



Plano Independent School District Campus Improvement Plan

Jasper High School

6800 Archgate Drive

Plano, TX 75024

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Campus Information

Administration Team

Principal, Dr. Matthew Endsley

Assistant Principal, Bradley Bailey

Assistant Principal, Andrea Hendrickson

Assistant Principal, Bryan McCord

Assistant Principal, Kim Murphy

About Us

Jasper High School is dedicated to providing a unified, caring environment where each student will be prepared to succeed in a diverse and challenging world.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/07/2018 09:00 am

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 09:00 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/02/2019 09:00 am

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Clarissa Moreno	Faculty Member			X	X
Bradley Bailey	Faculty Member	2005-06	X	X	X
Bryan McCord	Faculty Member	2018-19	X		X
Andrea Hendrickson	Faculty Member	2018-19	X	X	
Mike Stanton	Faculty Member	2005-04	X		X
Amy Fortney	Faculty Member, Special Ed	2018-19	X	X	X
Matthew Endsley	Principal	2004-2005	X		X
Amy Bates	District Professional		X	X	X
Kim Murphy	Campus Professional, Non-teaching	2018-19	X	X	X
Petra Morgan	Support Staff Member	2018-19	X	X	X
Venetia Robertson	Parent-Selected by PTA			X	X
Martha Gonzalez	Parent-Selected by Principal	2015-16	X		X
Sandeep Yalamanchi	Parent	2018-19	X		
Korey Koop	Parent				
Krystal Nuefeld	Parent	2018-19	X		X
Saadia Alvi	Parent	2018-19	X		X
Vinitha Magesh	Community Member	2018-19	X	X	X
JoLynn Rude	Community Member	2008-09	X		
Sara Akers	Business Representative	2018-19	X		
Alex Johnson	Business Representative	2003-04	X	X	X
Kianna Sullivan	Student	2017-18	X	X	

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
James Li	Student	2018-19	X	X	
Sandra Franklin	Faculty Member			X	
Lisa Morse	Faculty Member			X	
Pyu Zin	Student	2018-19	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diverse student population High rates of gifted students Low rates of at risk students	Cultural competency trainings	Gap between staff and student and staff demographics
Student Achievement	Students achieve at very high levels High levels of mastery on assessments	Student are high achieving, but growth can plateau	Achievement stalls just past the "meets expectation" level
School Culture and Climate	Nice facilities Safe environment Students collaborate with trust Clubs and organizations help anchor students Block lunch, stress busters, and Jagfest provide stress relief Great resources	Academic competition creates emotional challenges Students perceive barriers to higher level classes and certain clubs Students are afraid of failure and struggle to take calculated risks	Work to combat the stress and anxiety students feel

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	<p>Staff mentoring programs support new teachers</p> <p>Community of leaders</p> <p>Respect for teachers' time</p> <p>Long teacher retention</p> <p>Teachers feel heard through task force participation</p> <p>Enthusiastic administrative team</p> <p>Active PTA</p> <p>Quality feedback from administrative team</p> <p>Dedicated teachers work tirelessly for students and for Jasper</p>	<p>Mentor consistency varies</p> <p>Varied rates of community across departments</p> <p>Active parent community creates time pressures on teachers</p> <p>Work/life balance of staff strongly tips toward work</p>	<p>Develop community among staff across departments</p> <p>Give teachers a voice</p>
Curriculum, Instruction, Assessment	<p>Strong curriculum and resources available for most subjects</p> <p>Targeted supports for struggling students through Jag Academy, block lunch tutorials, AVID, CMIT, and SPED</p> <p>Use of data to inform practice</p> <p>Assessment practices rooted in the ideal</p>	<p>Lack of published curriculum in certain courses</p> <p>Harness the potential of technology to achieve new potential</p> <p>Students overwhelmed by coursework and other commitments</p>	<p>Updated and well written curriculum for all subjects</p>
Family and Community Involvement	<p>High levels of parental involvement</p>	<p>Partnerships with local business and universities</p>	<p>Work to engage families that don't actively seek out engagement from Jasper</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Incredibly active PTA</p> <p>Volunteers support school activities</p> <p>Booster clubs help fund and support extra curricular activities</p>	<p>Students have school spirit for Plano West, but not necessarily Jasper</p> <p>Since the community is so active, we are have not developed methods to seek out community members that are reluctant to engage with the school</p> <p>Students and families in the middle can get overlooked since we work so hard on students that are outliers</p>	
School Context and Organization	<p>Fidelity to work in teams and departments</p> <p>Jag Academy provides targeted interventions for students that struggle in individual courses</p> <p>Teachers work to accomodate students' needs</p> <p>Academic success is a very high priority among most all students and families</p> <p>Teachers work to norm assessments across campus</p>	<p>Teachers feel excluded from decision making process</p> <p>The academic expectations may be too high in some courses</p> <p>Relieve academic peer pressure</p>	<p>Continue to cultivate school, work, and home life balance for Jasper teachers and students</p> <p>Provide teachers opportunity to have their voices heard</p>
Technology	<p>Chromebooks for every student throughout the day</p> <p>Varied academic tech resources for teachers and students</p>	<p>Systems and structures to help ensure technology is used as a tool instead of a distraction</p> <p>Reliability concerns with the wifi in the school</p>	<p>Solution for students across SES groups to access technology at home</p> <p>Continued staff training on implementation of technology in classrooms</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Campus tech team helps teachers incorporate technology in meaningful ways</p> <p>District staff to guide teachers on best practices for technology</p>	<p>Equity concerns with students that cannot take home their technology to continue work at home</p> <p>Need to teach quality research practices for students</p>	

