

Judson Independent School District
Judson Middle School
2016-2017 Campus Improvement Plan



Mission Statement

District Mission

The mission of Judson Independent School District is to ensure that all students have access to a quality education, verified by objective measures, that enables them to become productive, competitive citizens globally, socially, economically, and educationally.

Campus Mission

Our Mission is to be an educational enterprise where the primary purpose is learning. In addition, having a school community that **values quality, equity, and high student achievement, grounded in the belief that all children can learn.** This can be accomplished through the following.

- To have high and positive expectations for all students.
- To have a school culture of inclusion that emphasizes the commonality of humanity.
- To recognize that cognitive, social/emotional, and physical growth emerges and is taught at different times, rates of speed, and through a variety of avenues, places and people.
- To acknowledge that the responsibility for our students is shared by the entire faculty and staff.
- To create rich varied experiences in curricular learning, that would convey our belief that all students are gifted and talented.
- To empower all students to succeed and compete in the 21st century.

Vision

District Vision

To create schools that promote life-long learning that fosters mutual positive communication, welcomes and acknowledges all stakeholders, brings education beyond the classroom, encourages involvement, and empower students, parents, staff, and the community to guide students toward achieving their maximum potential in a safe environment.

Campus Vision

We believe the most promising strategy for achieving the mission of Judson Middle School is to continue to grow as a professional learning community to ensure student success on local, state, and national achievement assessments. We will embrace community and parent involvement to create an expectation of life-long learning.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Judson MS averages 862 (without JSTEM). The student population is currently comprised of approximately 54% Hispanic, 25% African American, 16% White, 2% Asian, and 3% of other ethnicities. 69.5% of the student population is at-risk, 62% qualify for free/reduced lunch, 12.4% are in special education, 7.3% GT, 11.6% CTE, and 6.4% are of Limited English Proficiency.

Demographics Strengths

Student data shows that Hispanic, African American and Economically Disadvantaged students are closing the achievement gap and performing at levels commensurate to those of the All Students population.

Demographics Needs

Overall, there is inconsistent performance among LEP and Special Education students on state exams. Mobility rate among students is steady at approx. +20%. Students receiving free/reduced lunch has increased by +5 and students identified as at-risk has increased +13%.

Our priorities are:

- Continue to hire and retain diverse group of personnel.
- Attempt to increase the number of teachers who are ESL certified.
- JMS would like to retain the Math and ELA Instructional Coaches to assist with identification of students in need of RTI, as well as assist in improving instructional practices in remediation courses and extended day.
- There is a need to hire additional SCE funded RTI teachers in math and reading in order to provide students with additional remediation options due to the fact current FTEs only provide us the opportunity to meet the required FTEs for core subject instruction.
- SCE and Title I funds need to be allocated to allow for more instructional interventions, such as extended day (accelerated instruction) as well as additional resources for students in remediation courses.
- Sp. Ed. will continue to work on the identification of resource vs co-courses students, with a focus of transitioning students out of resource courses as students demonstrate adequate growth (ARDC decision).

- Continue to increase student enrollment in Pre-AP courses, to include non-GT students.
- Continue to increase student enrollment in CTE courses to assist in their chosen endorsements when they move on to high school.
- Continue to use incentives to increase student attendance rate.

Student Achievement

Student Achievement Summary

Under the 2016 State Accountability system, Judson MS Met Standard but did not receive any distinctions.

JMS students earned an Index Score of 66 in the Student Achievement category, a decrease of 10 points from last year. In the Student Progress category, JMS students earned an Index Score of 29, a decrease of 5 points from last year. JMS students earned an Index Score of 32 in the Closing Performance Gaps Category, a decrease of 9 points from last year. JMS students earned an Index Score of 34 in the Post-secondary Readiness category, a decrease of 2 points from last year.

Student Achievement Strengths

There is a decrease in the achievement gap between “All Students” and race/ethnicity groups.

100% of JMS Students taking Biology STAAR EOC Met Standard.

98% JMS Students taking Algebra STAAR EOC Met Standard.

Student Achievement Needs

Judson Middle School did not meet standard on Index 2: Student Progress by 1 point.

2016 results demonstrate that JMS is performing below the state in every grade level (combined STAAR, STAAR-A, & STAAR-L).

ELL and SPED population continue to perform significantly below all student groups. Students not receiving ESL services are outperforming those receiving services.

Our campus priorities are:

- Use of Instructional Coaches, ESL Teaching allocations and further training of campus sheltered teams.
- Increase in number of ESL certified teachers.
- Again, the acquisition of SCE funded remediation teachers will assist in providing students with an opportunity to receive remediation assistance.
- SCE and Title I funds need to be allocated to allow for more instructional interventions, such as extended day (accelerated instruction) as well as additional resources for students in remediation courses. This year we will purchase Mentoring Minds for Reading and Math Remediation.
- Additional PD for accommodations and other instructional strategies for SPED and At-Risk students is necessary.
- After school tutorials for at-risk students in core contents.

School Culture and Climate

School Culture and Climate Summary

The campus has several new staff members in teacher and paraprofessional positions.

School Culture and Climate Strengths

The campus has begun to implement increased opportunities for collaboration, input, and training. Campus administration will continue to seek and implement programs and ideas in order to improve campus culture and climate.

Several committees have been established, including a campus climate committee, to gauge and address campus climate and culture with input from all stakeholders.

School Culture and Climate Needs

There will be a need to work on a campus positive climate as there has been a change in administration for the 2016-2017 school year.

The discipline data shows a very important area of need that needs to be addressed immediately.

Some areas of significant concern are:

- 789 (34%) actions for violation of the student code of conduct were coded 18 (not reportable to PEIMS) 201 actions for fighting
 - Actions = discipline codes entered i.e. ISS, OSS, etc.
 - Action Code 18 (not reportable to PEIMS)= no consequence was assigned
- 341 actions for class disruption (149 were not reported to PEIMS)
- 240 actions for insubordination (126 were not reported to PEIMS)
- 327 actions for skipping/truancy (119 were not reported to PEIMS)

Campus Priorities are:

- There is a need to further analyze data by teacher, grade level, content area, and specific student to look for patterns and trends.
- After further analysis, a creation and implementation of a campus-wide behavior/discipline plan is necessary.
- There will be a need for staff, student, and parent surveys to set goals for improvement of campus climate and culture.
- Teachers need continued opportunities to work collaboratively for a healthy and productive campus climate.
- Staff need additional opportunities to suggest and implement ideas for improved campus culture and climate.
- There is a need to upgrade the campus appearance in order to increase student and staff morale.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All personnel qualifications have been reviewed by the Campus Principal and HR to ensure that teachers met certified state mandated standards.

Teachers are expected to attend professional development to stay up-to-date of rigorous teaching instructional strategies, creative hands on student activities, and classroom management.

Staff Quality, Recruitment, and Retention Strengths

Judson Middle School is fortunate to have quality applicants who desire to teach in JISD. Judson Middle School has a low attrition rate and our faculty and staff members have stability as of late.

100% of the professional and paraprofessional staff are considered to be “Highly Qualified” under NCLB. Teachers regularly participate in a variety of campus, District, and state trainings.

Staff Quality, Recruitment, and Retention Needs

We still need to increase the number of teachers with ESL certification. During the hiring process we are pre-screening applicants who have this certification. Simultaneously we are adding professional opportunities to get the certification through the Judson ISD ESL department. Begin to go more in-depth during the RPM process focusing on evidence in student products toward ESL instructional strategies.

