

Plano Independent School District

Jasper High School

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

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.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- We have a diverse student population.
- There are high rates of gifted students within Jasper.
- Our rates of at risk students is low.
- Families are supportive of students, teachers, and school.
- The staff is highly retained and dedicated to student achievement.
- The administrative team is enthusiastic.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teacher demographics should reflect our student demographics.

Student Academic Achievement

Student Academic Achievement Strengths

- En masse, students achieve at very high levels.
- STAAR, AP, and District Finals show high levels of mastery on assessments.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All students are not consistently receiving the appropriate experiences they need when they do not learn content the first time it is taught or when they demonstrate early mastery. **Root Cause:** Teacher teams need to be purposeful about dedicating time and effort into analyzing student achievement data to design enrichment or remediation experiences for students.

School Processes & Programs

School Processes & Programs Strengths

- A high level of fidelity to work in teams and departments.
- Teachers work to accommodate students' needs.
- Academic success is a very high priority among most all students and families.
- Teachers work to norm assessments across campus.
- Jag Academy provides targeted interventions for students that struggle in individual courses.
- We have a system to deploy Chromebooks for every student throughout the day.
- Varied academic tech resources for teachers and students.
- Campus tech team helps teachers incorporate technology in meaningful ways.
- District staff to guide teachers on best practices for technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Observations and student achievement data indicate that there is a variation in the quality of teaching from teacher to teacher. **Root Cause:** As a campus, we need to ensure high reliability teaching in every classroom.

Problem Statement 2: All teachers are not operating at the same level of proficiency in regard to the implementation of technology in the classroom.

Problem Statement 3: All teachers do not believe their voice is heard fully heard in the campus decision making process.

Perceptions

Perceptions Strengths

The culture of Jasper drives students to high levels of academic performance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All students and staff do not have clarity in the expectations and their role in contributing to the school in a positive way. **Root Cause:** Clear communication of individual and shared responsibilities needs to be explicit and consistently reinforced with every student and staff.

Priority Problem Statements

Problem Statement 1: Observations and student achievement data indicate that there is a variation in the quality of teaching from teacher to teacher.

Root Cause 1: As a campus, we need to ensure high reliability teaching in every classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: All students are not consistently receiving the appropriate experiences they need when they do not learn content the first time it is taught or when they demonstrate early mastery.

Root Cause 2: Teacher teams need to be purposeful about dedicating time and effort into analyzing student achievement data to design enrichment or remediation experiences for students.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: All students and staff do not have clarity in the expectations and their role in contributing to the school in a positive way.

Root Cause 3: Clear communication of individual and shared responsibilities needs to be explicit and consistently reinforced with every student and staff.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: August 28, 2015







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.







Performance Objective 1: Jasper will increase student learning in math as evidenced by a 5 point increase in the student growth metric for students served by special education on the 2020 Algebra STAAR.

Evaluation Data Source(s) 1: 2020 Algebra STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) We will collaboratively develop and support an instructional model to ensure effective teaching in every classroom.</p> <p>Based of the instructional model, we will develop our walkthrough form to track progress on implementing the instructional model.</p> <p>Peer teacher observations will be used to highlight best practices of instruction using instructional rounds and continuing our Pineapple Project.</p> <p>Administration will conduct a new walkthrough to collaborative teams engaged in professional learning to ensure time is dedicated to intentionally implementing the instructional model.</p>	Building principal and support admin in each department.	This strategy will result in moving toward the second level of a high reliability school.			
Problem Statements: School Processes & Programs 1					
<p>2) Collaborative teams will be supported in the intentional use of formative, summative, and standardized assessments to drive future learning experiences based on student needs.</p> <p>We will use district curriculum experts, book studies, and outside professional development to improve teachers' formative assessment techniques.</p> <p>We will develop a planning framework which fosters discussion on appropriate formative assessments.</p> <p>Collaborative teams will purposely devote time to review summative and formative data.</p> <p>Campus administration and district staff will provide guidance on developing structures to analyze student performance data to adjust plans for learning to meet students' needs.</p> <p>Jasper math department will work vertically with the middle school math teams to help grow both schools' curriculum.</p>	Building principal and support admin in each department.	Teacher teams will be purposeful about dedicating time and effort into analyzing student achievement data to design enrichment or remediation experiences for students.			
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>3) Establish and reinforce clear expectations around individual and shared accountabilities of staff and students.</p> <p>Treatment agreements will be collaboratively established and utilized to uphold expectations.</p> <p>Clear processes and procedures for students, staff, and admin will be communicated and reinforced for campus behavior expectations. A consistent enforcement protocol will be implemented campus wide. Specific protocols will be developed for badges, dress code, technology usage, engagement, and block lunch expectations.</p> <p>As a campus, we will define expectations among stakeholders to share responsibility of tending to students' and staffs' social and emotional needs.</p> <p>We will develop channels to celebrate student and staff achievements at the individual, class, building, and community levels.</p>	<p>Building principal and support admin in each department.</p>	<p>Clear communication of individual and shared responsibilities needs to will be explicit and consistently reinforced with every student and staff.</p>			
<p>Problem Statements: Perceptions 1</p>					
<div> = Accomplished = No Progress = Discontinue</div>					

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: All students are not consistently receiving the appropriate experiences they need when they do not learn content the first time it is taught or when they demonstrate early mastery. Root Cause 1: Teacher teams need to be purposeful about dedicating time and effort into analyzing student achievement data to design enrichment or remediation experiences for students.</p>
School Processes & Programs
<p>Problem Statement 1: Observations and student achievement data indicate that there is a variation in the quality of teaching from teacher to teacher. Root Cause 1: As a campus, we need to ensure high reliability teaching in every classroom.</p>
Perceptions
<p>Problem Statement 1: All students and staff do not have clarity in the expectations and their role in contributing to the school in a positive way. Root Cause 1: Clear communication of individual and shared responsibilities needs to be explicit and consistently reinforced with every student and staff.</p>

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

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SBIC

Committee Role	Name	Position
Administrator	Billie Jean Lee	
Administrator	Bradley Bailey	
Administrator	Andrea Hendrickson	
Administrator	Bryan McCord	
Administrator	Kimburley Murphy	
Classroom Teacher	Sandra Franklin	
Classroom Teacher	Lisa Morse	
Classroom Teacher	Mark Sfikas	
Classroom Teacher	Amy Fortney	
Classroom Teacher	Mimi Smith	
Parent	Venetia Robertson	
Parent	Saadia Alvi	
Student	Wasay Alvi	
Classroom Teacher	Diana Bell	
Classroom Teacher	Clarissa Moreno	
Parent	Bernard Nance	
Parent	JoLynn Rude	
Classroom Teacher	Mike Stanton	
District Professional Staff	Amy Bates	
Community Representative	Becky Choi	

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	