 for ELA 1&2 w/o Feb. 4 (Practice EOC) Benchmark #2 for Alg 1, Bio, USH w/o Mar 4 (Practice EOC)</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	EOC Targets: 84% Approaches Grade Level 54% Meets Grade Level 12% Masters Grade Level			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) A data room is used to track benchmark results for each student in EOC tested subjects.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	EOC Targets: 84% Approaches Grade Level 54% Meets Grade Level 12% Masters Grade Level			

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Utilize Grade Level Professional Communities (PLC) to track students in need of academic and behavioral intervention.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Regular Grade Level PLC meetings (minimum of 1 per six weeks) documented with sign in sheets and minutes. Student tracking forms submitted to Assistant Principal.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Utilize ARD committees to determine the least restrictive schedule and most appropriate state assessment for each student who qualifies for Special Education Services.</p>	2.4, 2.5, 2.6	Principal, Counselor, Testing Coordinator	>50% of all Special Education students will achieve Approaches Grade Level performance on all EOC tests combined.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Monitor the campus drop out rate. Provide support services, credit recovery options and scheduling alternatives to students who are at-risk of dropping out.</p>	2.4, 2.6	Principal, Counselor	No dropouts for 2018-19. Evaluate the total number of credits recovered during 2018-19.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: The campus will provide high-quality instruction for all students in order to achieve an "A" rating in the state accountability system while preparing students for college or career success.









Performance Objective 2: In Domain I, the campus will achieve a raw score of 60% of our graduating seniors meeting state requirements for the College, Career, and Military Readiness (CCMR) component.

In Domain III, the campus will meet 4 out of 4 targets (all students, white, economically disadvantaged, and continuously enrolled) in the Student Success component related to CCMR

Evaluation Data Source(s) 2: Domain I: Student Achievement, CCMR Component, and Domain III: Closing the Gaps, Student Success Component.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Offer the TSI on campus for students to earn a CCMR point achieving a minimum score of 350 on the math section and 351 on the reading section of the TSI assessment.</p>	2.4, 2.5, 2.6	Principal, Counselor, CCMR Coordinator.	Domain I, CCMR Target = 60% Domain III, 4 of 4 targets met in the Student Success Component.			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) The campus will promote college readiness by offering dual credit, AP, and CTE courses that lead to industry certifications.</p>	2.4, 2.5, 2.6	Principal, Counselor	Dual credit course enrollment and completion rates, AP test results, and TEA approved Industry Certifications earned.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Maintain the AVID college readiness system to support 1st generation college students and economically disadvantaged students.</p>	2.4, 2.5, 2.6	Principal, AVID Site Coordinator, AVID Elective Teacher.	AVID Elective class enrollment. AVID Site plan review. AVID Student performance in Pre-AP, AP, and Dual Credit courses. AVID student performance on PSAT, Pre-ACT, SAT, ACT, and TSI.			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) AVID strategies (binders, focused note taking, proper use of technology, and goal setting) are presented to 9th grade students during PASS at the beginning of the school year.</p> <p>These strategies will be reinforced again at the beginning of the Spring semester.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, 9th grade PLC	9th grade failure rate by six weeks.			

<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>5) Provide a Junior Seminar class to prepare students for SAT/ACT. The class will also assist with college applications and admissions, financial aid and scholarship applications.</p>	2.4, 2.5, 2.6	Principal, Counselor, CCMR coordinator	<p>College acceptance letters Financial aid awards Scholarship awards Campus SAT/ACT performance data</p> <p>Domain I, CCMR Target = 60% Domain III, 4 of 4 targets met in the Student Success Component.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>6) Emphasize TSI, ACT, SAT preparation strategies in English III & IV, Algebra II, and AQR courses.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	<p>Domain I, CCMR Target = 60% Domain III, 4 of 4 targets met in the Student Success Component.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>7) 11th and 12th grade students will be tracked on a spreadsheet to monitor their CCMR point status.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, CCMR Coordinator	<p>Domain I, CCMR Target = 60% Domain III, 4 of 4 targets met in the Student Success Component.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: The campus will provide high-quality instruction for all students in order to achieve an "A" rating in the state accountability system while preparing students for college or career success.

Performance Objective 3: In Domain II, the campus will earn a minimum of 93 points in the Academic Growth measure and a Relative Performance Value of 50 in 2018-19. We will achieve these objectives by increasing student performance (% correct responses) in the student growth measured subjects of Algebra I and English II.

