

Joshua Independent School District
Joshua High School
2021-2022 Campus Improvement Plan



Mission Statement

Joshua High School develops productive citizens of exceptional character who are life-long learners.

Vision

Joshua High School will be a highly acclaimed model of educational excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Joshua High School serves grades 10-12 with a total of 1221 students within Joshua ISD. Joshua High School employs a staff of approximately 128 individuals. Curricular offerings include remedial, regular, advanced, dual credit, and honors courses. Programs for special populations include English as a Second Language, Special Education, and Career and Technology Education (CATE). The campus demographic profile is as follows:

- African American- 22
- Hispanic- 346
- White- 802
- American Indian- 2
- Asian- 9
- Pacific Islander- 0
- Two-or-more Races- 40
- Economically Disadvantaged- 517
- English Language Learners (ELL)- 99
- At-Risk- 431
- Special Education - 89
- Attendance- 94
- Completion Rate- 98%

Demographics Strengths

Joshua High School has experienced growth over the last five years, and we continue to have a low drop out rate of .02% and a high graduation rate of 98% when compared to the state at 1.9% and 92% respectfully. The campus continues to earn the rating of Met Standard on Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Joshua High School excels in the area of college and career ready graduates with a rate of 93.9% which places JHS in the top quartile. Over 75% of teachers employed at Joshua High School have ten or more years of experience and 32% of teachers hold higher than a bachelors degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELs current and monitored have a 15% pass rate on STAAR ELA and have not significantly.. **Root Cause:** The Hispanic population is growing quicker than the district can train teachers with an understanding of the instructional strategies for ELs.

Problem Statement 2 (Prioritized): AP participation in math, science, English, and social studies is low in relation to the state comparability group. **Root Cause:** Participation is low due to larger student participation in dual credit classes.

Problem Statement 3 (Prioritized): SPED passing rate scores in STAAR ELA are lower in comparison to other groups. **Root Cause:** Progress monitoring and RTI have not been

specific to student need. Interventions are not timely and specific.

Student Learning

Student Learning Summary

Based on the data from the 2018 Accountability Report. Joshua High School students achieved the following passing rates:

Joshua High School Met Standard on the 2018 Accountability Report. Domain 1-Student Achievement had a score of 89 with a target score of 90. Domain 2A-Academic Growth had a score of 79 with a target score of 90. Domain 2B-Relative Performance had a score of 84 with a target score of 90. Domain 3-Closing the Gaps had a score of 79 with a target score of 90. A distinction was earned in Social Studies.

A comparison of spring STAAR EOC scores at the All Students are listed below.

All Grade Levels		
	2019	2021
English I	10%	7%
English II	75%	76%
Algebra I	44%	40%
Biology	87%	79%
U.S. History	96%	90%

Approaches Grade Level

English I - 7%

- Hispanic – 0%
- White - 22%
- Economically Disadvantaged - 6%

English II - 76%

- Hispanic - 68%
- White - 81%
- Special Education - 18%
- Economically Disadvantaged - 65%
- LEP - 32%

Algebra I - 40%

- White - 33%
- Economically Disadvantaged - NA%
- Hispanic - 50%

Biology- 83%

- Hispanic - 80%
- White - 86%
- Special Education - 10%
- Economically Disadvantaged - 78%
- LEP - 55%

U.S. History - 91%

- Hispanic - 81%
- White - 95%
- Special Education - 57%
- Economically Disadvantaged - 86%
- LEP - 40%

Student Learning Strengths

Joshua High School is above state target in domains 1, 2, 3 but below district goal of 90.

Joshua High School students met at least 1 indicator for TSI was 62%. 54% met ELA SAT criteria.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): AP participation in math, science, English, and social studies is low in relation to the state comparability group. **Root Cause:** Due to larger numbers of participation in dual credit classes.

Problem Statement 2 (Prioritized): Students enrolling in dual credit classes is low in relation to the state comparability group. **Root Cause:** Students lack understanding of the benefits of enrolling in dual credit courses.

Problem Statement 3 (Prioritized): Writing scores are stagnant. **Root Cause:** Writing is not continually focused on at each grade level. There is a lack of writing across the curriculum and writing programs are not implemented with fidelity.