Campus Priorities are:

- Work with the ELL department to recruit and support current teachers to attain their ESL certification.
- PD for SPED accommodations and co-teach.
- PD for research based strategies for struggling and at-risk learners.
- ELA teachers will need additional and continuous support for Reader’s & Writer’s Workshop and other ELA strategies to support student progress (i.e.

DRAPES).

- Continue to provide PD for new teachers on current JISD and campus non-negotiable. Provide job-embedded professional development opportunities for teachers and other PD opportunities in the on campus, in-district, and out of district.
- A new teacher mentoring program to help support new teachers and teachers new to JMS. This process based on survey data was a positive experience and increased teacher effectiveness.
- Provide teachers with PD on classroom discipline/management.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Processes have been in place in order ensure that our teachers follow the District's Scope and Sequence, the pacing schedule, examine student work, and to provide formative assessments to inform our instruction. Once the data has been analyzed and disaggregated, teachers have an opportunity to spiral back to reteach and provide their students with scaffold and differentiated instruction to meet their academic needs.

Curriculum, Instruction, and Assessment Strengths

Teachers are meeting regularly during a common planning time to design assessments and lessons.

Teachers meet regularly to analyze data and student work in order to drive instructional decisions.

Curriculum, Instruction, and Assessment Needs

Journals are expected for all content areas; however, some students struggle to bring the requested materials for each content area. Consumables, supplemental, and rigorous resources are in constant need. Identifying and purchasing researched based materials is a high priority. Keeping classes supplied with student composition notebooks and ELA portfolios is also essential to maintaining consistency in journaling in all subjects and grade levels.

Teachers need support to improve instructional alignment to the TEKS and creating formative assessments. Teachers need more training and support in designing aligned assessments.

Campus Priorities are:

- Keep informed of all updated academic resources and materials that will provide effective instructional support for the new TEKS, STAAR, and EOC mandated by the State of Texas.
- Provide Faculty and Staff with consumable and supplemental resources used for struggling students.

- Provide teachers with PD on classroom discipline/management.
- Additional support will be necessary for continued improvement of highly effective teaching practices.
- Additional support and materials for ESL and SPED students.

Family and Community Involvement

Family and Community Involvement Summary

Parental involvement continues to be an area of concern, and additional efforts will be made during the 2016-2017 school year to increase the level of parental involvement.

Family and Community Involvement Strengths

We have good parental participation with respect to athletic and our fine arts programs. Also, our monthly event "Coffee with the Counselors receives constant positive comments.

There is a strong focus on increasing family and community involvement during the 2016-2017 school year. The Cub Corner, a bi-weekly newsletter, will serve as a means of sending parents important campus information and news. This will be in addition to using Bright Arrow and the campus website.

Family and Community Involvement Needs

PTSO membership participation is always in need of improvement. There is a need to increase community and business partnerships.

Campus Priorities are:

- Increase involvement with parents, community, and all stakeholders.
- School Programs will need to be held at different times of the day to accommodate working parents/guardians.
- Late academic programs require hiring of staff for supplemental or to provide snacks for students staying for extended day programs. Same is for family nights.

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Parent Involvement:

Volunteer Program

Coffee with the Counselors & Admin

PTSO

CSBDM Committee

Booster Clubs

Family Nights

School Context and Organization

School Context and Organization Summary

Remedial classes will be offered in addition to regularly scheduled courses. Tier II and Tier III will be part of the remediation efforts.

Programs include: TAG, ESL, Pre-AP, CTE, Music, and Athletics, in addition to various student organizations.

The J-STEM academy allows students with additional opportunities for accelerated learning and it increases campus STAAR scores.

School Context and Organization Strengths

There is after school care for our students through the Boys and Girls Club. This organization provides a snack, a structured hour for homework purposes, robotics and recreational activities for the remainder of the evening. The benefit to parents financially is that it is free and it closes at 6:00 p.m. in the evening.

We have many organizations by which our students can participate in as a part of our school community. Those organizations include: National Honor Society, Student Council, Robotics Club, etc.

School Context and Organization Needs

Lack of personnel is increasing class sizes.

There is increase of student referrals, suspensions, and ISS placements.

Having a high At Risk population commands more resources to better assist students.

Campus Priorities are:

- Prevent classroom disruptions, increase teacher and administration visibility in the hallway.
- Continue to streamline the referral process. Provide teachers with PD on classroom discipline/management as necessary.
- Discipline model that focuses on student learning, not infractions. This will be aided by the UT Ethics series.
- The administration will continue to improve the Master Schedule and build teacher capacity through instructional coaching, observations, and feedback.
- The campus will generate more interest and participate in the Site-Based Decision-Making Committee.

Technology

Technology Summary

The campus realizes the challenges of preparing students to meet the changing technological demands of education and the workplace and thus has made a commitment to develop a technology plan and provide the resources necessary for its implementation.

The four goals for the plan will be:

- To provide for the instructional needs of teachers and learning needs of students,
- To provide campus personnel with the preparation and professional development needed to demonstrate proficiency in using technology effectively,
- To provide administrative and support staff with the technology needed to plan; and strengthen administrator's role in implementation of technology; and
- To establish a technological infrastructure that promotes communication and learning within the campus and community.

Technology Strengths

Teachers received a new desktop computer as a result of a technology update roll-out by the district.

JMS received the JEF Principal Grant for Middle Schools in the amount of \$5,000. The grant will provide all core-content teachers with a document camera and 7 classroom sets of clickers to use in conjunction with the All In Learning data analysis program.

Technology Needs

JMS is extremely behind in the area of technology, in comparison to other campuses in the district. Currently, not all classrooms are equipped with a projector or a computer. Additionally, document cameras are not available for every teacher and are old models.

There is a strong need to increase student access to technology in the regular classrooms.

In order to bring the campus up-to –par with the other campuses in the district, a significant amount of campus/district funding is necessary.

Campus Priorities are:

- Continue to upgrade classrooms through the purchase of mounted projectors.
- All classrooms need at least one computer.
- Additional Chrome Carts would be beneficial to help increase student access to technology in the classrooms.
- Current computer labs need to be upgraded/maintained to allow teachers a location to integrate technology into lessons, as many computers within the labs are not in working order.
- There is a need for a color copier/or large capacity color printer for major projects as there is currently none.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data



Goals

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.












Performance Objective 1: All ELAR core content instruction will be based on the State Curriculum and implemented at the appropriate levels of rigor using highly effective, research-based strategies to ensure sustained growth on STAAR and EOC student assessments, as measured by a minimum 5% points increase for each subject, grade level, and student sub-population.

Evaluation Data Source(s) 1: Percentage of students scoring satisfactory or higher on the Reading and Writing STAAR assessments will increase by 5% points for each subject and grade level assessments administered in the spring of 2017.