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform the PLC (Professional Learning Community) process (policies and practice).
Root Cause and Strategy	<p>a. We will train staff on the PLC process.</p> <p>b. We will develop common artifacts for collaborative teams to generate as products of their work.</p> <p>c. We will have administrators work more directly with the team leaders and less with the teams to empower the team leaders.</p>
Goal	Move collaborative teams further along the autonomy scale as defined by Marzano.
Project Lead	Matt Endsley
Staff, Title I Staff	Administrators, all team leaders, and all staff
Materials and Resources	Trainings from Susan Modisette, Ashley Helms, and Lisa Thibodeaux, copies of Marzano's Collaborative Teams That Transform Schools: The Next Step in PLCs, and HRS Training Resources

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>Root Cause (a) Activities:</p> <p>1. All staff will become more familiar with the PLC process and expectations.</p> <p>2. Every team leader on campus will get a three half-day pull outs to train on the PLC process from district professionals, Susan Modisett, Ashley Helms, and Lisa Thibodeaux.</p>				<p>1. Staff In-Service 8/2, three write ups in the Ahead of the Curve newsletters</p> <p>2. Half-days are scheduled for 10/23, 11/13, 2/28</p>	MLP training logs, newsletters, agendas, and calendars	Ensure the PLC model is understood and embraced by team leaders.	Some Progress Collaborative team meetings will have agendas and artifacts centered around the 4 PLC questions.	Significant Progress Collaborative team meetings will have agendas and artifacts centered around the 4 PLC questions.	Significant Progress Collaborative team meetings will have agendas and artifacts centered around the 4 PLC questions. Each team will develop a unit planning cycle for their team that describes when each step of planning should be completed relative to the unit.
Root Cause (b) Activities:				1. Artifacts will be established at in-service on 8/2.	MLP training logs, newsletters,	Ensure the PLC model is systematically	Some Progress Collaborative team meetings will have	Significant Progress Collaborative team meetings will have	Significant Progress Collaborative team meetings will have

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
1. Common artifacts and processes for sharing those artifacts will be generated through the pull out days and ongoing discussions with team leaders.				Additional artifacts will be determined over the course of the half-day trainings on 10/23, 11/13, and 2/28	agendas, and calendars	working toward similar goals.	agendas and artifacts centered around the 4 PLC questions.	agendas and artifacts centered around the 4 PLC questions.	agendas and artifacts centered around the 4 PLC questions. Each team will develop a unit planning cycle for their team that describes when each step of planning should be completed relative to the unit.
Root Cause (c) Activities: 1. Administrators will set up standing meetings to work with team leaders in debriefing past team meetings and planning future meetings.				1. Weekly/Bi-weekly meetings scheduled with team leaders and the support administrator		Ensure the PLC model is implemented with fidelity.	Some Progress Collaborative team meetings will have agendas and artifacts centered around the 4 PLC questions.	Significant Progress Collaborative team meetings will have agendas and artifacts centered around the 4 PLC questions.	Significant Progress Collaborative team meetings will have agendas and artifacts centered around the 4 PLC questions. Each team will develop a unit planning cycle for their team that describes when each step of planning should be completed relative to the unit.