Problem Statement 4 (Prioritized): There is a lack of adequate progress for all students including the EL, SPED, At Risk and CTE student groups in ELA EOC exams. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 5 (Prioritized): Students may face significant gaps due to COVID. **Root Cause:** Students have gaps related to COVID.

Problem Statement 6 (Prioritized): There is a lack of adequate progress for EOC re-testers. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

School Processes & Programs

School Processes & Programs Summary

Joshua High School is a Continuous Improvement campus with a focus on training staff in the systematic approach model along with providing support to staff. The Continuous Improvement model provides systematic alignment using district, department, campus, and classroom Systems Level Checks. Joshua High School employs teachers who meet all certification requirements in their academic teaching area. Implementation and alignment of Professional Learning Communities (PLC) is a focus district wide with ongoing training to support all staff. The goals of PLC are to create a viable curriculum with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RTI) programs. Joshua High School is focused on post-secondary readiness to ensure graduates are prepared to enter college, a career or the military. The campus has a comprehensive technology program that gives all students and staff access to various devices. All teachers use instructional technology to enhance the learning environment.

School Processes & Programs Strengths

1. Continuous Improvement procedures are documented and systematic throughout the school year including training for teachers, administrators and school board members.
2. All teachers and administrators are required to complete yearly EL training.
3. All teachers are required to complete yearly GT training.
4. All administrators have been trained in the PLC process to provide support on their campuses.
5. Joshua ISD has a teacher turnover rate of less than 10%.
6. Joshua ISD has clearly defined procedures available to all staff through the online Procedure Manual.
7. Instructional Technologists are available to all campuses to assist with the implementation of technology in the classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of Continuous Improvement and PLC strategies vary in each department. **Root Cause:** Training and follow up has been inconsistent, but improving.

Problem Statement 2 (Prioritized): Students need guidance when developing four year plans, choosing endorsements and developing graduation plans. **Root Cause:** This is a new process for students.

Problem Statement 3 (Prioritized): Procedures for monitoring attendance withdrawals and leavers to prevent dropouts and excessive absences are not always implemented with fidelity. **Root Cause:** Training and follow up has been inconsistent.

Problem Statement 4 (Prioritized): Financial Scorecard is below the target of 90%. **Root Cause:** All involved parties do not follow established procedures with fidelity.

Problem Statement 5 (Prioritized): Students may face significant gaps due to COVID. **Root Cause:** Students have gaps related to COVID.

Perceptions

Perceptions Summary

Joshua High School has a comprehensive family engagement plan and parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders and action plans are written if needs are identified. Joshua High School provides opportunities for parental involvement and supplemental resources to enhance the home to school connection. The district utilizes multiple methods for parent communication including websites, Blackboard, Let's Talk, newsletters, emails, phone calls and conferences. Campuses have Booster Clubs and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the district decision-making process as well as in promoting the attributes and successes offered through site-based decision making committees. Joshua High School focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan.

Perceptions Strengths

1. Parent communications are provided in Spanish and English.
2. Parent survey results are consistently favorable.
3. Multiple opportunities are provided for parental and community involvement.
4. Safety audits confirm a safe and orderly environment throughout the district.

Priority Problem Statements

Problem Statement 10: ELs current and monitored have a 15% pass rate on STAAR ELA and have not significantly..

Root Cause 10: The Hispanic population is growing quicker than the district can train teachers with an understanding of the instructional strategies for ELs.

Problem Statement 10 Areas: Demographics

Problem Statement 2: AP participation in math, science, English, and social studies is low in relation to the state comparability group.

Root Cause 2: Due to larger numbers of participation in dual credit classes.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Implementation of Continuous Improvement and PLC strategies vary in each department.

Root Cause 6: Training and follow up has been inconsistent, but improving.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 1: AP participation in math, science, English, and social studies is low in relation to the state comparability group.

Root Cause 1: Participation is low due to larger student participation in dual credit classes.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Students enrolling in dual credit classes is low in relation to the state comparability group.

Root Cause 3: Students lack understanding of the benefits of enrolling in dual credit courses.

Problem Statement 3 Areas: Student Learning

Problem Statement 12: Students need guidance when developing four year plans, choosing endorsements and developing graduation plans.