Evaluation Data Source(s) 3: Domain 2: School Progress Calculation Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 2018-19 Benchmark Schedule: 6 Week Check Points (Alg 1, Bio, USH) week of Oct. 15, Nov. 26, Jan. 21. Benchmark #1 for ELA 1&2 w/o Nov. 12 Benchmark #1 for Alg 1, Bio, USH w/o Jan. 7 Benchmark #2 for ELA 1&2 w/o Feb. 4 (Practice EOC) Benchmark #2 for Alg 1, Bio, USH w/o Mar 4 (Practice EOC)</p>	2.4, 2.5, 2.6	Principal, Test Coordinator, Department Chairs	Domain II Targets: 93 points in Academic Growth 50 points in Relative Performance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) A data room is used to track benchmark results for each student in English II and Algebra I.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, English II Teacher, Algebra I Teacher.	Domain II Targets: 93 points in Academic Growth 50 points in Relative Performance			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) The Student Support Team will monitor academic progress and STAAR EOC performance of specific students.</p>	2.4, 2.6	Counselors, Assistant Principal, Student Support Team Members	Individual student reports (Local Assessment and STAAR). Student Grade Reports. RtI and 504 Documentation.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Software programs (Study Island, Edgenuity, Aware) will be utilized to provide enrichment, remediation, and response to intervention for targeted students.</p>	2.4, 2.6	Principal, Assistant Principal, Department Chairs	Domain II Targets: 93 points in Academic Growth 50 points in Relative Performance			
<p style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: The campus will provide high-quality instruction for all students in order to achieve an "A" rating in the state accountability system while preparing students for college or career success.

Performance Objective 4: In Domain III: Closing the Gaps, the campus will meet 90% of all targets for each student groups that meet minimum size requirements (25) for accountability in reading (English I & II) and math (Algebra I). The targets are based off of the % of students that Meets Grade Level

Evaluation Data Source(s) 4: Domain III: Closing the Gaps, Grade Level Performance Component

Summative Evaluation 4:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 2018-19 Benchmark Schedule: 6 Week Check Points (Alg 1, Bio, USH) week of Oct. 15, Nov. 26, Jan. 21. Benchmark #1 for ELA 1&2 w/o Nov. 12 Benchmark #1 for Alg 1, Bio, USH w/o Jan. 7 Benchmark #2 for ELA 1&2 w/o Feb. 4 (Practice EOC) Benchmark #2 for Alg 1, Bio, USH w/o Mar 4 (Practice EOC)</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Testing Coordinator	Domain III: Closing the Gaps, Grade Level Performance Component, 90% targets met.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) A data room is used to track benchmark results for each student in EOC tested subjects.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Domain III: Closing the Gaps, Grade Level Performance Component, 90% targets met.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) An instructional model containing elements of The Fundamental Five and Marzano's Art and Science of Teaching instructional strategies is used by all teachers.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, HRS Leadership Team	Domain III: Closing the Gaps, Grade Level Performance Component, 90% targets met.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Software programs (Study Island, Edgenuity) will be used to provide enrichment, remediation, and response to intervention for all students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Domain III: Closing the Gaps, Grade Level Performance Component, 90% targets met.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						








Goal 2: JHS will provide high quality academic programs and support services to accommodate for the unique needs of all students.

Performance Objective 1: 100% of identified students will be adequately served through the special programs for which they qualify. These programs include: Dyslexia, ESL, G/T, Homeless, PRS, Special Ed, and 504.

Evaluation Data Source(s) 1: End of year campus evaluation, grade reports, survey results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Pre-AP and AP Teachers are trained in appropriate differentiation strategies for G/T students.</p>	2.5	Principal, Campus G/T Coordinator	Professional Development Certificates			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide a Response to Intervention program that uses researched based strategies to respond to the unique needs of struggling students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor.	EOC Targets: 84% Approaches Grade Level 54% Meets Grade Level 12% Masters Grade Level			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Train new staff members in the process of identifying and serving dyslexic students.</p>	2.4, 2.5, 2.6	Dyslexia coordinator	Record of training (sign-in sheets); success of dyslexic students in enrolled courses and on EOCs.			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Core teachers will be trained in SIOP strategies or complete ESL certification requirements.</p>	2.4, 2.5, 2.6	Principal, ESL Coordinator	Professional Development Certificates ESL Certifications			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Provide an academic support period during the school day. This class period can be used for RTI, tutorials, club meetings, and competition preparation.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	<5% of students fail a course (final grade). Summary of FCCLA, FFA contest results. Summary of UIL Academic Results.			