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide structured planning time for staff using the Professional Learning Communities Model to common plan lessons and assessments covering the TEKS/student expectations and post and review lesson plans from every content/grade level on a weekly basis.</p> <p>Classroom lessons will be observed weekly either formally or informally and document implementation.</p> | 2, 4 | Department chairs, Teachers, RTI Math Coach, RTI Reading Coach, and Academic Dean and Administration | Classroom observations Lesson plans Student products Common Planning forms Improvement in instruction and student performance |  | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Reading Bookroom updated with additional materials for Readers Workshop and implementation of Close Reading Strategies for Tier 2 and Tier 3 RTI students.</p> | 2 | RtI. Instructional Math Coach, RTI Reading Instructional Coach, Reading Department Chair, and Reading Teachers | Student performance Increase in the size and improvement in the quality of books in the Reading Bookroom |  | | | |
| Funding Sources: 171-7 State Compensatory Education - \$5,000.00 | | | | | | | |

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|---|-------------|--|--|--|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>3) Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher.</p> | 2, 9, 10 | Principal, ELAR teachers, RTI Reading Coach | Student performance, reading level, I-Station reports | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students.</p> <p>To include Kilgo PD for data disaggregation and common assessment creation.</p> | 2, 8, 9, 10 | Administrators, Instructional Coaches, Department Chairs, and teachers. | Data analysis templates from PLCs, lesson plans, improved instruction and student performance Certificate of PD Attendance Common assessment templates | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>5) Utilize journals in ALL classes that include opportunities for student to summarize and synthesize information learned</p> | 2 | Administrators , Department Chairperson, instructional coaches and all teachers. | Journal checks, improved student performance | | | | |
| Funding Sources: 199-7 -General Operating - \$125.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning.</p> | 2 | Administrators, Department Chairperson, Instructional coaches, and teachers. | Increased student performance, lesson plans, walkthruhs and observations | | | | |
| Funding Sources: 211-7 - Title I - \$350.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 2</p> <p>7) Work with students during Jag Time and each class to create student profiles in order to set academic/testing goals and monitor progress of reaching goals</p> | 10 | Administrators, Teachers, Students | Student performance on CBAs and assessments will improve, student profile sheets in journals | | | | |
| Funding Sources: 199-7 -General Operating - \$50.00 | | | | | | | |

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|---|-------|---|---|---|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>8) Utilize RTI process to ensure supplementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students.</p> | 2, 9 | RTI Math Coach, RTI Reading Coach, Classroom Teachers, Administrators | Improved student performance in grades, and assessments RTI Paperwork and logs GIST Meeting Minutes Lesson Plans Extended Day sign-in sheets |  | | | |
| Funding Sources: 171-7 State Compensatory Education - \$16,725.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>9) Targeted tutoring/interventions for students at risk of failing STAAR test.</p> <p>Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program.</p> | 2, 9 | Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers | Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results |  | | | |
| Funding Sources: 211-7 - Title I - \$845.00, 171-7 State Compensatory Education - \$17,000.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>10) Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams.</p> | 2, 9 | Principal, Assistant Principals, Academic Dean, Instructional Coaches, Teachers, ESL Teacher, ELL RTI Teacher | Increased student performance, walkthroughs, lesson plans, PD sign-ins, Student Tracking Sheets/matrices |  | | | |
| <p>11) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.</p> | 9 | Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary | PEIMS homeless reports, Student Residency Questionnaires (SRQ) |  | | | |
| <p>12) Provide appropriate services, including supplies, meals, and transportation, to homeless students to improve academic progress, attendance, and graduation rates.</p> | 9, 10 | Homeless liaison, counselor, social worker | Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review |  | | | |
| <p>13) Monitor the attendance and grades of homeless and migrant students and communicate immediately when barriers or concerns exists for homeless/migrant students/families.</p> | 9 | Homeless liaison, counselor, social worker | 9-weeks report card grades, Attendance reports, teacher communication logs |  | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |







Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.









Performance Objective 2: All Math core content instruction will be based on the State Curriculum and implemented at the appropriate levels of rigor using highly effective, research-based strategies to ensure sustained growth on STAAR and EOC student assessments, as measured by a minimum 5% points increase for each subject, grade level, and student sub-population.

Evaluation Data Source(s) 2: Percentage of students scoring satisfactory or higher on the Math STAAR assessments will increase by 5% points for each subject and grade level assessments administered in the spring of 2017.

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|-------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide structured planning time for staff using the Professional Learning Communities Model to common plan lessons and assessments covering the TEKS/student expectations and post and review lesson plans from every content/grade level on a weekly basis.</p> <p>Classroom lessons will be observed weekly either formally or informally and document implementation.</p> | 2, 4 | Department chairs, Teachers, RTI Math Coach, RTI Reading Coach, and Academic Dean and Administration | Classroom observations Lesson plans Student products Common Planning forms Improvement in instruction and student performance | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher.</p> | 2, 9, 10 | Principal, ELAR teachers, RTI Reading Coach | Student performance, reading level, I-Station reports | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students.</p> <p>To include Kilgo PD for data disaggregation and common assessment creation.</p> | 2, 8, 9, 10 | Administrators, Instructional Coaches, Department Chairs, and teachers. | Data analysis templates from PLCs, lesson plans, improved instruction and student performance Certificate of PD Attendance Common assessment templates | | | | |

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|--|------|---|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>4) Utilize journals in ALL classes that include opportunities for student to summarize and synthesize information learned</p> | 2 | Administrators , Department Chairperson, instructional coaches and all teachers. | Journal checks, improved student performance |  | | | |
| Funding Sources: 199-7 -General Operating - \$125.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning.</p> | 2 | Administrators, Department Chairperson, Instructional coaches, and teachers. | Increased student performance, lesson plans, walkthruhs and observations |  | | | |
| Funding Sources: 211-7 - Title I - \$350.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 2</p> <p>6) Work with students during Jag Time and each class to create student profiles in order to set academic/testing goals and monitor progress of reaching goals</p> | 10 | Administrators, Teachers, Students | Student performance on CBAs and assessments will improve, student profile sheets in journals |  | | | |
| Funding Sources: 199-7 -General Operating - \$50.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Utilize RTI process to ensure supplementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students.</p> | 2, 9 | RTI Math Coach, RTI Reading Coach, Classroom Teachers, Administrators | Improved student performance in grades, and assessments RTI Paperwork and logs GIST Meeting Minutes Lesson Plans Extended Day sign-in sheets |  | | | |
| Funding Sources: 171-7 State Compensatory Education - \$2,125.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Targeted tutoring/interventions for students at risk of failing STAAR test.</p> <p>Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program.</p> | 2, 9 | Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers | Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results |  | | | |
| Funding Sources: 211-7 - Title I - \$845.00, 171-7 State Compensatory Education - \$17,000.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams.</p> | 2, 9 | Principal, Assistant Principals, Academic Dean, Instructional Coaches, Teachers, ESL Teacher, ELL RTI Teacher | Increased student performance, walkthroughs, lesson plans, PD sign-ins, Student Tracking Sheets/matrices |  | | | |

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|---|-------|---|---|---|--|--|
| 10) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless. | 9 | Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary | PEIMS homeless reports, Student Residency Questionnaires (SRQ) |  | | |
| 11) Provide appropriate services, including supplies, meals, and transportation, to homeless students to improve academic progress, attendance, and graduation rates. | 9, 10 | Homeless liaison, counselor, social worker | Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review |  | | |
| 12) Monitor the attendance and grades of homeless and migrant students and communicate immediately when barriers or concerns exists for homeless/migrant students/families. | 9 | Homeless liaison, counselor, social worker | 9-weeks report card grades, Attendance reports, teacher communication logs |  | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.







Performance Objective 3: All Science core content instruction will be based on the State Curriculum and implemented at the appropriate levels of rigor using highly effective, research-based strategies to ensure sustained growth on STAAR and EOC student assessments, as measured by a minimum 5% points increase for each subject, grade level, and student sub-population.

Evaluation Data Source(s) 3: Percentage of students scoring satisfactory or higher on the Science STAAR assessments will increase by 5% points for each subject and grade level assessments administered in the spring of 2017.