Critical Action #2

Problem Statement	Students and staff at Jasper consistently report elevated levels of stress and anxiety centered around excessive workloads and pressure to perform at the highest level.
Root Cause and Strategy	<p>a. We will work to help the Jasper community establish a balance between work and life.</p> <p>b. We will work to help the Jasper community to develop stress/anxiety management techniques and practices.</p> <p>c. We will develop systems and structures for students and staff through our new campus Social Emotional Learning (SEL) Facilitator and SEL Team.</p>
Goal	Cultivate a balanced, supportive school experience
Project Lead	Kim Murphy
Staff, Title I Staff	Matt Endsley, Brad Bailey, Amy Fortney, Meerna Ayoubi, Dominic Burke, Sandra Franklin, Amy Lenord, Melanie McAllaster, Clarissa Moreno, Yvonne Miller, and Sara Stevens
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>Root Cause (a) Activities:</p> <p>1. Establish “Our Top” mentality among staff so that staff can prioritize what is most important in our work and evaluate whether or not to continue spending time on things that are not directly related to “Our Top” priorities.</p> <p>2. Continue to differentiate the First Days of School curriculum to include community and culture building on first day and different modules the second day hitting important subjects like making meaningful contributions, student passions, failing forward, and stress and anxiety management.</p>				<p>1. Our Top mentality will be established with staff in-service 8/2, at staff meetings (10/4, 12/18, 1/7, 2/7, 3/21, 4/25, and 5/16), and through segments in the weekly "Ahead of the Curve" newsletter.</p> <p>2. First Day Plans established May 2018 and implemented 8/13-8/15</p>	MLP training logs, agendas, materials, team meeting notes, weekly news letters, presentation slides, videos created, and alterations to the master schedule.	Students and staff will report a relief in anxiety and stress from the beginning and end of the year.	Some Progress Meetings, training, and plans are set into the calendar.	Some Progress Quick data will indicate that programs are being implemented and are successful in reducing stress and anxiety	Some Progress Formal polls of students and staff will report a relief in anxiety and stress from the beginning and end of the year.

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>Discuss and look at implementing “First Days” themes and modules throughout the school year.</p> <p>3. Continue to implement the “FriYAY” segments of the video announcements to celebrate Jaguars doing good in and outside of Jasper.</p> <p>4. Continue "Nothing Due Fridays" so that students can reserve Thursdays for family, friends, and relaxation.</p> <p>5. Continue Block Lunch so that students can self-determine how to use an hour in their day. We will continue to offer decompression activities during this time.</p>				<p>3. FriYAYs will start 8/31 and occur weekly throughout the year.</p> <p>4. Expectations revisited in-service 8/2 and in leadership meeting 9/4. We will continue monitoring weekly.</p> <p>5. Block Lunch will start the 3rd week of school and continue daily.</p>					
<p>Root Cause (b) Activities:</p> <p>1. Continue partnership with UT Southwest and their Youth Awareness of Mental Health (YAM) program that offers interactive sessions, lectures, and other resources addressing self-help advice, stress and crisis, depression and suicidal thoughts, helping friends in need, and help getting further advice on mental health.</p> <p>2. Continue “Stressbusters Week” the week before final exams to include student and teacher feedback, suggestions, and implementation of activities designed to lower student and teacher stress the week before finals.</p>				<p>1. YAM will present to PTSA General meeting on 9/12 and work through health classes to address students.</p> <p>2. Stress buster weeks will be implemented 12/11-12/17 and 5/13-5/17</p>	MLP training logs, agendas, materials, team meeting notes, weekly news letters, presentation slides, videos created, and alterations to the master schedule.	Students and staff will report a relief in anxiety and stress from the beginning and end of the year.	Significant Progress Meetings, training, and plans are set into the calendar.	Significant Progress Quick data will indicate that programs are being implemented and are successful in reducing stress and anxiety	Some Progress Formal polls of students and staff will report a relief in anxiety and stress from the beginning and end of the year.