<p>Critical Success Factors CSF 1</p> <p>6) Provide resources and support services to students identified as homeless according to the McKinney-Vento Act.</p>	2.4, 2.5, 2.6	Counselor	Summary of students identified as homeless and the resources provided to each student.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Resources, support services, and alternative schedule options will be provided to students who qualify for pregnancy related services (PRS).</p>	2.4, 2.5, 2.6	Counselor	Summary of student identified for PRS.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: High quality staff will be recruited, developed, and retained so that students receive the best possible instruction

Performance Objective 1: Professional Learning Communities (PLCs) are used to improve teacher effectiveness and student performance.

Evaluation Data Source(s) 1: PLC agendas and meeting notes.

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Professional Learning Communities (PLCs) for each grade level and department to promote teacher collaboration, analyze data, align curriculum, improve lesson design, develop common assessments, and address student academic or behavioral concerns.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	PLC agendas, sign in sheets, and meeting notes.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: High quality staff will be recruited, developed, and retained so that students receive the best possible instruction

Performance Objective 2: 100% teachers in all subject areas will meet all state certification requirements.

Evaluation Data Source(s) 2: SBEC Official Record of Educator Certificates

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Conduct recruitment activities to employ certified personnel in all positions. Activities will include participating in job fairs and posting vacancies on multiple websites.</p>	2.4, 2.5, 2.6	Principal	Certified applicants for vacant positions.			
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Maintain an effective teacher mentoring program in order to retain quality teachers.</p>	2.4, 2.5	Principal	Number of new teachers retained for next school year.			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Provide incentives for teachers to complete ESL or additional certifications</p>	2.5	Principal	Additional certifications earned by staff members.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: JHS will be a highly reliable campus that provides a safe and collaborative learning environment for students and staff.

Performance Objective 1: 100% of staff will be trained on campus emergency operations plans; drills will be routinely conducted.

Evaluation Data Source(s) 1: Documentation of emergency drills conducted

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Evacuation, shelter, lock out and lock down drills will be conducted each semester in accordance with the district emergency operations plan.</p>		Principal, Assistant Principal	Summary of drills conducted. HRS Level 1 Certification			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 4: JHS will be a highly reliable campus that provides a safe and collaborative learning environment for students and staff.

Performance Objective 2: Provide a positive learning environment that promotes emotional and physical well-being.

Evaluation Data Source(s) 2: Survey results, campus discipline data, program evaluations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Staff, students, parents, and community will be surveyed annually regarding the campus learning environment and culture.</p>		Principal, Counselors	Survey results			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Maintain a comprehensive violence prevention and anti-bullying program. Program components: 1. Efficient methods of reporting incidents of harassment, bullying, or acts of violence to school administration and law enforcement agencies. 2. Timely investigation of reported incidents. 3. Appropriate consequences for confirmed acts of harassment, bullying or acts of violence.</p>		Principal, Assistant Principal, Counselor, School Resource Officer	Number of reported incidents of harassment, bullying, or violence. Confirmed acts of harassment, bullying, or violence that resulted in disciplinary action.			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Provide a comprehensive character education program to all students through a variety of outreach strategies. School assemblies, restorative chats, student mentoring opportunities, and community service projects.</p>		Principal, Assistant Principal, Counselor	Report of character education strategies implemented during the school year. Summary of character education programs that were presented to students.			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Staff will be trained in suicide prevention strategies, bullying and dating violence awareness, and updated annually.</p>		Principal	Training agendas, sign-in sheets or certificate of completion.			

Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7 5) Respect agreements are used by all teachers.	2.5	Principal, Assistant Principal	Reduction in discipline referrals from prior year.			
Critical Success Factors CSF 3 CSF 4 CSF 6 6) All students demonstrate behaviors that support academic success in a safe, drug free learning environment.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor	Summary of discipline referrals, drug test results, and K-9 searches for the school year.			
Critical Success Factors CSF 6 7) Student groups (Student Council and FCCLA) will provide healthy lifestyle activities during the school year.	2.5	STUCO and FCCLA Sponsors	Summary of activities included in the annual campus evaluation.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: JHS will be a highly reliable campus that provides a safe and collaborative learning environment for students and staff.

Performance Objective 3: Restorative discipline strategies will be used for conflict resolution and to reduce the number of disciplinary incidents on campus.

