

Specific Results: Year 4(August 2022- August 2023)

Campus Name: Junior High

GOAL #1- We will develop a district-wide system that establishes a culture of community service for all students.

1.1 Implement a service program that engages all students in giving back to their community.

Action Steps:

- Expand day of Community Service in April to capture additional groups of students and staff.
- Each extra-curricular group at FJH will participate in a service project.

Evidence - As a result of actions or learning, the following changes have occurred:

- Projects for extra-curricular groups completed and documented. Structural change to include as part of coaches and sponsor training and expectations. Internalization of service mindset for these groups.

GOAL #2 - We will redefine the measure of student success based on our beliefs and call to action.

2.1 Establish professional learning that promotes the implementation of authentic assessments, evidence, and feedback.

Action Steps:

- Identify and work to eliminate barriers to progress in design and implementation of authentic assessment and feedback.
 - Re-evaluate current grading policies/practices to allow for more frequent and effective feedback
 - Provide more opportunities for non-punitive feedback to show mastery of the standards
 - Educators use real time student data to reflect on and adjust instruction to better foster student growth.
- Provide teachers the opportunity to transition to a more balanced-approach to assessment with a focus on the mastery of standards.
 - Support in planning and designing from instructional coaches.

- In-class support of implementation of authentic assessments.
 - Provide more learning opportunities around assessment and mastery.
- Provide the Evidence-based Reporting Pilot group opportunities for learning and collaboration around Standards-based mastery and Success Standards.
 - Create opportunities for the Pilot group to share learning and experiences.
 - Provide teachers with more specific learning towards pilot needs and experiences.
- Spotlight teachers or groups implementing different approaches.
 - Monthly/nine weeks newsletters
 - Social media
 - Faculty meetings
- Consistently support teachers in-class, planning, and PLC's with our Instructional Coaches to meet campus and department goals.

Evidence - As a result of actions or learning, the following changes have occurred:

- Application of new grading practices/policies - ongoing
- Implementation of authentic student outcomes, products, and feedback.
- Departments collaborating in PLCs on authentic assessment, consistent feedback, and use student data to close the gap and show growth.
- Lead Teachers collaborate vertically during their weekly meetings with Instructional Coaches.
- All teachers collaborate and communicate in a common language around standards-based grading practices and authentic assessments. (vertically and horizontally)
- Evidence-Based Reporting Pilot data and feedback.
 - Students set goals for learning based on teacher feedback and self-reflection
 - Accurate reporting of student progress in mastery of standards.
 - Student and teacher feedback on learning/instructional experiences.
 - Teacher feedback on success standards showing growth in non-academic traits.
 - Student performance data
- Publicize to stakeholders successes:
 - Social Media posts with pictures and synopsis of example of authentic learning/assessment
 - Monthly Newsletter highlighting exemplars

GOAL # 3 We will provide professional learning that is aligned to our beliefs and call to action.

3.2 Engage teachers to design professional learning that promotes the district call to action.

Action Steps:

- Provide learning opportunities related to feedback and instruction
- Provide time for campus instructional team meetings to focus on professional learning around the standards-based mindset, feedback, and assessment.
- Provide support and time for learning around department goals
 - Build capacity in Leading Learners to help facilitate mindshift in instructional practices
- Provide time for grade level or subject area groups to collaborate on standards-based grading, assessment, and feedback
- Provide time for learning walks with new hires facilitated by the instructional coaches
- Provide support through coaching training for instructional coaches
 - Book study, *The Standards Based Classroom* by Emily Rinkema, suggested by Michell Boyden (Standards Based Secondary Curriculum Director in Iowa)
 - Diane Sweeney team workshops

Evidence - As a result of actions or learning, the following changes have occurred:

- Documentation of professional learning and shift in practices in classrooms as related to authentic learning, assessment, and feedback.
- Reflection evidence from learning walks
- Meeting agendas for Lead Teacher vertical meetings
- Coaching Cycle documentation
- End-of-year reflection through final PLC days/summative conferences

GOAL #4 - We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.

4.1 Establish and organize interactive community partnerships.

Action Steps:

- Enhance promotion and utilization of Goal #4 tool with teachers.
- Identify a community partnership liaison at FJH to support instructional practices that support Goal #4.

Evidence - As a result of actions or learning, the following changes have occurred:

- Increase in community partners coming onto campuses to provide and participate in instructional activities with students.
- Identification and training of liaisons supporting instruction. Data showing increased participation in Goal #4 activities at campuses.

GOAL #6 - All students will be engaged in authentic learning experiences in and beyond the classroom.

