

Plano Independent School District

Jasper High School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 20, 2020

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

Revised/Approved: September 29, 2020

Demographics

Demographics Summary

Jasper serves a total of 1,338 students.

Our enrollment summary is as follows:

Asian - 51%

White - 25%

African American - 9:5

Hispanic - 10%

Two or more races - 4%

Gifted - 41%

English Language Learners - 4%

Economically disadvantaged - 15%

Special Education - 6%

Student enrollment for 2020-21 consists of 632 9th graders and 706 10th graders.

Demographics Strengths

Jasper celebrates the diversity of its students and families.

While our current enrollment has decreased by 100 students, our campus is growing in its diversity.

The number of students identified as gifted has increased from 39% in 2019-20 to 41% in 2020-21.

The campus mobility rate is lower than the district and state averages.

The percentage of students served by Special Education is significantly lower than district and state averages.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Because we do have a diverse student population, we want to ensure that all students and families feel safe, welcome, and that they have voice.

Student Learning

Student Learning Summary

Jasper High School Goals Including HB3 CCMR Goals: (see tables in addendum) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

Student Learning Strengths

Gain of 6 points in Closing the Gaps from 17-18 to 18-19

Overall student achievement has remained relatively stable. Our non-ethnicity group have performance that is well below any ethnic group

Spiral curriculum, PLCs that use data and target students based on performance through mandatory tutorials and reteach, Jag Academy, Ac Lit, ZAP (19-20), Reteach/Retest, Targeted intervention with students leading up the STAAR, RTI

Preplanning interventions based on past data and targeting interventions based on current data

Reinforcing good classroom curriculum in day to day instruction

Growing in ability to utilize data to plan interventions for students

Experience of teachers

Strength of academic teams who are growing in their PLC practices

Instructional planning that continuously spirals content

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual intervention.

School Processes & Programs

School Processes & Programs Summary

Every teacher is part of a PLC (Professional Learning Community)

JAG Academy

Block Lunch - Opportunities for tutorials, clubs, intervention, re-teach/re-test

ZAP - Opportunities to make up missing assignments

New Teacher Mentor Program

Student Clubs and Organizations

Student Success Committee - meets to discuss students in need of intervention

School Processes & Programs Strengths

Teams who are strongest in the PLC process are seeing the greatest gains with student achievement and eliminating gaps.

Jasper has a strong leadership team that works toward making decisions in the best interest of students and their growth.

A "Gold-Standard" team is in place to model effective PLC practices.

Administrative team is cohesive and meets weekly to ensure consistency in campus vision and decision making.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for more consistency in our PLC practices among the academic teams.

Perceptions

Perceptions Strengths

Students are academically focused, competitive, and rooted in high achievement.

We have a supportive and welcoming staff.

Behavior and discipline issues are minimal.

We have an active, supportive parent community as evidenced by our PTSA, booster organizations, and other volunteers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to foster relationships and connections on our campus.

Priority Problem Statements

Problem Statement 1: Because we do have a diverse student population, we want to ensure that all students and families feel safe, welcome, and that they have voice.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual intervention.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for more consistency in our PLC practices among the academic teams.

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to foster relationships and connections on our campus.

Root Cause 4:

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 29, 2020



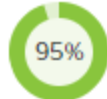
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.











Performance Objective 1: The percent of Jasper students that score Meets grade level or above on STAAR EOC English I and II will increase from 88% in 2019 to 91% by June 2021. The SPED student group performance will increase from 23% in 2019 to 25% in 2021. The EL student group performance will increase from 61% in 2019 to 65% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR/EOC Assessment

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: 1) All administrators and team members will participate in professional development to ensure that all Tight Elements in a PLC (learning by Doing, page 14) are met. *Principal, assistant principal, and department chair meet in September to discuss the department's professional development needs/support needs. *Administrative team and all Jasper teachers will participate in Common Formative Assessment Training via Plano ISD summer professional development offerings (3 hours) or campus-provided training in Fall 2020. *The administrative team will participate in a book study on Leverage Leadership 2.0 and Five Disciplines of PLC Leaders to create strategies for coaching academic teams. Strategy's Expected Result/Impact: More consistency among academic teams across the campus Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 1 | Formative | | |
| | Nov | Feb | June |
| |  |  |  |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 2: 2) Utilizing The Professional Learning Communities at Work Continuum: Using School Improvement Goals to Drive Team Goals (Learning by Doing, pp. 105-106), the English I and English II teams will continue to build capacity as a Professional Learning Community by setting individual team goals based on last spring's team PLC assessment to ensure that all Tight Elements in a PLC (Learning by Doing, page 14) are met.</p> <p>*Assistant principal will meet with each team to review survey data and collaboratively set a team goal for 2020-21 school year based on the individual team's needs.</p> <p>*Administrative team will meet to form a team checklist of PLC processes that should be in place by Fall 2020.</p> <p>*Principal and assistant principals will meet weekly with academic teams to monitor progress.</p> <p>Strategy's Expected Result/Impact: Growth in individual academic team's PLC processes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: 3) The English I and English II teams will continue to grow in their ability to utilize data as they focus on the Collaborative Team Framework PLC Process Question #3 (How will we respond when students do not learn?) and PLC Process Question #4 (How will we enrich and extend the learning for students who are proficient?)</p> <p>*Each team will utilize a meeting agenda to ensure that data is discussed at each meeting.</p> <p>*Each team will meet with curriculum specialists to receive feedback on their CFA process.</p> <p>*Each team will develop and implement a process for intervention based on their data discussions.</p> <p>Strategy's Expected Result/Impact: Academic teams will grow in their ability to utilize data to plan individual interventions and extension.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 1 Problem Statements:







