

**Plano Independent School District**  
**Jasper High School**  
**2021-2022**



**Board Approval Date:** November 3, 2021

# 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 16, 2021

## 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):** Our Black, Special Education, LEP and ED subgroups perform at lower levels on the EOC than their peers.

# 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 interventions.

## **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 to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual interventions.



## 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 across campus.

# Priority Problem Statements

**Problem Statement 1:** Our Black, Special Education, LEP and ED subgroups perform at lower levels on the EOC than their peers.

**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 interventions.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need to evaluate current interventions and determine their effectiveness, along with utilizing current data effectively to determine individual interventions.

**Root Cause 3:**

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a need to foster relationships and connections across 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services 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
- Equity data
- TTESS data
- T-P ESS 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 16, 2021





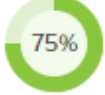











**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**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 92% by June 2022. The SPED student group performance will increase from 23% in 2019 to 27% in 2022. The EL student group performance will increase from 61% in 2019 to 67% in 2022.

**Evaluation Data Sources:** 2022 STAAR/EOC Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Academic teams will continue their focus on their understanding of the Plano ISD Collaborative Team Framework, focusing on "discuss" and "adjust ". Team leaders will receive training in October and November leadership team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted, individualized intervention in real-time</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Academic teams will participate in required progress monitoring and checkpoints according to the schedule determined by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention based knowledge of individual student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			










Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create and implement the CONNECT advisory program to provide opportunities for individual student progress monitoring, goal setting, academic intervention, and monthly academic conferences with a teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in overall failure rate</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for additional targeted support for students meeting the requirements of HB 4545 through Jag Academy (Tuesday - Thursday intervention through CONNECT) and EOC Saturday Sessions in November and spring semester prior to EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting the passing standard on December and spring EOCs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team/Jag Academy Teachers/EOC Saturday Session Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Instruct staff on high-yield instructional strategies, focusing on authentic engagement and student talk, with monitoring taking place through classroom walkthroughs and instructional rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and accountability in classrooms leading to an increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will utilize Friday Night Tutoring and EOC Saturday Sessions to provide additional interventions for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students who score meets or above on English I and English II EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators/English I and II Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> teachers outside of school hours - 282 ESSER III - \$5,428</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 2022.

**Performance Objective 1:** The percent of Jasper students that score Meets grade level or above on STAAR EOC Algebra I (first-time testers and re-testers) will increase from 66% in 2019 to 70% by June 2022. The SPED student group performance will increase from 30% in 2019 to 34% in 2022. The EL student group performance will increase from 38% in 2019 to 50% in 2022.

**Evaluation Data Sources:** 2022 Algebra I STAAR EOC

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Academic teams will continue their focus on their understanding of the Plano ISD Collaborative Team Framework, focusing on "discuss" and "adjust ". Team leaders will receive training in October and November leadership team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted, individualized intervention in real-time</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Academic teams will participate in required progress monitoring and checkpoints according to the schedule determined by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention based knowledge of individual student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create and implement the CONNECT advisory program to provide opportunities for individual student progress monitoring, goal setting, academic intervention, and monthly academic conferences with a teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in overall failure rate</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			












Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for additional targeted support for students meeting the requirements of HB 4545 through Jag Academy (Tuesday - Thursday intervention through CONNECT) and EOC Saturday Sessions in November and spring semester prior to EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting the passing standard on December and spring EOCs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team/Jag Academy Teachers/EOC Saturday Session Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Instruct staff on high-yield instructional strategies, focusing on authentic engagement and student talk, with monitoring taking place through classroom walkthroughs and instructional rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and accountability in classrooms leading to an increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide additional intervention through Friday Night Tutoring and Saturday EOC Sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students who score meets or higher on Algebra I EOC</p> <p><b>Staff Responsible for Monitoring:</b> Administrators/Algebra I Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Additional teachers outside of school hours - 282 ESSER III - \$2,714</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue			

**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 2022.

**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 97% by June 2022. The SPED student group performance will increase from 31% in 2019 to 35% in 2022. The Eco Dis student group performance will increase from 71% in 2019 to 78% in 2022.

**Evaluation Data Sources:** 2022 STAAR/EOC Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Academic teams will continue their focus on their understanding of the Plano ISD Collaborative Team Framework, focusing on "discuss" and "adjust ". Team leaders will receive training in October and November leadership team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted, individualized intervention in real-time</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Academic teams will participate in required progress monitoring and checkpoints according to the schedule determined by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention based knowledge of individual student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create and implement the CONNECT advisory program to provide opportunities for individual student progress monitoring, goal setting, academic intervention, and monthly academic conferences with a teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in overall failure rate</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for additional targeted support for students meeting the requirements of HB 4545 through Jag Academy (Tuesday - Thursday intervention through CONNECT) and EOC Saturday Sessions in November and spring semester prior to EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting the passing standard on December and spring EOCs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team/Jag Academy Teachers/EOC Saturday Session Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
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Strategy 5 Details	Formative Reviews		
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	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will provide additional intervention through Friday Night Tutorials and Saturday EOC Sessions throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students who score meets or above on Biology EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators/Biology Teachers</p> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Teachers teaching additional hours outside of the school day - 282 ESSER III - \$2,714</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue			

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Billie Lee	Principal
Administrator	Andrea Hendrickson	Assistant Principal
Administrator	Kimburley Murphy	Assistant Principal
Administrator	Scott Schweikhard	Assistant Principal
Administrator	Lindsey Radford	Assistant Principal
Non-classroom Professional	Sandra Franklin	Academic Specialist
Non-classroom Professional	Mimi Smith	Special Education Team Leader
Classroom Teacher	Diana Bell	Science Department Chair
Classroom Teacher	Heidi Diers	English Department Chair
Classroom Teacher	Antony Park	Math Teacher/Coach
Classroom Teacher	Lisa Morse	Math Department Chair
Classroom Teacher	Mike Stanton	Social Studies Department Chair
Classroom Teacher	Danielle Supple Howard	ESL Department Chair
Non-classroom Professional	Robin Gott	Counseling Department Chair
Parent	Alex Johnson	Parent
Parent	Mahbuba Chowdhury	Parent
Parent	Ning So	Parent
Parent	Sonia Ahuja	Parent
Parent	Sheila Underwood	Parent
Parent	Juan Pablo Barrera	Parent
Parent	Nesha Florence	Parent
Community Representative	Jane Shea	Community Representative
Community Representative	Garrett McQuiston	Community Representative
Student	Bella Williams	Student Council Representative
Business Representative	Mike Merrill	Amazon

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,600.00
<b>+/- Difference</b>					\$1,600.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$288.00
<b>+/- Difference</b>					\$288.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	teachers outside of school hours		\$5,428.00
2	1	6	Additional teachers outside of school hours		\$2,714.00
3	1	6	Teachers teaching additional hours outside of the school day		\$2,714.00
<b>Sub-Total</b>					\$10,856.00
<b>Budgeted Fund Source Amount</b>					\$14,950.00
<b>+/- Difference</b>					\$4,094.00
<b>Grand Total Budgeted</b>					\$16,838.00
<b>Grand Total Spent</b>					\$10,856.00
<b>+/- Difference</b>					\$5,982.00

# Addendums

### 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.

## 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



## 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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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