Root Cause 12: This is a new process for students.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: SPED passing rate scores in STAAR ELA are lower in comparison to other groups.

Root Cause 13: Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.

Problem Statement 13 Areas: Demographics

Problem Statement 4: Writing scores are stagnant.

Root Cause 4: Writing is not continually focused on at each grade level. There is a lack of writing across the curriculum and writing programs are not implemented with fidelity.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: Procedures for monitoring attendance withdrawals and leavers to prevent dropouts and excessive absences are not always implemented with fidelity.

Root Cause 8: Training and follow up has been inconsistent.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 5: There is a lack of adequate progress for all students including the EL, SPED, At Risk and CTE student groups in ELA EOC exams.

Root Cause 5: Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 5 Areas: Student Learning

Problem Statement 9: Financial Scorecard is below the target of 90%.

Root Cause 9: All involved parties do not follow established procedures with fidelity.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 11: Students may face significant gaps due to COVID.

Root Cause 11: Students have gaps related to COVID.

Problem Statement 11 Areas: Student Learning - School Processes & Programs

Problem Statement 7: There is a lack of adequate progress for EOC re-testers.

Root Cause 7: Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 7 Areas: Student Learning

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 1: 100% of JHS staff will implement an aligned emergency operations plan.

Evaluation Data Sources: school calendar, attendance logs, committee reports, state fire marshall report, school safety plan, time efficient drills, and JISD Police Dept.








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 100% of all Joshua High School faculty and staff will have training and knowledge of all phases of safety strategies. Strategy's Expected Result/Impact: All staff informed and able to carry out preparedness drills. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 2: 100% of JHS will have JISD procedures for visitors posted in the front office.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All campus visitors will be screened through Raptor in the front office and receive a visitor's badge. Campus volunteers must have a criminal background check. Contractors and vendors must be fingerprinted. Strategy's Expected Result/Impact: Campus will be secure and visitors are screened or monitored while on campus. Staff Responsible for Monitoring: Human Resources, Assistant Superintendent, campus receptionists, campus administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 3: 100% of JHS will post weather condition procedures on campus website.

Summative Evaluation: Met Objective

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 4: 100% of JHS will implement an aligned student code of conduct.

Evaluation Data Sources: Data files






Summative Evaluation: Significant progress made toward meeting Objective

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 5: 100% of JHS will monitor discipline referrals to ISS and DAEP for all student populations.

Evaluation Data Sources: Behavior plans, PBMAS reports, and close monitoring

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details		Reviews			
Strategy 1: We will monitor discipline techniques to assure that we are in compliance with the state. We will ensure equity and consistency in placements. Strategy's Expected Result/Impact: We will stay in compliance with the state in all categories Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.6 Funding Sources: - 199 State Compensatory Education (SCE) - \$208,603		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 6: 100% of JHS will implement an aligned character education and drug awareness plan.

Evaluation Data Sources: Aim for Success presentation

Summative Evaluation: Met Objective








Strategy 1 Details		Reviews			
Strategy 1: Implement education program, Focus on Success, for all JHS students Strategy's Expected Result/Impact: Decreased incidence of bullying, and decrease student discipline referrals. Staff Responsible for Monitoring: Campus administration		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 1: Meet or exceed the target score of 90 in Domain 1-Student Achievement, Domain 2-Student Progress, and Domain 3-Closing the Gaps

Evaluation Data Sources: STAAR and Benchmark data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure writing across the curriculum is implemented in all subjects. Strategy's Expected Result/Impact: Increase campus ELA scores from 75% to 80% on EOC/ELA by May as measured by STAAR/EOC data Staff Responsible for Monitoring: Teachers and Administrators Problem Statements: Demographics 3 - Student Learning 3, 4, 5 - School Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Scheduled RtI time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in PLC. Strategy's Expected Result/Impact: Increases in percentages at the approaches, meets and masters level for all students in all STAAR assessments. Obtain district goal of 90% for all students at the approaches level. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 3, 4, 5, 6 - School Processes & Programs 5 Funding Sources: - 199 State Compensatory Education (SCE) - \$125,700.44	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide accelerated instruction and credit recovery. Strategy's Expected Result/Impact: All students are successful and able to graduate college, career or military ready. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 State Compensatory Education (SCE) - \$51,131.29	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: SPED passing rate scores in STAAR ELA are lower in comparison to other groups. Root Cause: Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.