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>Root Cause (c) Activities:</p> <p>1. Learn more about SEL implementation through book studies, training from the Momentous Institute, and district experts.</p> <p>2. Evaluate opportunities to implement SEL practices more effectively into our existing classroom and discipline systems.</p> <p>3. Evaluate opportunities in the master schedule to implement SEL on a weekly basis.</p>				<p>1. Momentum training over the summer of 2018 and 9/27-9/28. Additional training and consultations will be sought through district experts as needed.</p> <p>2. The SEL team is meeting bi-weekly to develop systems and structures.</p>	MLP training logs, agendas, materials, team meeting notes, weekly news letters, presentation slides, videos created, and alterations to the master schedule.	Students and staff will report a relief in anxiety and stress from the beginning and end of the year.	Some Progress Meetings, training, and plans are set into the calendar.	Some Progress Quick data will indicate that programs are being implemented and are successful in reducing stress and anxiety	Some Progress Formal polls of students and staff will report a relief in anxiety and stress from the beginning and end of the year.

Critical Action #3

Problem Statement	Formal surveys and informal quick data indicate that staff would like to know more about how campus decisions are made and to have more of an opportunity to voice their input.
Root Cause and Strategy	<p>a. We will work with staff to explain the existing campus decision making processes and highlight staff voice is currently incorporated.</p> <p>b. We will work to create more opportunities for staff to contribute to campus decisions.</p>
Goal	Empower staff with a voice in guiding Jasper's operations
Project Lead	Matt Endsley, Brad Bailey, and Andrea Hendrickson
Staff, Title I Staff	Campus Administrators, Leadership Team, and All staff
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>Root Cause (a) Activities:</p> <p>1. With input from the Leadership team, we generated a decision making matrix to share with staff that highlights decisions made by individual teachers, decisions where teachers will routinely have input to administration and the leadership team, and decisions that will be made by admin that may not incorporate teacher input.</p>				The decision making matrix was generated on our summer leadership retreat 7/27 and shared at in-service 8/2.	MLP logs, Decision Making Matrix, CNA Google Form, CNA Posters, CIP documents, staff meeting agendas, Task Force agendas, emails regarding Task Force	Increase staff morale and buy-in by creating opportunities to engage them in decision making processes	Significant Progress MLP logs, Decision Making Matrix, CNA Google Form, CNA Posters, CIP documents, staff meeting agendas, Task Force agendas, emails regarding Task Force	Significant Progress Quick data from Staff will report improvements in morale and a sense of voice.	Significant Progress HRS Survey data will show improvements in staff responses to domain 1.6 (Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.)
<p>Root Cause (b) Activities:</p> <p>1. We used collaborative meetings to help develop the problem statements, goals, and action</p>				1. The collaborative team meeting to develop problem statements, analyze root causes, and	MLP logs, Decision Making Matrix, CNA Google Form, CNA Posters, CIP documents, staff	Increase staff morale and buy-in by creating opportunities to engage them in	Some Progress MLP logs, Decision Making Matrix, CNA Google Form, CNA Posters, CIP	Significant Progress Quick data from Staff will report improvements in	Some Progress HRS Survey data will show improvements in staff responses to domain 1.6

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>steps in the Campus Improvement Plan (CIP).</p> <p>2. We will hold 3 additional staff meetings to create more opportunity for campus administration to hear from staff. Of our nine staff meetings, four will explicitly focus on staff voice.</p> <p>3. We will continue the use of Task Force teams with alterations that respond to staff feedback such as: give staff voice on the topics created for consideration by Task Force teams; actively recruit staff members to participate on specific Task Force teams; and publish to staff initial recommendations considered to allow additional staff to participate on the Task Force before the final recommendation is made to the leadership team.</p> <p>4. We will solicit nominations for teachers that have specialties in the categories Curriculum and Instruction, Systems and Organization, and Social Emotional Learning. Admin will use those nominations to recognize teachers nominated. Additionally, admin will offer those teachers nominated an opportunity to offer professional development to other teachers on their terms. Staff will be able to seek out peer-to-peer professional learning on topics of their choosing.</p>				<p>generate potential actions steps took place 8/3.</p> <p>2. Additional staff meetings have been scheduled for 10/4, 2/7, and 4/23. The staff meeting on 1/27 will also focus on teacher voice.</p> <p>3. The plan for developing improvements to our Task Force model were developed with consultation from the leadership team on 7/27, refined in weekly admin meetings, and final plans were vetted by the leadership leadership team on 9/4. Task Force topics will be generated and recruited for on 10/4. Each Task Force will set meetings to make initial recommendations by 12/7 and final recommendations by 4/4.</p>	<p>meeting agendas, Task Force agendas, emails regarding Task Force</p>	<p>decision making processes</p>	<p>documents, staff meeting agendas, Task Force agendas, emails regarding Task Force</p>	<p>morale and a sense of voice.</p>	<p>(Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.)</p>