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|-------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide structured planning time for staff using the Professional Learning Communities Model to common plan lessons and assessments covering the TEKS/student expectations and post and review lesson plans from every content/grade level on a weekly basis.</p> <p>Classroom lessons will be observed weekly either formally or informally and document implementation.</p> | 2, 4 | Department chairs, Teachers, RTI Math Coach, RTI Reading Coach, and Academic Dean and Administration | Classroom observations Lesson plans Student products Common Planning forms Improvement in instruction and student performance | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher.</p> | 2, 9, 10 | Principal, ELAR teachers, RTI Reading Coach | Student performance, reading level, I-Station reports | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students.</p> <p>To include Kilgo PD for data disaggregation and common assessment creation.</p> | 2, 8, 9, 10 | Administrators, Instructional Coaches, Department Chairs, and teachers. | Data analysis templates from PLCs, lesson plans, improved instruction and student performance Certificate of PD Attendance Common assessment templates | | | | |
| Funding Sources: 211-7 - Title I - \$400.00 | | | | | | | |

| | | | | | | | |
|---|-------|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>4) Utilize journals in ALL classes that include opportunities for student to summarize and synthesize information learned</p> | 2 | Administrators , Department Chairperson, instructional coaches and all teachers. | Journal checks, improved student performance | | | | |
| Funding Sources: 199-7 -General Operating - \$125.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning.</p> | 2 | Administrators, Department Chairperson, Instructional coaches, and teachers. | Increased student performance, lesson plans, walkthruhs and observations | | | | |
| Funding Sources: 211-7 - Title I - \$350.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 2</p> <p>6) Work with students during Jag Time and each class to create student profiles in order to set academic/testing goals and monitor progress of reaching goals</p> | 10 | Administrators, Teachers, Students | Student performance on CBAs and assessments will improve, student profile sheets in journals | | | | |
| Funding Sources: 199-7 -General Operating - \$50.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program.</p> | 2, 9 | Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers | Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams.</p> | 2, 9 | Principal, Assistant Principals, Academic Dean, Instructional Coaches, Teachers, ESL Teacher, ELL RTI Teacher | Increased student performance, walkthroughs, lesson plans, PD sign-ins, Student Tracking Sheets/matrices | | | | |
| <p>9) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.</p> | 9 | Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary | PEIMS homeless reports, Student Residency Questionnaires (SRQ) | | | | |
| <p>10) Provide appropriate services, including supplies, meals, and transportation, to homeless students to improve academic progress, attendance, and graduation rates.</p> | 9, 10 | Homeless liaison, counselor, social worker | Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review | | | | |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| 11) Monitor the attendance and grades of homeless and migrant students and communicate immediately when barriers or concerns exists for homeless/migrant students/families. | 9 | Homeless liaison, counselor, social worker | 9-weeks report card grades, Attendance reports, teacher communication logs |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.







Performance Objective 4: All Social Studies core content instruction will be based on the State Curriculum and implemented at the appropriate levels of rigor using highly effective, research-based strategies to ensure sustained growth on STAAR student assessments, as measured by a minimum 12% points increase the Social Studies overall satisfactory percentage and a minimum of at least 50% satisfactory in all subpopulations.

Evaluation Data Source(s) 4: Percentage of students scoring satisfactory or higher on the Social Studies STAAR assessments will increase to at least 50% in all subpopulations in the spring of 2017.

Summative Evaluation 4:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|-------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide structured planning time for staff using the Professional Learning Communities Model to common plan lessons and assessments covering the TEKS/student expectations and post and review lesson plans from every content/grade level on a weekly basis.</p> <p>Classroom lessons will be observed weekly either formally or informally and document implementation.</p> | 2, 4 | Department chairs, Teachers, RTI Math Coach, RTI Reading Coach, and Academic Dean and Administration | Classroom observations Lesson plans Student products Common Planning forms Improvement in instruction and student performance | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher.</p> | 2, 9, 10 | Principal, ELAR teachers, RTI Reading Coach | Student performance, reading level, I-Station reports | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students.</p> <p>To include Kilgo PD for data disaggregation and common assessment creation.</p> | 2, 8, 9, 10 | Administrators, Instructional Coaches, Department Chairs, and teachers. | Data analysis templates from PLCs, lesson plans, improved instruction and student performance Certificate of PD Attendance Common assessment templates | | | | |

| | | | | | | | |
|---|-------|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>4) Utilize journals in ALL classes that include opportunities for student to summarize and synthesize information learned</p> | 2 | Administrators , Department Chairperson, instructional coaches and all teachers. | Journal checks, improved student performance | | | | |
| Funding Sources: 199-7 -General Operating - \$125.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning.</p> | 2 | Administrators, Department Chairperson, Instructional coaches, and teachers. | Increased student performance, lesson plans, walkthruhs and observations | | | | |
| Funding Sources: 211-7 - Title I - \$350.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 2</p> <p>6) Work with students during Jag Time and each class to create student profiles in order to set academic/testing goals and monitor progress of reaching goals</p> | 10 | Administrators, Teachers, Students | Student performance on CBAs and assessments will improve, student profile sheets in journals | | | | |
| Funding Sources: 199-7 -General Operating - \$50.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program.</p> | 2, 9 | Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers | Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams.</p> | 2, 9 | Principal, Assistant Principals, Academic Dean, Instructional Coaches, Teachers, ESL Teacher, ELL RTI Teacher | Increased student performance, walkthroughs, lesson plans, PD sign-ins, Student Tracking Sheets/matrices | | | | |
| <p>9) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.</p> | 9 | Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary | PEIMS homeless reports, Student Residency Questionnaires (SRQ) | | | | |
| <p>10) Provide appropriate services, including supplies, meals, and transportation, to homeless students to improve academic progress, attendance, and graduation rates.</p> | 9, 10 | Homeless liaison, counselor, social worker | Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review | | | | |






| | | | | | | | |
|---|---|--|--|--|--|--|--|
| 11) Monitor the attendance and grades of homeless and migrant students and communicate immediately when barriers or concerns exists for homeless/migrant students/families. | 9 | Homeless liaison, counselor, social worker | 9-weeks report card grades, Attendance reports, teacher communication logs |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation.

Performance Objective 1: To communicate monthly to our external stakeholders and to ensure that they are aware of all of the activities.

Evaluation Data Source(s) 1: Artifacts for all communications that have been transmitted, disseminated, and posted on our school's website.

Summative Evaluation 1:


| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Use multiple modes of communication to reach our external stakeholders. Those communication pathways are the following: monthly ' Home-School Connection' Newsletter and Calendar of Events; teachers websites; the school's Website; school's marquee; and the Bright Arrow. | 6 | Principal, the school's webmasters, and the teachers of Judson Middle School | Artifacts of the different forms of communication to our community members and parents. | | | | |
| 2) School will provide ongoing parental involvement in collaboration with staff to facilitate student achievement. | 2, 6 | Principal, counselors, assistant principals, teachers, students, and parents | Sign in sheets as evidence for increased parent participation. | | | | |
| 3) Parents are systematically involved in decisions regarding parental involvement activities. | 6 | Principal, teachers, assistant principals | Site Based agendas and minutes of meetings. | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation.

Performance Objective 2: Increase parental involvement by 10% from previous school year.

Evaluation Data Source(s) 2: Number of parents participating on campus in multiple activities.

Summative Evaluation 2:


| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Increase the level of parent volunteerism to improve student achievement. | 6 | Principal, assistant principals, counselors | PTO membership, parent surveys, visibility of parents on campus | | | | |
| | Funding Sources: 211-7 - Title I - \$210.00 | | | | | | |
| 2) Feeder school orientation for students and parents and open house. | 6, 7 | Administrators, counselors, and teachers | sign in sheets and agendas | | | | |
|  | | | | | | | |

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: To maintain teacher retention at 90% by providing support to new and veteran teachers.

Evaluation Data Source(s) 1: Staff reflects less than 10% teacher turn over.