| Student Learning |
|--|
| Problem Statement 1: There is a need to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual intervention. |
| School Processes & Programs |
| Problem Statement 1: There is a need for more consistency in our PLC practices among the academic teams. |








Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: The percent of Jasper students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 66% in 2019 to 69% by June 2021. The SPED student group performance will increase from 30% in 2019 to 32% in 2021. The Eco Dis student group performance will increase from 38% in 2019 to 46% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Assessment

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: 1) All administrators and team members will participate in professional development to ensure that all Tight Elements in a PLC (learning by Doing, page 14) are met.</p> <p>*Principal, assistant principal, and department chair meet in September to discuss the department's professional development needs/support needs.</p> <p>*Administrative team and all Jasper teachers will participate in Common Formative Assessment Training via Plano ISD summer professional development offerings (3 hours) or campus-provided training in Fall 2020.</p> <p>*The administrative team will participate in a book study on Leverage Leadership 2.0 and Five Disciplines of PLC Leaders to create strategies for coaching academic teams.</p> <p>Strategy's Expected Result/Impact: More consistency among academic teams across the campus</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 2) Utilizing The Professional Learning Communities at Work Continuum: Using School Improvement Goals to Drive Team Goals (Learning by Doing, pp. 105-106), the Algebra I team will continue to build capacity as a Professional Learning Community by setting individual team goals based on last spring's team PLC assessment to ensure that all Tight Elements in a PLC (Learning by Doing, page 14) are met.</p> <p>*Assistant principal will meet with each team to review survey data and collaboratively set a team goal for 2020-21 school year based on the individual team's needs.</p> <p>*Administrative team will meet to form a team checklist of PLC processes that should be in place by Fall 2020.</p> <p>*Principal and assistant principals will meet weekly with academic teams to monitor progress.</p> <p>Strategy's Expected Result/Impact: Growth in individual academic team's PLC processes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |

| Strategy 3 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 3: 3) The Algebra I team will continue to grow in their ability to utilize data as they focus on the Collaborative Team Framework PLC Process Question #3 (How will we respond when students do not learn?) and PLC Process Question #4 (How will we enrich and extend the learning for students who are proficient?) *Each team will utilize a meeting agenda to ensure that data is discussed at each meeting. *Each team will meet with curriculum specialists to receive feedback on their CFA process. *Each team will develop and implement a process for intervention based on their data discussions. Strategy's Expected Result/Impact: Academic teams will grow in their ability to utilize data to plan individual interventions and extension. Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1 | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:


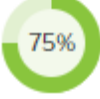


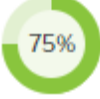

| Student Learning |
|--|
| Problem Statement 1: There is a need to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual intervention. |
| School Processes & Programs |
| Problem Statement 1: There is a need for more consistency in our PLC practices among the academic teams. |








Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Jasper students that score Meets grade level or above on STAAR/EOC Biology will increase from 94% in 2019 to 96% by June 2021. The SPED student group performance will increase from 31% in 2019 to 33% in 2021. The Eco Dis student group performance will increase from 71% in 2019 to 75% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Assessment