Evaluation Data Source(s) 3: Discretionary DAEP placements. ISS placements, office referrals.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Restorative practices are used campus-wide to foster positive relationships between students, teachers, and administrators.</p>	2.5, 2.6	Principal, Assistant Principal	Reduction in disciplinary office referrals from prior year. Reduction in ISS placements from the prior year. No discretionary DAEP placements.			
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Train new staff in Restorative Discipline strategies.</p>	2.5, 2.6	Principal, Assistant Principal	Training agenda and sign-in sheet.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						




Goal 5: Jacksboro High School will be the center of an involved, informed, and supportive community of students, parents, and staff members.

Performance Objective 1: Promote parent and family engagement in campus activities.

Evaluation Data Source(s) 1: Sign-in sheets and Google forms from open house and other parent involvement activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) JHS staff will collaborate with parents/guardians to improve student learning and success.</p>	3.1, 3.2	Principal	Higher ADA from previous year. Reduction in course failures from previous year. Meet EOC targets.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Provide parent meetings to inform parents about developing 4 year plans, foundation graduation program requirements, and endorsement options.</p>	2.4, 2.5, 2.6, 3.2	Principal, Assistant Principal, Counselor	Meeting attendance logs or sign-in sheets. Meeting agendas 4 year plans			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Provide workshops for students and parents on topics related to higher ed admissions, financial aid, and scholarships.</p>	2.5, 2.6, 3.1, 3.2	Principal, Counselor	Workshop agendas and sign-in sheets. CCMR raw score of 60 or higher.			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Use electronic communication technology (School Messenger, Family Access) along with social media to keep parents informed of important school information and events.</p>	2.4, 2.6, 3.1	Principal, Registrar, Technology Director	ADA target = 96% <5% of students fail a course for the year. Parent participation in school sponsored events.			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Provide all written correspondence to parents regarding their student's academic performance at school and parent involvement opportunities in the parent's native language.</p>	2.4, 2.6, 3.1	Principal, ESL Coordinator	Copies of translated documents.			









<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Provide a translator to communicate in the parent's native language for all formal and informal meetings at school.</p>	<p>2.4, 2.6, 3.1, 3.2</p>	<p>Principal, ESL Coordinator</p>	<p>Translator activity log Meeting notes</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Jacksboro High School will be the center of an involved, informed, and supportive community of students, parents, and staff members.

Performance Objective 2: All school events and student activities will be publicized on the district website, through social media, and articles submitted to local media.

Evaluation Data Source(s) 2: JISD website, social media and local newspaper.

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) The district website and phone app will be used to provide information about school activities and events to promote student, parent, and community involvement.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Technology Director, Publicity Director	Website articles published. Summary of App usage. Parent/Community survey results.			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Utilize local media to inform the public of school events and activities.</p>	3.1	Publicity Director	Press releases issued. Newspaper articles published.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Social media, phone apps, and School Messenger are used to keep parents and the community informed of campus events and student successes.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Social media posts. School Messenger broadcasts.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All students and staff will have access to and develop proficiency in state-of-the-art technology.

Performance Objective 1: Teachers at JHS will integrate technology into daily instruction.

Evaluation Data Source(s) 1: T-TESS, Walkthroughs

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers and students will effectively use Chromebooks and other forms of technology provided by the district.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Technology Director	Walkthroughs, T-TESS observations, T-TESS goal-setting and professional development (GSPD) plan.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: All students and staff will have access to and develop proficiency in state-of-the-art technology.

Performance Objective 2: Teachers at JHS will have access to staff development opportunities related to the effective use of technology in the classroom.

Evaluation Data Source(s) 2: Professional development activities, attendance logs, and certificates of completion.

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide multiple opportunities for staff to attend professional development opportunities related to technology integration into classroom instruction.</p>	2.4, 2.5, 2.6	Principal	Certificates of completion, T-TESS GSPD plan			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Provide training for teacher web page development, Chromebooks, Google Apps, and other technology related proficiencies.</p>	2.4, 2.5, 2.6	Technology Director???	Teacher web pages and E-course completion. Walk through observations by administrators.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: All students and staff will have access to and develop proficiency in state-of-the-art technology.

Performance Objective 3: Students at JHS will have access to web-based academic enrichment software.

Evaluation Data Source(s) 3: Summary reports from software programs.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Sept	Jan	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide student access to web-based curriculum, STAAR enrichment, and on-line credit recovery programs.</p>	2.4, 2.5, 2.6	Principal	Summary of credits recovered by students. <5% failure rate on final grade report.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						