Critical Action #4

Problem Statement	The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard for STAAR is below the district average in the following group: Special Education Algebra 1 Jasper: 38% / 12% / 0% Special Education Algebra 1 District: 49% / 16% / 5%
Root Cause and Strategy	<p>a. We will partner with the curriculum department to ensure that the Algebra 1 curriculum is most effectively written and implemented with fidelity.</p> <p>b. The Commitment to Equity (C2E) team will reach out to students and families that may be reluctant to meaningfully engage with the school.</p> <p>c. Campus Leadership and Commitment to Equity (C2E) team will work to improve cultural competency among teaching practices.</p> <p>d. We will provide proven interventions in and out of the classroom to assist each student in mastering grade-level learning objectives.</p>
Goal	Increase the percentage of all students performing at the Approaches grade level standard to eliminate the gap between the campus and district average.
Project Lead	Campus Administrators, C2E Team, Campus Tech Team
Staff, Title I Staff	Algebra 1 Team, SPED Team
Materials and Resources	District Curriculum, Edugence, Eduphoria, Gradebook

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>Root Cause (a) Activities:</p> <p>1. Administration and the math department current planning practices in Algebra 1.</p> <p>2. We will conduct item analysis to see if there are key areas of the</p>				<p>1. Weekly Team meetings</p> <p>2. Analysis will be conducted by 9/28.</p> <p>3. October 2018</p>	MLP logs, meeting agendas, walkthrough data, PLC artifacts, item analysis	Increase academic performance by implementing planning and instruction with fidelity.	Some Progress Lesson plans and instruction will be aligned with the district curriculum.	Some Progress Lesson plans and instruction will be aligned with the district curriculum.	Some Progress Lesson plans and instruction will be aligned with the district curriculum.

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>curriculum that need to be addressed.</p> <p>3. Administration and the Algebra 1 team will work with curriculum coaches and coordinator to develop a plan to improve current practice.</p> <p>4. Reinforce the use of high-yield instructional strategies by continuing work around AVID's WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.</p>				4. WICOR Walkthrough forms will be used daily					
<p>Root Cause (b) Activities:</p> <p>1. Collect academic student data and complete student surveys designed by Equal Opportunity Schools (EOS). This will allow for identification of students and needs for the staff. Also have teachers complete staff advanced placement recommendations through EOS. This will help staff target specific students of need.</p> <p>2. C2E team meets throughout the year to plan and implement meaningful experiences to engage identified students.</p>				<p>1. October 2018</p> <p>2. Monthly Meetings</p>	Survey completion rate tracked over 90%, completed staff recommendation forms, meeting agendas	Increase academic performance by generating buy in from all students.	Some Progress Establish list of target students	Some Progress Documentation of outreach efforts	Some Progress Documentation of outreach efforts
<p>Root Cause (c) Activities:</p> <p>1. Campus Administrators and the C2E team will develop plans to help staff recognize implicit bias and minimize its potential impacts.</p>				<p>1. Monthly Meetings</p> <p>2. Segments of the weekly "Ahead of the Curve" newsletter and staff meetings</p>	meeting agendas, Ahead of the Curve	Increase academic performance by sharing ownership of current performance.	Some Progress Documentation of plan from C2E team and segments of Ahead of the Curve addressing mindsets	Some Progress Documentation of plan from C2E team and segments of Ahead of the Curve addressing mindsets	Some Progress Documentation of the execution of the plan from C2E team

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
2. Campus Administrators and the C2E team will foster a mindset that considers teaching an iterative process. When students do not learn a concept that there should be a process to evaluate the way the concept was taught to generate new ways to reteach the concept to students.				on 10/4, 1/7, 2/7, and 4/25,					
<p>Root Cause (d) Activities:</p> <p>1. Provide just-in-time support to ensure that students who are performing below grade level expectations gain the specific skills needed before they are introduced to new content.</p> <p>2. Use campus technology team to train and develop professional developments on effective and meaningful uses of intervention tools available through Google Chromebooks.</p>				<p>1. Daily</p> <p>2. Tech team trainings 9/19, 10/3, 10/24, and 11/7</p>	Jag academy logs, SPED accommodation trackers, MLP logs	Increase academic performance by targeting students with specific interventions.	Significant Progress Students assigned to Jag Academy and documentation of interventions provided within classroom	Significant Progress Improved performance among students assigned to Jag Academy and documentation of interventions provided within classroom	Significant Progress Improved performance among students assigned to Jag Academy and documentation of interventions provided within classroom