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|----------|----------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Prioritize professional development needs based on data. PD provided will include on-site PD, book studies and off-site professional development workshops in the areas of: classroom engagement, classroom management, content specific PD, etc. | 4 | Administrators | Pofessional development activities, sign in sheets | | | | |
| Funding Sources: 211-7 - Title I - \$8,200.00 | | | | | | | |
| 2) Utilizing the components of PLC for vertical alignment purposes, collaboration, and RPM (reflective practice model) by using data to guide teacher instruction and help them in the development and evaluation of assessments. | 4, 8, 10 | Administrators | Pofessional development activities, sign in sheets | | | | |
| 3) Teachers attend Kilgo and Lead Forward accountability training. | 3, 4 | Administrators | Certificates of completion | | | | |
|  | | | | | | | |

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: Develop and implement a balanced campus budget that reflects equitable distribution of resources to all instructional programs that results in an increase in student achievement, as measured by a 5% point increase in all STAAR and EOC assessments.

Evaluation Data Source(s) 1: At minimum, 5% point increase in all areas of the STAAR and EOC assessments.
 A SY 2016-2017 budget that reflects an equitable distribution of funds across all content areas and instructional programs.

Summative Evaluation 1:


| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Closely monitor the expenditures of local, state, and federal expenditures and reporting for compliance. | | Principal Campus Bookkeeper | Monthly reports of all campus accounts and expenditures | | | | |
| 2) Perform reviews of financial information to ensure it is accurate. | | Principal Campus Bookkeeper Department Chairs Activity Sponsors | Completed monthly reconciliations of bank accounts and activity accounts. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 1: To develop and implement a systematic approach to decrease the discipline referral rate by 25%.

Evaluation Data Source(s) 1: A 25% decrease in discipline referrals from previous school year.

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide after school interventions through the Boys and Girls Club "Army Youth Program in Your Neighborhood." | 2, 9, 10 | Teachers and the Boys and Girls Program | Number of students participating in the program, sign in sheets for attendance, parental consent letters, academic grades. | | | | |
| 2) Attend professional development on motivating and managing disruptive students. | | Instructional Coaches and Teachers | PEIMS data | | | | |
| Funding Sources: 171-7 State Compensatory Education - \$1,000.00 | | | | | | | |
|  | | | | | | | |








Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 2: To provide a school environment where students, parents, and community members work collaboratively in building a positive and safe environment at Judson Middle School.

Evaluation Data Source(s) 2: 90% of positive feedback on Spring 2017 parent/faculty survey regarding school climate.

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|--|---|--|-----------|-----|-----------|------|
| | | | | Formative | | Summative | |
| | | | | Nov | Jan | Mar | June |
| 1) November-Fest; Teacher Recognition Week; Coordinates fundraisers; Distributes profits for the benefit of our students | 6 | Administrators, Staff, Coaches, Board Members of the P.T.S.O. | The departments' profit earnings of the of November-fest, and the P.T.S.O. | | | | |
| Funding Sources: 199-7 -General Operating - \$500.00 | | | | | | | |
| 2) Awards' Assemblies for academics, Principal's Awards Ceremony; Girls and Boys Athletic Banquet; Six Weeks Grading Period's A and A-B Honor Roll & Citizenship Grades Celebrations; Students and staff members of the Month. | | Administrators, Counselors, Staff and the Boys and Girls Athletic Coordinators. | Sign-in Sheets; Program for each event; and Weekly Bulletins; Home School Connection and Newsletter; and PEIMS data. | | | | |
| Funding Sources: 199-7 -General Operating - \$500.00 | | | | | | | |
| 3) Celebrate Hispanic, Native American, and Black cultures. | 6 | Administrators, instructional staff members and the P.T.S.O. | Sign in sheets, agendas, parent attendance | | | | |
| 4) Increase the number of members in our Parent Teacher Student Organization P.T.S.O. | 6 | PTSO coordinator and administrators | membership to include teachers | | | | |
| Critical Success Factors CSF 5 CSF 6 | 2, 6, 10 | Counselors, Administrators, School Resource Officer | Decreased incidents of harassment and bullying | | | | |
| 5) Conduct school- wide activities that promote positive appropriate relationships conducive to a learning environment that is safe and drug free. | Funding Sources: 199-7 -General Operating - \$1,000.00 | | | | | | |

| | | | | | | | |
|---|----------|--|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 6</p> <p>6) Provide character education and positive incentives to students who demonstrate Jaguar PRIDE.</p> <p>Counselors will will provide character lessons through the counseling corner portion of the Jag Time advisory.</p> | 1, 2, 10 | Staff, students, families, counselors and administration | Decreased bullying incidents and gang attire, and decrease in student discipline referrals Advisory PPT Lessons |  | | | |
| <p>7) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.</p> | 9 | Homeless liaison, counselor, social worker | 6-weeks report card grades, Attendance reports of homeless students |  | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 2 | Reading Bookroom updated with additional materials for Readers Workshop and implementation of Close Reading Strategies for Tier 2 and Tier 3 RTI students. |
| 1 | 1 | 3 | Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher. |
| 1 | 1 | 4 | Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students. To include Kilgo PD for data disaggregation and common assessment creation. |
| 1 | 1 | 6 | Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning. |
| 1 | 1 | 8 | Utilize RTI process to ensure supplementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students. |
| 1 | 1 | 9 | Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program. |
| 1 | 1 | 10 | Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams. |
| 1 | 2 | 2 | Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher. |
| 1 | 2 | 3 | Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students. To include Kilgo PD for data disaggregation and common assessment creation. |
| 1 | 2 | 5 | Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning. |
| 1 | 2 | 7 | Utilize RTI process to ensure supplementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students. |
| 1 | 2 | 8 | Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program. |
| 1 | 2 | 9 | Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 3 | 2 | Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher. |
| 1 | 3 | 3 | Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students. To include Kilgo PD for data disaggregation and common assessment creation. |
| 1 | 3 | 5 | Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning. |
| 1 | 3 | 7 | Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program. |
| 1 | 3 | 8 | Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams. |
| 1 | 4 | 2 | Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher. |
| 1 | 4 | 3 | Ongoing data analysis process to identify the students and areas of need for targeted instruction for the Extended Day After School Intervention Program with at-risk , ELL, and Special Ed students. To include Kilgo PD for data disaggregation and common assessment creation. |
| 1 | 4 | 5 | Utilize best practices to improve student performance in all contents, to include differentiated instruction, ELL Sheltered strategies, manipulatives, and project based-learning. |
| 1 | 4 | 7 | Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program. |
| 1 | 4 | 8 | Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams. |

Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 2 | Reading Bookroom updated with additional materials for Readers Workshop and implementation of Close Reading Strategies for Tier 2 and Tier 3 RTI students. |
| 1 | 1 | 3 | Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher. |
| 1 | 1 | 8 | Utilize RTI process to ensure supplementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students. |
| 1 | 1 | 9 | Targeted tutoring/interventions for students at risk of failing STAAR test. Mentoring Minds for Reading and Math will be used in the RTI classes and Extended Day Program. |
| 1 | 1 | 10 | Utilize research-based, best practice strategies for ELL students by implementing an inclusionary support ESL model with sheltered ESL teams. |

State Compensatory

Personnel for Judson Middle School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-------------------------|-----------------|------------|
| Francis Conyers | SCE RTI Teacher | State Comp. Ed. | 1 |
| Jennifer Dahlgren | RTI Instructional Coach | State Comp. Ed. | 1 |
| Liana Watkins | ELL RTI Teacher | Stae Comp. Ed. | 1 |
| Melissa Boney | RTI Instructional Coach | State Comp. Ed. | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|---------------------|----------------|------------|
| Cynthia Valdillez | Academic Dean | Title I | 1 |
| Debra King | Title I RTI Teacher | Title I | 1 |