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: 1) All administrators and team members will participate in professional development to ensure that all Tight Elements in a PLC (learning by Doing, page 14) are met.</p> <p>*Principal, assistant principal, and department chair meet in September to discuss the department's professional development needs/support needs.</p> <p>*Administrative team and all Jasper teachers will participate in Common Formative Assessment Training via Plano ISD summer professional development offerings (3 hours) or campus-provided training in Fall 2020.</p> <p>*The administrative team will participate in a book study on Leverage Leadership 2.0 and Five Disciplines of PLC Leaders to create strategies for coaching academic teams.</p> <p>Strategy's Expected Result/Impact: More consistency among academic teams across the campus</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 2) Utilizing The Professional Learning Communities at Work Continuum: Using School Improvement Goals to Drive Team Goals (Learning by Doing, pp. 105-106), the Biology team will continue to build capacity as a Professional Learning Community by setting individual team goals based on last spring's team PLC assessment to ensure that all Tight Elements in a PLC (Learning by Doing, page 14) are met.</p> <p>*Assistant principal will meet with each team to review survey data and collaboratively set a team goal for 2020-21 school year based on the individual team's needs.</p> <p>*Administrative team will meet to form a team checklist of PLC processes that should be in place by Fall 2020.</p> <p>*Principal and assistant principals will meet weekly with academic teams to monitor progress.</p> <p>Strategy's Expected Result/Impact: Growth in individual academic team's PLC processes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Nov | Feb | June |
| |  |  |  |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 3: 3) The Biology team will continue to grow in their ability to utilize data as they focus on the Collaborative Team Framework PLC Process Question #3 (How will we respond when students do not learn?) and PLC Process Question #4 (How will we enrich and extend the learning for students who are proficient?) *Each team will utilize a meeting agenda to ensure that data is discussed at each meeting. *Each team will meet with curriculum specialists to receive feedback on their CFA process. *Each team will develop and implement a process for intervention based on their data discussions. Strategy's Expected Result/Impact: Academic teams will grow in their ability to utilize data to plan individual interventions and extension. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1 | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:







| Student Learning |
|--|
| Problem Statement 1: There is a need to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual intervention. |
| School Processes & Programs |
| Problem Statement 1: There is a need for more consistency in our PLC practices among the academic teams. |








Goal 4: CIP - Jasper High School will increase access to relevant, authentic, and challenging coursework by providing additional tools and supports to students, teachers, and families as evidenced by student, teacher, and parent surveys.

Performance Objective 1: Jasper will provide teachers, parents, and students with the tools they need to ensure that all student experiences are equitable by having access to relevant, authentic, and challenging coursework.

Evaluation Data Sources: Teacher Surveys
Parent Surveys

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Teachers will participate in a survey in October 2020 to assess their professional development needs. A Jasper task force will be created to study and make recommendations for developing proactive strategies for working with on-level students. A plan will be developed to assist teachers in planning lessons, incorporating engagement strategies to increase student participation and interaction. Teachers will regularly incorporate AVID strategies, mindset lessons, and other proactive strategies to increase student confidence and motivation. Strategy's Expected Result/Impact: Increase in student engagement Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Parents will participate in a survey to give feedback on student experiences and level of support they need as parents. Teachers will be provided with a guiding document to help build their capacity to partner with parents as they communicate with them. Jasper will provide opportunities for parent mentors/advocates for parents who need additional support. Jasper will host parent academy sessions for parents who need additional support or who are new to the district. Strategy's Expected Result/Impact: Increase in parent collaboration Increase in parent involvement TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 | Formative | | |
| | Nov | Feb | June |
| |  |  |  |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 3: Students will participate in a student survey to identify level of engagement in courses, as well as needed supports. Support strategies will be embedded in learning in all on-level classes. (Mindset/AVID strategies/Time management) SEL strategies will continue to be embedded in learning through all content areas. Counselors will provide online tools to support students in dealing with stress, time management, etc. Strategy's Expected Result/Impact: Increase in student engagement and motivation Increase in student achievement Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Because we do have a diverse student population, we want to ensure that all students and families feel safe, welcome, and that they have voice. |

20-21 SBIC Committee

| Committee Role | Name | Position |
|-----------------------------|----------------------|---|
| Administrator | Billie Lee | Principal |
| Administrator | Bradley Bailey | Assistant Principal |
| Administrator | Andrea Hendrickson | Assistant Principal |
| Administrator | Bryan McCord | Assistant Principal |
| Administrator | Kimburley Murphy | Assistant Principal |
| Non-classroom Professional | Sandra Franklin | Academic Specialist |
| Non-classroom Professional | Mimi Smith | Special Education Team Leader |
| District Professional Staff | Becky Jackson | School Improvement Specialist |
| Classroom Teacher | Diana Bell | Science Department Chair |
| Classroom Teacher | Heidi Diers | English Department Chair |
| Classroom Teacher | George Hargrove | Math Teacher/Coach |
| Classroom Teacher | Lisa Morse | Math Department Chair |
| Classroom Teacher | Mike Stanton | Social Studies Department Chair |
| Community Representative | Jane Shea | Community Representative |
| Community Representative | Art Parker | Community Representative |
| Business Representative | Dr. Barbara Ashmore | University of Texas at Dallas - Professor |
| Business Representative | Ashley Hall | Interior Designer |
| Student | Katelyn Ruhman | Jasper Student Council President |
| Classroom Teacher | Kate Piatt | Teacher/Campus SEL Facilitator |
| Student | Amina Syed | Student |
| Parent | Nidhi Mehrotra | Parent |
| Parent | Farrah Bakhshi-Bolay | Parent |
| Parent | Amra Sayed | Parent |
| Parent | Bernard Nance | Parent |
| Parent | Amy Nelson | Parent |
| Non-classroom Professional | Robin Gott | Counselor |