Student Learning

Problem Statement 3: Writing scores are stagnant. **Root Cause:** Writing is not continually focused on at each grade level. There is a lack of writing across the curriculum and writing programs are not implemented with fidelity.

Problem Statement 4: There is a lack of adequate progress for all students including the EL, SPED, At Risk and CTE student groups in ELA EOC exams. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 5: Students may face significant gaps due to COVID. **Root Cause:** Students have gaps related to COVID.

Problem Statement 6: There is a lack of adequate progress for EOC re-testers. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

School Processes & Programs






Problem Statement 5: Students may face significant gaps due to COVID. **Root Cause:** Students have gaps related to COVID.

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 2: 100% of JHS classrooms will build a foundation of reading and math.

Evaluation Data Sources: STAAR ELA and Algebra, and Benchmark data.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Implement targeted RtI for students by student by score. Strategy's Expected Result/Impact: Increased student achievement in ELA for all students including retesters. Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 3, 4, 5, 6 - School Processes & Programs 5 Funding Sources: - 199 State Compensatory Education (SCE) - \$124,305.84		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:







Demographics
Problem Statement 1: ELs current and monitored have a 15% pass rate on STAAR ELA and have not significantly.. Root Cause: The Hispanic population is growing quicker than the district can train teachers with an understanding of the instructional strategies for ELs.
Student Learning
Problem Statement 3: Writing scores are stagnant. Root Cause: Writing is not continually focused on at each grade level. There is a lack of writing across the curriculum and writing programs are not implemented with fidelity. Problem Statement 4: There is a lack of adequate progress for all students including the EL, SPED, At Risk and CTE student groups in ELA EOC exams. Root Cause: Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific. Problem Statement 5: Students may face significant gaps due to COVID. Root Cause: Students have gaps related to COVID. Problem Statement 6: There is a lack of adequate progress for EOC re-testers. Root Cause: Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.
School Processes & Programs
Problem Statement 5: Students may face significant gaps due to COVID. Root Cause: Students have gaps related to COVID.

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 3: 100% of JHS classrooms will implement the college and career readiness plan.

Evaluation Data Sources: Graduation Rates, dual credit enrollment, enrollment in advanced classes (AP, honors), SAT/ACT, Industry Based Certifications, and US Armed Forces

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase enrollment numbers in all advanced academic classes. Strategy's Expected Result/Impact: Students earning college credit Increased SAT/ACT scores Increased participation in AP classes Increased number of students taking AP exams Increased performance on AP exams Staff Responsible for Monitoring: Teachers and Principals TEA Priorities: Connect high school to career and college Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Educate students on the importance of enrolling in AP and dual credit courses Strategy's Expected Result/Impact: More students participating in AP and dual credit classes Staff Responsible for Monitoring: Teachers, counselors, administrators TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:







Demographics
Problem Statement 2: AP participation in math, science, English, and social studies is low in relation to the state comparability group. Root Cause: Participation is low due to larger student participation in dual credit classes.
Student Learning
Problem Statement 5: Students may face significant gaps due to COVID. Root Cause: Students have gaps related to COVID.
School Processes & Programs
Problem Statement 5: Students may face significant gaps due to COVID. Root Cause: Students have gaps related to COVID.

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 4: 97% attendance rate will be maintained

Evaluation Data Sources: Monthly attendance report
Daily attendance report/announcement
Monthly review of withdrawal records
Ensure leavers are coded accurately








Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Review monthly attendance reports, withdrawal records and leaver coding Strategy's Expected Result/Impact: Increased attendance and no dropouts Staff Responsible for Monitoring: Administrators, teachers and attendance clerk	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All classrooms will have an attendance goal. Strategy's Expected Result/Impact: Increased attendance and no dropouts Staff Responsible for Monitoring: Administrators, teachers and attendance clerk	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 1: 100% of JHS teachers meet state and local certification requirements.

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
Strategy 1: All teaches will be certified in the area they teach. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: HR, Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 2: JHS will have 95% or greater teacher and principal retention.