2016-2017 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------|--|
| Administrator | Liza Guerrero | JMS Principal |
| Business Representative | Richard Dawdy | |
| Business Representative | Angie Rodgers | |
| Classroom Teacher | Shannon Bailey | JMS SPED Teacher |
| Classroom Teacher | Gloria Graves | JISD SPED Teacher |
| Classroom Teacher | Kelly Johnson | JMS ELA Teacher |
| Classroom Teacher | Pamela Ussery | JMS ELA Department Chair |
| Community Representative | John Roberson | |
| Community Representative | Lisa Roberson | |
| District-level Professional | Nicole Taguinod | JISD Testing and Accountability Director |
| Non-classroom Professional | Sarah Faulkner | JMS Counselor |
| Paraprofessional | Sylvia Zavala | JMS Attendance Clerk |
| Parent | Livia Hendrickson | |
| Parent | Ashley Martinez | |

Campus Funding Summary

| 199-7 -General Operating | | | | | |
|---|------------------|-----------------|---|---------------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | Journals | | \$125.00 |
| 1 | 1 | 7 | Journals & Profile Sheets | | \$50.00 |
| 1 | 2 | 4 | Journals | | \$125.00 |
| 1 | 2 | 6 | Journals & Profile Sheets | | \$50.00 |
| 1 | 3 | 4 | Journals | | \$125.00 |
| 1 | 3 | 6 | Journals & Profile Sheets | | \$50.00 |
| 1 | 4 | 4 | Journals | | \$125.00 |
| 1 | 4 | 6 | Journals & Profile Sheets | | \$50.00 |
| 5 | 2 | 1 | | | \$500.00 |
| 5 | 2 | 2 | | | \$500.00 |
| 5 | 2 | 5 | | | \$1,000.00 |
| Sub-Total | | | | | \$2,700.00 |
| 171-7 State Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Read-Aloud and Leveled Books | | \$5,000.00 |
| 1 | 1 | 8 | Professional Development for RTI Personnel | | \$500.00 |
| 1 | 1 | 8 | Instructional Materials for RTI Instructional Coaches | | \$16,225.00 |
| 1 | 1 | 9 | Mentoring Minds for Math and Reading | | \$5,000.00 |
| 1 | 1 | 9 | Supplemental Pay for Extended Day Teachers | | \$7,000.00 |
| 1 | 1 | 9 | Student Supplemental Materials for Extended Day | | \$2,500.00 |
| 1 | 1 | 9 | Extra-Duty Pay for Extended Day Coordinator | | \$2,500.00 |
| 1 | 2 | 7 | Professional Development for RTI Personnel | | \$500.00 |
| 1 | 2 | 7 | Instructional Materials for RTI Instructional Coaches | | \$1,625.00 |
| 1 | 2 | 8 | Mentoring Minds for Math and Reading | | \$5,000.00 |

| | | | | | |
|------------------------|------------------|-----------------|---|---------------------|---------------|
| 1 | 2 | 8 | Supplemental Pay for Extended Day Teachers | | \$7,000.00 |
| 1 | 2 | 8 | Student Supplemental Materials for Extended Day | | \$2,500.00 |
| 1 | 2 | 8 | Extra-Duty Pay for Extended Day Coordinator | | \$2,500.00 |
| 5 | 1 | 2 | Workshop on Motivating and Managing | | \$1,000.00 |
| Sub-Total | | | | | \$58,850.00 |
| 211-7 - Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | General Supplies/Manipulatives | | \$350.00 |
| 1 | 1 | 9 | Supplemental Pay for Extended Day Paraprofessionals | | \$345.00 |
| 1 | 1 | 9 | Student Incentives for Extended Day | | \$500.00 |
| 1 | 2 | 5 | General Supplies/Manipulatives | | \$350.00 |
| 1 | 2 | 8 | Supplemental Pay for Extended Day Paraprofessionals | | \$345.00 |
| 1 | 2 | 8 | Student Incentives for Extended Day | | \$500.00 |
| 1 | 3 | 3 | | | \$400.00 |
| 1 | 3 | 5 | General Supplies/Manipulatives | | \$350.00 |
| 1 | 4 | 5 | General Supplies/Manipulatives | | \$350.00 |
| 2 | 2 | 1 | Parental Involvement Nights | | \$210.00 |
| 3 | 1 | 1 | On-Site PD | | \$8,200.00 |
| Sub-Total | | | | | \$11,900.00 |
| Grand Total | | | | | \$73,450.00 |

Addendums



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #1 – Mission Driven Leadership

STRATEGY 1.1 - Implement the mission, vision, goals and activities for the STEM Academy.

| Activity | Person Responsible | Resources | Completion Date |
|--|---------------------------------|---|------------------------|
| Develop mission, vision and goals that are aligned with the STEM Academy Planning Committee work and the T-STEM mission and vision. | STEM Academy Planning Committee | Research, T-STEM Blueprint | May 2012 |
| Develop action plans that include strategies and activities that are aligned with the mission, vision and goal and the T-STEM blueprint. | STEM Academy Planning Committee | Work of phase one from the Planning Committee; T-STEM Blueprint | On-Going |
| Develop an internal STEM Academy Leadership Team to include the director and lead teachers of the Academy who will be responsible for the implementation of the action plans. | STEM Academy Director | Academy Action Plan | On-Going |
| Ensure that Leadership Team monitors and assesses implementation of action plans regularly to guarantee that the Action Plan drives the planning and work of the STEM Academy. The Leadership Team will also provide annual reports to the STEM Academy Planning Committee and the Advisory Board. | STEM Academy Director | Action Plan Quarterly Score Card Document | On-going |
| Ensure that the Leadership Team revises Action Plans annually and reports annually to the STEM Academy Planning Committee and Advisory Board. | STEM Academy Director | Action Plan Quarterly Score Card Document | September of each year |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #1: Mission Driven Leadership

STRATEGY 1.2: Develop an Academy Advisory Board to support and guide the work of the STEM Academy.

| Activity | Person Responsible | Resources | Completion Date |
|--|------------------------------|--|------------------------|
| Develop an Academy Advisory Board made up of STEM related business representatives and higher education representatives; Academy lead teachers; district level STEM support personnel; parents; and students, current and prior, to help support and guide the STEM Academy. | STEM Academy Director | Advisory Board Handbook/Guidelines | September 2013 |
| Meet regularly with the Advisory Board members to share the work of the Academy toward meeting the mission, vision, goals and action plans of the Academy. | STEM Academy Director | Advisory Board Handbook/Guidelines | On-Going |
| Work with the Advisory Board to provide external mentorships, internships, job-shadowing for students and staff. | STEM Academy Leadership Team | Industry Partnerships | On-Going |
| Utilize Advisory Board members to review and evaluate the curriculum, materials, classroom problems and activities, and student work to assure alignment with the work force. | STEM Academy Leadership Team | Academy Scope/Sequence, Curriculum, Student Work Samples | On-going |
| Utilize Advisory Board members to identify and share STEM-related careers of the future with Academy students. | STEM Academy Leadership Team | Academy Career Portfolios | On-Going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #2: STEM Academy Culture and Design