Addendums

Jasper - STAAR EOC Biology (Grade 9)

The percent of Biology students that score Meets grade level or above on STAAR EOC Biology will increase from 94% in 2019 to 96% by June 2021.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------|------|------|------|------|
| 95% 2019 Baseline: 94% | 96% | 97% | 98% | 99% |

Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled | All |
|---------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|-----|
| 2019 Baseline | 73 | 83 | 96 | * | 99 | * | 83 | 31 | 71 | 88 | 79 | 96 | 85 | 94 |
| 2020 | 74 | 84 | 96 | * | 99 | * | 83 | 32 | 72 | 89 | 80 | 96 | 86 | 95 |
| 2021 | 77 | 87 | 96 | * | 99 | * | 84 | 33 | 75 | 90 | 81 | 96 | 87 | 96 |
| 2022 | 80 | 89 | 97 | * | 100 | * | 85 | 35 | 78 | 92 | 82 | 97 | 89 | 97 |
| 2023 | 84 | 93 | 97 | * | 100 | * | 87 | 38 | 82 | 94 | 84 | 97 | 91 | 98 |
| 2024 | 89 | 98 | 98 | * | 101 | * | 89 | 41 | 87 | 97 | 87 | 98 | 94 | 99 |
| 2019-2021 | 4 | 4 | 0 | * | 0 | * | 1 | 2 | 4 | 2 | 2 | 0 | 2 | 2 |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 2019 Baseline | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2020 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 2021 | 4 | 4 | 0 | 0 | 0 | 2 | 1 | 2 | 4 | 2 | 2 | 0 | 2 | 2 |
| 2022 | 7 | 6 | 1 | 1 | 1 | 3 | 2 | 4 | 7 | 4 | 3 | 1 | 4 | 3 |
| 2023 | 11 | 10 | 1 | 1 | 1 | 4 | 4 | 7 | 11 | 6 | 5 | 1 | 6 | 4 |
| 2024 | 16 | 15 | 2 | 2 | 2 | 5 | 6 | 10 | 16 | 9 | 8 | 2 | 9 | 5 |

Jasper High School 2020-21 Algebra I and English I and II Performance Objectives

| Jasper Algebra 1 Goal | | | | | | | | | | | | | | |
|---|------------------|-----------|-----------|-----------------|-----------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|-----------|
| The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 66% in 2019 to 69% by June 2021. | | | | | | | | | | | | | | |
| Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | | |
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled | All |
| 2019 Baseline | 48 | 52 | 72 | * | 84 | * | 64 | 30 | 38 | 73 | 67 | 70 | 59 | 66 |
| 2021 | 56 | 59 | 73 | * | 86 | * | 65 | 32 | 46 | 82 | 71 | 71 | 68 | 69 |
| 2019-2021 | 8 | 7 | 1 | * | 2 | * | 1 | 2 | 8 | 9 | 4 | 1 | 9 | 3 |

| Jasper English I and II Goal | | | | | | | | | | | | | | |
|--|------------------|-----------|-----------|-----------------|-----------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|-----------|
| The percent of students taking the English I & II EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 88% in 2019 to 91% by June 2021. | | | | | | | | | | | | | | |
| Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | | |
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled | All |
| 2019 Baseline | 70 | 75 | 88 | * | 95 | * | 87 | 23 | 64 | 63 | 61 | 91 | 77 | 88 |
| 2021 | 78 | 82 | 89 | * | 97 | * | 88 | 25 | 72 | 72 | 65 | 92 | 86 | 91 |
| 2019-2021 | 8 | 7 | 1 | * | 2 | * | 1 | 2 | 8 | 9 | 4 | 1 | 9 | 3 |

Methodology:

HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021.

The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I and English I and English II for the All Student and Specific student groups.

2019 Baseline Data from 2018-19 TAPR > Performance > STAAR Performance.

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.

| LEA Person Responsible for update | Mandate | Reference | Location of Documentation |
|--|---|---------------------|---|
| Executive Director for Student & Family Services | <p>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 | TEC 11.252(a)(3)(E) | The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. |

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| | <ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students | | |
| Principal | <p>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 Campuses Only: 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 | TEC 11.253(d) Board Policy FFA(Local) | The school will follow Board Policies: FFA and EHAA. |

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| | <p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. | | |
| Principal | <p>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>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 | | |

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| | <p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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 | | |
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