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	8/3 and as needed	Admin. identify high risk areas	Admin identify and monitor high risk areas
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	8/3 and daily	Duty Schedule for staff, admin, SRO, counselors	Staff follow the duty schedule for staff, admin, SRO, counselors
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	Staff and admin follow and implement all rules.	Staff and admin follow model, and implement all rules at all times.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	9/7	All staff completed their required SafeSchools training modules by December 20.	All staff completed their required SafeSchools training modules by December 20,

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					and were provided with any additional training as needed throughout the year.
Review referral process.	Principal or designee	Campus referral plan	8/3 and as needed	Admin adapted the online referral process.	The student Accountability Task Force created new systems for addressing work completion and dress code issues.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	8/3	Staff follows the campus discipline management plan.	Staff follows the campus discipline management plan, and worked proactively to establish positive relationships with their students using SEL strategies.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Implement campus referral plan.	Principal or designee	Campus Referral Plan	8/3	All staff participate in monitoring, referring incidents.	All staff participate in monitoring, referring incidents, and receive feedback from the referrals that were submitted.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	8/13 and daily	Consequences are assigned, and review of student placement if/when necessary due to severity or frequency of incidents occurs.	Consequences are assigned, and review of student placement if/when necessary due to severity or frequency of incidents occurs. There was a focus on building positive relationships in the classrooms and the school to proactively minimize discipline situations.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	8/13-8/24	Expectation talks are held at the beginning of the year with each grade level through English; Student Code of Conduct is available through website.	Expectation talks are held at the beginning of the year with each grade level through English; Student Code of Conduct is available through website. The Code of Conduct is reviewed with students as necessary.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	Duty Schedule for Morning, Block Lunch is created; admin. team monitors compliance	Duty Schedule for Morning, Block Lunch is created; admin. team monitors compliance, and add additional presence in areas that are determined to need extra presence.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	8/13-8/24	The discipline management plan is shared with staff at beginning of year w/staff and through staff handbook. It is also shared at New Teacher Orientation.	The discipline management plan is shared with staff at beginning of year w/staff and through staff handbook. It is also shared at New Teacher Orientation. As the need arose throughout the year, the process was revisited and reminders were sent to staff.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Staff handbook	Daily	Teachers implement classroom discipline-apply a levels system to determine intervention; have ability to	Teachers implement classroom discipline-apply a levels system to determine intervention; have ability to

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				assign lunch detention, and mandatory tutorials.	assign lunch detention, and mandatory tutorials. There was a focus on building positive relationships in the classrooms and the school to proactively minimize discipline situations.
Employ discipline interventions.	Designated staff	Jasper's discipline guidelines	Daily	Block lunch a helpful behavior incentive; Stay Put (Block Lunch detention) is an effective tool for individual behaviors.	Block lunch a helpful behavior incentive; Stay Put (Block Lunch detention) is an effective tool for individual behaviors. When Block Lunch was pulled for the entire campus, it was an effective in changing campus behaviors. Tardy sweeps were also effective in reinforcing behavior.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Sandra Franklin	Daily	There are a number of programs that we are using to support students - CMIT, Counseling; SafetyNet referrals; involvement; academic interventions in Stay Put	There are a number of programs that we are using to support students - CMIT, Counseling; SafetyNet referrals; academic interventions in Stay Put, positive behavior reinforcements with the Jag Academy program
Conference with parents/students.	Teachers or other staff	Principal, assistant principals	As needed	Collaboration with parents to address serious and/or ongoing behavior issues	Assistant principals and counselors have regular collaboration with parents to address serious and/or ongoing behavior issues.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.	Andrea Hendrickson	Campus Administration	August 13th, through registration process, and as need arises	Most parents have access to Parent Portal, and complete registration through the computer program.	Most parents have access to Parent Portal; there are still accessibility issues being worked through portal@pisd.edu.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Robin Gott	Counselors	August 13th and as need arises	Paper copies offered to parents during schedule pickup who could not access the portal.	Parents who register after the school year starts can use chromebooks in the counseling office to access the needed information.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Andrea Hendrickson	Administration and PTSA	Daily/Weekly starting August 13th	Website updated regularly.	Website updated regularly and teacher information pages will be added to the website to provide more accessibility for