STRATEGY 2.1: Implement a “school-within-a-school” Campus Structure

| Activity | Person Responsible | Resources | Completion Date |
|---|---|--|------------------------|
| Create a school-within-a-school structure. | STEM Academy Director and JMS Principal | JMS Master Schedule, JMS Floor Plan | August 2014 |
| Design a master schedule to allow for: <ul style="list-style-type: none"> • small class sizes conducive for collaborative learning communities of students • flexibility to coincide with interdisciplinary learning opportunities • weekly, non-graded advisory program within the master schedule • teacher conferences and a team planning period to allow for the development of interdisciplinary learning units | STEM Academy Counselor | Classroom Rosters Master Schedule | On-Going |
| Utilize STEM Academy teachers for core classes and STEM-related electives while drawing on the host campus for Athletics/PE, Fine Arts, Health, Foreign Languages, Library, Nurse, Cafeteria, and Special Education/504 Support. | STEM Academy Director and JMS Principal | Master Schedule | On-Going |
| Ensure that STEM Academy teachers complete 30 hours in Gifted and Talented training, as well as maintain the updates on a yearly basis. | STEM Academy Director | Advanced Academics Department Workshop Schedule, Workshop Certificates | Annually |
| Ensure that STEM Academy teachers complete the required SIOP/ELL training in order to incorporate best practices for all learners. | STEM Academy Director | ELL Department Workshop Schedule, Workshop Certificates | Annually |
| | | | |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #2: STEM Academy Culture and Design

STRATEGY 2.1: Implement a “school-within-a-school” Campus Structure

| Activity | Person Responsible | Resources | Completion Date |
|---|------------------------------|---|------------------------|
| Work collaboratively with the host campus to allow the STEM Academy to utilize a portion of the host campus specifically designated for the STEM Academy. | JMS Principal | JMS Floor Plans | January 2014 |
| Establish a STEM Academy Parent Committee to ensure cooperation between the school and home for student success. | STEM Academy Director | Student Demographic Information | September 2014 |
| Incorporate field trips for interdisciplinary projects, to businesses, to colleges, to competitions, and to STEM-related conferences. | STEM Academy Leadership Team | Interdisciplinary Units, Local funding | Annually |
| <i>Incorporate community service as a part of the expectations of a STEM student.</i> | <i>All teachers</i> | <i>Student Academy Handbook, Community Service Logs</i> | <i>On-Going</i> |
| Incorporate participation in extracurricular clubs (academic, STEM-related, and social) as part of the expectations of a STEM student. | All teachers | STEM Academy Handbook | Annually |
| Support STEM teacher professional development, including PBL training and development opportunities. | STEM Academy Director | JISD Professional Development Coordinator | On-Going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

| BENCHMARK #3: Student Outreach, Recruitment and Retention | | | |
|---|---|---|------------------------|
| STRATEGY 3.1: Implement a system to recruit students for the STEM Academy | | | |
| Activity | Person(s) Responsible | Resources | Completion Date |
| Develop a process for marketing to students and parents about the STEM Academy. | STEM Academy Director STEM Advisory Board | Newly Developed Marketing Plan | December 2013 |
| Develop a process for recruitment from appropriate communities and feeder schools to reach all students, including at-risk and underrepresented students. | STEM Advisory Director | Academy Brochures, Pamphlets, and Recruiting Schedule | December 2013 |
| <i>Develop an enrollment process that is based on student choice rather than Teacher selection, in order to promote a diverse student population.</i> | <i>STEM Counselor</i> | <i>Academy Student Enrollment Applications</i> | <i>December 2013</i> |
| Develop student support systems to ensure that the STEM Academy is open to all students. Systems including but not limited to: <ul style="list-style-type: none"> • Transportation to recruitment activities • Child care at recruitment activities • Translated marketing materials • Transportation to the campus | STEM Academy Director STEM Academy Counselor STEM Academy Leadership Team | Academy Recruitment and Enrollment Procedures Manual | December 2013 |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #3: Student Outreach, Recruitment and Retention

STRATEGY 3.2: Implement a system to retain students in the STEM Academy

| Activity | Person Responsible | Resources | Completion Date |
|---|--|---|------------------------|
| Involve students in meaningful, highly engaging instructional activities on a daily basis. | STEM Academy Director STEM Academy Teachers | Daily Lesson Plans | On-going |
| <i>Develop a STEM Academy parental involvement plan that supports student's success.</i> | <i>STEM Academy Counselor</i> | <i>Parent/Student Handbook</i> | <i>August 2017</i> |
| Provide early intervention strategies for struggling students, including but not limited to tutoring and RtI Interventions. | STEM Academy Director STEM Academy Teachers | State, District, and Campus Assessments | On-going |
| Provide a mentoring program to support students in academics, study skills, and socio-emotional growth. | STEM Academy Counselor | Industry Partnerships | On-going |
| Ensure that structured Professional Learning Communities planning time is student-centered and focused on students' academic success. | STEM Academy Director STEM Academy Teachers | PLC Framework | On-going |
| Provide group and individual academic and socio-emotional counseling for all students. | STEM Academy Counselor | Counseling Curriculum | On-going |
| Develop an exit procedure whereby students, parents, teachers and administrators gather data regarding a student's decision to return to their home campus. | STEM Director | Academy Exit Form | On-going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #4: Teacher Selection, Development, and Retention

STRATEGY 4.1: Implement a systematic process for teacher selection.

| Activity | Person(s) Responsible | Resources | Completion Date |
|--|--|---------------------------------|--------------------------|
| Collaborate with post-secondary and field experts to develop teacher job descriptions and requirements that promote content integration and research-based actions/strategies that demonstrate a commitment to success for all students. | STEM Director HR Executive Director | Job Descriptions | August 2016 |
| Establish committees representative of the STEM community to recruit highly effective teachers and support personnel. | STEM Director | Community Partnerships | On-going |
| Participate in job fairs, region-wide, to recruit highly effective staff: administration, teachers and support personnel. | STEM Director STEM Leadership Team | Academy Brochures and Pamphlets | On-going |
| Select highly effective teachers and support personnel who can work effectively with all students. | STEM Director | Interview Tools | March 2014 and Annually |
| Develop and monitor the implementation of Academy expectations and commitments for teachers, specific to the STEM Academy culture. | STEM Director | Academy Handbook | May 2014, Annual Updates |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

| BENCHMARK: #4: Teacher Selection, Development, and Retention | | | |
|---|---|---|------------------------|
| STRATEGY 4.2: Implement a systematic program for teacher development. | | | |
| Activity | Person(s) Responsible | Resources | Completion Date |
| Teachers will participate in Project-Based Learning professional development prior to entering the classroom and will receive on-going support through PD activities that may include on-site support, webinars, and workshops. | STEM Academy Director C&I Staff | Project Based Learning Teacher Workshop | May 2014 and Annually |
| Teachers will participate in content specific and Writing to Learn workshops as key foundational learning for integration across content areas. | STEM Academy Director STEM Academy Teachers C&I Staff | Academy Workshop Calendar and Contracts | May 2014 and Annually |
| Teachers will participate in professional development activities that incorporate strategies for best practices, technology integration, and the use of data to guide instruction. | STEM Academy Director STEM Academy Teachers C&I Staff | Academy Workshop Calendar and Contracts | May 2014 and On-going |
| Teachers will participate in professional activities and professional organizational memberships that keep teachers abreast of current STEM-related topics and career fields. | STEM Academy Director STEM Academy Teachers C&I Staff | Academy Workshop Calendar and Contracts | May 2014 and On-going |
| Structures and support for a Professional Learning Community will steer the development of the campus organizational chart and instructional schedule. | STEM Academy Counselor C&I Staff | Academy Workshop Calendar and Contracts | May 2014 and On-going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #4: Teacher Selection, Development and Retention

STRATEGY 4.3: Develop a systematic retention program for teachers.