Evaluation Data Sources: equity planning, climate surveys, training surveys, Classroom and School Systems Level Check.

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: Provide monthly training opportunities regarding Professional Learning Communities and Continuous Improvement. Strategy's Expected Result/Impact: Improved understanding and support during the PLC process Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Model PLC procedures for staff and continually give feedback on Continuous Improvement. Strategy's Expected Result/Impact: Improved understanding and implementation of Continuous Improvement processes Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 3: JHS will achieve 90% or greater on the campus financial report card.

Evaluation Data Sources: Funds spent according to the nine required uses of Federal CTE funds, Title, Comp Ed.
Pre-acquisition forms and purchase order procedures

Summative Evaluation: Significant progress made toward meeting Objective







Strategy 1 Details	Reviews			
Strategy 1: JHS will monitor criteria on the financial scorecard to achieve 90% target. Staff training on financial procedures. Strategy's Expected Result/Impact: Improved score on financial scorecard Staff Responsible for Monitoring: Principal Bookkeeper Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 4: 90% of JHS staff and parents will respond with satisfaction on the annual survey

Evaluation Data Sources: Climate surveys.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrators will in conjunction with teacher leadership group create an action plan for any area not receiving 90% satisfaction. Strategy's Expected Result/Impact: Teacher morale and effectiveness are high. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administration will actively promote parent survey to stakeholders to increase participation by 25%. Strategy's Expected Result/Impact: More parents responding with 90% satisfaction. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 5: 100% of Carl Perkins funds will be used in accordance with and in fulfillment of the requirements for the Carl Perkins Career and Technical Education Improvement Act.

Evaluation Data Sources: Funds spent according to the nine required uses of Federal CTE funds.

Pre-acquisition forms and purchase order procedures

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1) Funds allocated to initiate, improve, expand and modernize CTE programs. Strategy's Expected Result/Impact: Expansion of CTE program Students earning industry recognized certifications Staff Responsible for Monitoring: CTE director TEA Priorities: Connect high school to career and college Funding Sources: - 244 Perkins Career & Technical Education - \$56,619	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 2) Allocation of funds use to increase student success for all students and all student groups. Strategy's Expected Result/Impact: More students completing coherent sequences Students graduating with CTE endorsements Staff Responsible for Monitoring: CTE director CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$208,603.00
2	1	2			\$125,700.44
2	1	3			\$51,131.29
2	2	1			\$124,305.84
Sub-Total					\$509,740.57
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$56,619.00
Sub-Total					\$56,619.00
Grand Total					\$566,359.57

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none">Prevention, identification, response to and reporting of bullying or-bully-like behavior	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Assistant Superintendent	District Procedure Manual
2. Coordinated Health Program <ul style="list-style-type: none">Student fitness assessment dataStudent academic performance dataStudent attendance ratesPercentage of students who are Economically DisadvantagedUse and success of methods of physical activityOther indicators	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent	District Website
3. DAEP Requirements <ul style="list-style-type: none">Student groups served – monitoring over-representationAttendance ratesPre- and post- assessment resultsDropout ratesGraduation ratesRecidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Executive Director of Post-Secondary Readiness	District Procedure Manual

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent	District Website
5. Dropout Prevention	TEC 11.252	Executive Director of Post-Secondary Readiness	District Procedure Manual
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Associate Director of Special Services	District Procedure Manual and Website
7. Title I, Part C: Migrant <ul style="list-style-type: none"> An identification and recruitment plan A priority services action plan 	P.L. 107-110, Section 1415(b)	Executive Director of Curriculum, Instruction, Learning and Accountability	Central Office
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Director of Secondary Curriculum, Instruction and Learning	District Procedure Manual
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Post-Secondary Readiness	District Procedure Manual and website

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Curriculum and Instruction Department and Human Resource Department	Human Resource
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent	District website, agendas, and Eduphoria Strive
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Assistant Superintendent and Executive Director of Post- Secondary Readiness	Website, Staff Development agendas, Eduphoria Strive

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 			
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Assistant Superintendent	Procedure Manual and website
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 		Associate Director of Special Services	Eduphoria Strive, staff development agenda
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Chief Technology Officer	Agendas, website