6.1 Provide strategic opportunities for students to explore and create individual pathways of success.

Action Steps:

- Work with CTE and other classroom teachers to identify ways to create authentic learning opportunities in their classrooms.
- Continue standards based learning implementation to create individualized feedback

Evidence - As a result of actions or learning, the following changes have occurred

- Classroom walkthroughs and coaching cycles will show connections between the curriculum and authentic learning
- Through standards based learning implementation, opportunities for personalized and authentic learning increase in classrooms

GOAL #7 - We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.

7.3 Expand consistent Tier 1 character education instruction district-wide.

Action Steps:

- Provide Tier 1 curriculum and instruction during Impact class that include Casal competencies.
 - Character Strong, Restorative Practices and Common Sense Digital Citizenship (*Social Media Test Drive* and *Digital Compass*)
 - Bay Area Alliance Presentations
 - NAMI Gulf Coast Presentations
 - Unbound Houston Presentations
- Rebranding Impact class
 - Student and teacher surveys
- Campus SEL Committee
 - Members from all departments and grade levels
 - Explore researched based SEL curriculum
- Provide curriculum and instruction to address prevention of child abuse, family violence, dating violence and sex trafficking (Senate Bill 9)
 - *Unbound* Presentations to staff and students from Unbound Houston presenters
 - *Sentinels* curriculum and instruction by counselors
- Provide curriculum and instruction to address suicide prevention
 - Nami Gulf Coast Presentations: *Stress Less* and *Ending the Silence*
- SEL student and teacher surveys
 - Explore/Pilot different SEL surveys for students and teachers (*Panorama*)
- Provide SEL information to parents and families
 - Parent talks with Bay Area Alliance
 - Quarterly SEL newsletters to parents
- Community SEL involvement on campus
 - Community in Faith Partners
 - Bay Area Alliance (Healthy Coping Skills and Problem Solving Skills; Cell Phone and Social Media)

Evidence - As a result of actions or learning, the following changes have occurred

- Student and teacher feedback on learning experiences
 - Rebranding of Impact class using student and teacher surveys
 - Campus SEL Committee meeting agendas
 - SEL Committee feedback on researched based SEL curriculums
 - Pilot a SEL survey for students and teachers
 - Unbound presentation materials with student and teacher feedback
 - Sentinel materials with student and teacher feedback
 - SEL newsletters and Bay Area Alliance presentation materials
 - Community in Faith Partners' lunch visit documentation
 - NAMI presentation materials and student support plans
 - Implementation of Social Media Test Drive and Digital Compass in Impact classes
 - Bay Area Alliance presentation materials and documentation
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Data Points -

1.1	2.1	3.2
	<ul style="list-style-type: none"> • Classroom walk-through feedback 	<ul style="list-style-type: none"> • Results Based Coaching Tool • Number of Coaching Cycles

4.1	6.1	7.3
		<ul style="list-style-type: none"> • Office referrals •

Friendwood Jr High will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction	Guzzetta Campus Leadership Teams	Identified any missed System Safeguards, needs assessment written, goals in place Review of SCE funds expended
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau Dannenberg Campus Dyslexia Leadership Teams	Dyslexia screeners for K and 1 completed Documented Teacher training on dyslexia identification and accommodations Parent training provided
Provide information, awareness and parent/student tools for <ul style="list-style-type: none"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	District and Campus SEL teams	Trainings provided with documentation Processes and procedures in place for intervention and reporting
Monitor drop out data and provide preventative measures if needed	Guzzetta Campus Leadership	Response to report taken if needed Review of SCE funds expended
Implement strategies for improvement that include <ul style="list-style-type: none"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, including suicide prevention programs, conflict 		

<p>resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> ● Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; ● Professional Learning for all staff; ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; ● Implementation of a comprehensive school counseling program. 		
<p>Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.</p>	<p>Guzzetta</p>	<p>SHAC meetings held with agendas available</p>
<p>Promote parent and family involvement through active recruitment and elimination of barriers</p>	<p>Ambeau Campus Leadership Teams</p>	<p>Record of family and community engagement opportunities, attendance noted</p>
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> ● Primary responsibility is to enforce the law ● Maintain close liaison with campus personnel ● Shall not act as a school disciplinarian, as disciplining students is a school responsibility ● Shall have final authority in all criminal matters that they investigate 	<p>Roher Kreiter</p>	
<p>Review and look for opportunities to integrate technology in instruction and administrative programs</p>	<p>Meadows iCoaches MIS</p>	<p>Implementation of Technology Plan</p>
<p>Implement strategies for recruiting and retaining highly effective teachers</p>	<p>Human Resources</p>	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>
<p>Post High School Pathways:</p>	<p>Teaching and Learning</p>	<p>FISD website postings</p>

<p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>Team</p> <p>School Counselors</p>	<p>Counselor classroom visits</p> <p>8th grade planning meetings</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>