| Activity | Person Responsible | Resources | Completion Date |
|---|--|---|---------------------------|
| Develop and provide a strong STEM Academy teacher mentoring program to provide on-going academic support. | STEM Academy Director | Business and Industry partners | August 2014 |
| Provide adequate Grade Level and Individual teacher planning time, to promote content integration. | STEM Academy Director STEM Academy Counselor | Academy Academic Schedule | May 2014 |
| Create an Academy Professional Learning Community (PLC) to provide teachers with opportunities for professional growth and instructional sharing. | STEM Academy Director Middle School Principal Supervisor | Book – A Handbook for PLC at Work Author – R. Dufour | August 2014, and on-going |
| Establish a culture of appreciation by recognizing and promoting teachers' efforts, accomplishments and use of best practices. | STEM Academy Director | Teacher Incentives | On-going |
| Provide strong administrative support by enabling and coaching leadership of staff. | Middle School Principal Supervisor | Instructional Coaching Workshop | Fall 2014, and on-going |
| Develop teacher incentive plans that support STEM education efforts. | Director of Instructional Technology | District Recommended Technology Vendors | August 2014, On-going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #5: Curriculum & Instruction

STRATEGY 5.1: Implement STEM-integrated Course Offerings & Curriculum

| Activity | Person Responsible | Resources | Completion Date |
|--|------------------------------|---|-----------------|
| Identify state required core courses and use to determine course learning path for STEM Academy students. | STEM Academy Counselor | TEA Curriculum Guide | March 2014 |
| Identify electives, by grade level, that target STEM content. | STEM Academy Counselor | Nimitz Academy; ESC 20 | March 2014 |
| Use Project-Based Learning units to integrate STEM content across core content areas. | STEM Academy Teachers | Buck Institute for Education (BIE) | June 2014 |
| Work with math/science teachers and ELA/Social Studies teachers to identify common TEKS so as to design lesson units that naturally integrate common state standards across content areas. | STEM Academy Teachers | Middle School TEKS, BIE Professional Development Tools | On-going |
| Use course integration units to determine instructional resources for effective instructional delivery. | STEM Academy Teachers | BIE Professional Development: Designing Integrated Curriculum Units | On-going |
| Ensure that delivery of innovative curricular programs are directly related to science, technology, engineering and math and are well aligned to state standards. | STEM Academy Teachers | Middle School TEKS; SciGirls; ACCD; | On-going |
| Develop a plan for accelerating student achievement in math and science, particularly for low income and underserved students. | STEM Academy Leadership Team | Academy Student Portfolios; Personal Graduation Plans | On-going |
| Incorporate work-based, contextual learning with global perspective into the curriculum. | STEM Academy Teachers | Industry Partnerships | On-going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #5: Curriculum & Instruction

STRATEGY 5.1: Implement STEM-integrated Course Offerings & Curriculum

| Activity | Person Responsible | Resources | Completion Date |
|--|-----------------------|--------------------------------|-----------------|
| Promote student participation in extra-curricular academic activities centered on math, science, and technology, such as UIL, robotics and math competitions or science fairs. | STEM Director | STEM Partnerships | On-going |
| Require all students to present and/or defend an interdisciplinary end of year STEM project. | STEM Academy Teachers | STEM Research Topics | May 2014 |
| Incorporate Field Trips and Guest Speakers in instructional lesson planning, as frequently as possible. | STEM Academy Teachers | Industry Partnerships; ACCD | On-going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #5: Curriculum & Instruction

STRATEGY 5.2: Use Assessments to drive instruction and measure Accountability

| Activity | Person Responsible | Resources | Completion Date |
|--|---------------------------|---|------------------------|
| Use diagnostic, on-going and end of semester assessments for all students to drive instructional decisions. | STEM Academy Teachers | Campus and District Assessments | On-going |
| Use State Standards as a guide to determine and address gaps in students' learning. | STEM Academy Teachers | Middle School TEKS | On-going |
| Provide readiness assessments to determine and address gaps in learning. | STEM Academy Counselor | College Board Assessments: RediStep, PSAT | Annually |
| Develop an Academy Student Information System to track students' academic progress. | STEM Academy Counselor | JISD Technology Department | September 2014 |
| Utilize Performance Assessments that are aligned to state/national standards to measure student performance levels throughout the academic year. | STEM Academy Teachers | BIE Tools and Rubrics | On-going |
| Consistently use student benchmark data to measure program effectiveness. | STEM Director | Academy Score Card | On-going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #6: Strategic Alliances

STRATEGY 6.1: Develop strategic alliances with local community and educational organizations to enhance the work of the STEM Academy

| Activity | Person Responsible | Resources | Completion Date |
|---|--|----------------------------|------------------------|
| Survey Bexar Country for all STEM related business, STEM related government agencies, STEM related Non-Profit organizations, STEM related educational organizations and college/university departments | STEM Academy Committee STEM Academy Director | STEM Partnership Directory | On-going |
| Cull list for potential alliances in or near the Judson ISD. | STEM Academy Committee STEM Academy Director | STEM Partnership Directory | On-going |
| Match potential alliance resource list to curricula needs in grades 6-8. | STEM Academy Committee STEM Academy Director | STEM Partnership Directory | On-going |
| Develop generic MOU to be available to sign up alliance partners | STEM Academy Director PK-12 Curriculum Director | Sample MOU Documents | On-Going |
| Begin discussion with potential alliance participants to determine contact person, potential contribution to the STEM academy and interest of the business, school, agency or individual in assisting this project. | STEM Academy Committee STEM Academy Director | STEM Partnership Directory | On-going |
| Complete negotiations and signing of MOUs with appropriate alliance partners | STEM Academy Committee STEM Academy Director | STEM Partnership Directory | On-Going |
| Ceremony or banquet recognizing alliance partners for the STEM academy | STEM Academy Director | STEM Partnership Directory | On-Going |



**JUDSON INDEPENDENT SCHOOL DISTRICT
STEM DEVELOPMENT
ACTION PLAN**

BENCHMARK #7: Academy Advancement and Sustainability

STRATEGY 7.1: Maintain focus on continuous improvement through program evaluation and advancement

| Activity | Person Responsible | Resources | Completion Date |
|---|--|---|----------------------------|
| Regularly analyze, review and revise the STEM Academy Action Plans to maintain a focus on the effective development and implementation of the STEM Academy, and to share Action Plan revisions with the STEM Academy Advisory Board, annually. | STEM Academy Committee | STEM Academy Action Plan | Quarterly |
| Implement components of the small learning community to include but not limited to: <ul style="list-style-type: none"> • Opportunity For Student Voice • Professional Learning Communities • Parent Involvement • Partnerships with community and business partners • Partnerships With Higher Education | STEM Academy Director STEM Academy Leadership Team | Small Learning Communities Research and Implementation Components | August 2014, and On-going |
| Maintain a budget that provides for effective implementation of the STEM Academy | STEM Academy Director JISD Finance Department | JISD Budget Goal Setting/Summary Sheet | January 2014, and Annually |
| Identify aligned technology integration in order to determine hardware purchases and determine technology budget. | JISD Instructional Technology Director; STEM Academy Director | Curriculum Inventory | January 2014, and Annually |
| Use course integration units to determine manipulatives and instructional resources for effective instructional delivery. | STEM Academy Director; STEM Academy Leadership Team; Curriculum and Instruction Director | Curriculum Inventory | January 2014, and Annually |
| Consistently use student Benchmark and State data to measure program effectiveness. | STEM Academy Director STEM Advisory Committee | Assessment Data Charts and Reports | Annually |