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					parents and the community.
Communicate information through eNews and through hard copies when internet access is not available.	Matt Endsley	Administration	Weekly starting August 13th	Occurring weekly, Special eNews going out when needed.	Occurring weekly, Special eNews going out when needed. In event of an emergency, the callout system is used as well.
Utilize social media to keep parents and community informed.	Andrea Hendrickson	Administration, Teachers, PTSA	Weekly, at school events, and as need arises starting August 13th	Teachers use Remind 101 to communicate with students, and many teachers have active Google classrooms where they keep assignments and schedules.	Many teachers use Twitter and Google classroom to inform parents and the community about what is taking place in the classroom. There is a Jasper HS Twitter account and a Jasper HS Community Remind 101 account.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Matt Endsley	PTSA, Administration	Monthly starting August 13th	Admin meet monthly with both the PTSA and the PTSA board.	This is ongoing. Admin meet monthly with both the PTSA and the PTSA board. These meetings ensure

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					that communication is clear between the school and families.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Matt Endsley	PTSA, Administration	Monthly starting August 13th	PTSA provided funding for the red Ribbon Week speaker that was seen by all students on campus.	Programs happen throughout the year, both academic and social, to meet the specific needs of the community.

Transition

The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11 and 12).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Robin Gott	Counselors, Counseling Secretary	Begin in January 2019 - Complete in April 2019, and schedule as the need arises throughout the year	Conferences have begun for the 2018-2019 school year. Parents are registering with their alpha assigned counselor through Naviance.	Every 10th grader met with their parent(s) and their counselor to discuss their classes for Plano West, AP and dual credit options, and endorsement pathway. This meeting takes place in the spring of the school year. In addition, counselors meet with 9th grade students through classes to assist them in choosing their courses for 10th grade.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Robin Gott	Counselors, Teachers	Training through classes 2 times a year, by appointment with counselors	Counselors have been in classrooms with all students to work with the	Counselors provide information in academic conferences, and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Naviance program. 10th graders met with PWSH counselors, as well.	assist students in enrolling in Collin College for dual credit classes. The counseling department, in conjunction with the PTSA, hosted Marilyn Kaufman to discuss college pathways.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Andrea Hendrickson	College Information in Counseling Office, Library	Available as needed in the counseling office and library, updated as new information comes in.	Information is updated on a weekly basis, and counselors communicate with parents through the Naviance program.	Information is updated on a weekly basis, and counselors communicate with parents through the Naviance program. Counselors provide information in academic conferences, and assist students in enrolling in Collin College for dual credit classes.
The campus will provide information to Career Path Classes and certification information to students and parents.	Robin Gott	Counselors, Teachers, CTE Department Chair	Throughout the year as opportunities arise	CTE students went to both Renner MS and Frankford MS to	CTE teachers met with parents at the Jasper Spring Open House. In

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				promote CTE classes. Plano West students from the Clinical Rotation program have visited classes at Jasper. Parents will have the opportunity to explore more in this area at the Jasper Spring Open House.	academic conferences, all students create and update their 4 year plan to look at endorsements, and the career path CTE courses that are needed for their endorsement. In addition, as the master schedule is created, consideration of endorsements in considered so that student have the opportunity to take CTE classes in their desired pathway each year.
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Robin Gott	Counselors, District Guidance curriculum	Training through classes 2 times a year, by appointment with counselors as-needed basis daily.	Counselors have used class time to meet with all students regarding stress. Counselors also meet with students on an	Counselors have done guidance lessons in classes throughout the year covering a variety of topics ranging from suicide prevention to

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					dealing with stress. In addition, the counselors also meet with students on a daily basis, both for academics and for any emotional needs.

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Ahead of the Curve, Online trainings, verbal feedback, district trainings, region x trainings	Weekly, once a month, and more as opportunities present themselves, or as the need arises.	Teachers had the opportunity to attend the Summer Professional Development for continued personal professional development. Teachers also are working to earn professional development hours toward their personal T-TESS goal.	All staff were required to complete 15 professional development hours - 7.5 campus hours and 7.5 personal hours. These professional development hours were directly related to both our campus goals, and each teacher's T-TESS professional goal. In each teacher's summative meeting, they had the opportunity to discuss what summer learning opportunities they would be pursuing towards next year's goal.

