

Joshua Independent School District



Joshua High School

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics, Academic
Achievement in Science, Postsecondary Readiness

2026-2027 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.

Value Statement

Joshua ISD provides a safe and orderly environment.

Joshua ISD students set goals and achieve high levels of success.

Joshua ISD effectively and efficiently manages resources to promote student success.

Joshua ISD is a source of pride and unity for students, staff, parents, and community.

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Comprehensive Needs Assessment

Demographics

Summary

Joshua High School serves grades 10-12 with over 1300 students within Joshua ISD. Joshua High School employs a staff of approximately 128 individuals. Curricular offerings include remedial, regular, advanced, dual credit, and pre-accelerated courses. Programs for special populations include English as a Second Language, Special Education, and Career and Technology Education (CTE). The campus demographic profile is as follows:

- African American-50
- Hispanic- 448
- White- 747
- American Indian- 4
- Asian- 14
- Pacific Islander- 0
- Economically Disadvantaged- 511
- Emergent Bilingual - 144
- At-Risk- 546
- Special Education - 143
- Attendance- 95.2%
- Completion Rate- 100%

Strengths

Joshua High School is an excellent school with a graduation rate of 100% when compared to the state at 2.4% and 90% respectively. The campus earned an 86 for an overall accountability score, with and 89 in Student Achievement, an 85 in Student Progress and an 82 in Closing the Gaps. JHS also earned distinctions in ELA, Math, Science, Social Studies and Postsecondary Readiness.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ EBs current and monitored have a 56% pass rate on STAAR ELA and there is still an achievement gap.	The Hispanic population is growing and teachers still need more training on most effective instructional strategies for ELs.
2 ★ AP participation in math, science, English, and social studies remains in quartile 3.	Participation is low due to larger student participation in dual credit classes.
3 ★ SPED passing rate scores in STAAR ELA are lower in comparison to other groups.	Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.
4 ★ The Hispanic sub pop scored 41 in academic achievement, exceeding the target of 36, however, there is still an achievement gap.	As a campus, we are focused on getting students to the approaches level and not focusing enough on the meets level.

★ = Priority

Student Learning

Summary

Based on the data from the 2023 Accountability Report. Joshua High School students achieved the following passing rates:

A comparison of spring STAAR EOC scores for all students at the approaches are listed below.

All Grade Levels		
	2024	2025
English I		
English II	78%	79%
Algebra I	67%	50%
Biology	94%	93%
U.S. History	97%	97%

Approaches Grade Level

English II - 79%

- Hispanic - 68%
- White - 86%
- Special Education - 27%
- Economically Disadvantaged - 69%
- EB - 46%

Biology- 93%

- Hispanic - 89%
- White - 96%
- Special Education - 70%
- Economically Disadvantaged - 91%
- EB -91%

U.S. History - 97%

- Hispanic - 95%
- White - 98%
- Special Education - 82%
- Economically Disadvantaged - 94%
- EB - 89%

Strengths

Joshua High School met state target in all groups in academic achievement.

Joshua High School STAAR scores remained relatively the same as the previous year and continue to outscore other Johnson County districts.

JHS has an excellent UIL program which is reflective of our strong academic expectations.

We have strong CTE programs and students do well on certification tests.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students enrolling in dual credit classes in science and social studies is lower in relation to the state comparability group.	Students lack understanding of the benefits of enrolling in dual credit courses.
2★	Sub groups continue to perform lower than white students.	Instructional strategies do not target needs.
3★	There is a lack of adequate progress for EOC re-testers.	Interventions are timely and specific, but student apathy still remains a problem.
4★	JHS earned no points for progress in English Language Proficiency. .	High school students are apathetic about the test because they know they do not need it to graduate.
5	Formative tests do not always reflect the EOC test format.	Teachers need more guidance/training on writing strong test questions with adequate depth of knowledge.

6
★

EBs current and monitored have a 56% pass rate on STAAR ELA and there is still an achievement gap.

The Hispanic population is growing and teachers still need more training on most effective instructional strategies for ELs.

7
★

AP participation in math, science, English, and social studies remains in quartile 3.

Participation is low due to larger student participation in dual credit classes.

8
★

SPED passing rate scores in STAAR ELA are lower in comparison to other groups.

Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.

9
★

The Hispanic sub pop scored 41 in academic achievement, exceeding the target of 36, however, there is still an achievement gap.

As a campus, we are focused on getting students to the approaches level and not focusing enough on the meets level.

★ = Priority

School Processes & Programs

Summary

Joshua High School uses continuous improvement through the PLC process to provide support to staff and students . This model provides systematic alignment with district, department, campus, and classroom expectations. 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. In addition, the high school has great fine arts, CTE and extra-curricular programs. 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.

Strengths

1. JHS focuses on student and staff safety.
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.
8. Teacher Incentive Allotment for most teachers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	Students need guidance when developing four year plans, choosing endorsements and developing graduation plans.	Students don't see the importance of four year plans and do not see the importance of completing their course of study.
2★	Sub groups continue to perform lower than white students.	Instructional strategies do not target needs.

★ = Priority

Perceptions

Summary

Joshua High School conducts surveys 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, Finalsite Communications, Stop-It, 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.

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.
5. Joshua High School is known for high academic standards, out standing Academic UIL, amazing fine arts and a comprehensive CTE program.



Priority Problem Statements

Problem Statement

Root Cause

1
★

AP participation in math, science, English, and social studies remains in quartile 3.

Participation is low due to larger student participation in dual credit classes.

2
★

Students enrolling in dual credit classes in science and social studies is lower in relation to the state comparability group.

Students lack understanding of the benefits of enrolling in dual credit courses.

3
★

There is a lack of adequate progress for EOC re-testers.

Interventions are timely and specific, but student apathy still remains a problem.

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EBs current and monitored have a 56% pass rate on STAAR ELA and there is still an achievement gap.

The Hispanic population is growing and teachers still need more training on most effective instructional strategies for ELs.

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Sub groups continue to perform lower than white students.

Instructional strategies do not target needs.

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Students need guidance when developing four year plans, choosing endorsements and developing graduation plans.

Students don't see the importance of four year plans and do not see the importance of completing their course of study.

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Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.

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The Hispanic sub pop scored 41 in academic achievement, exceeding the target of 36, however, there is still an achievement gap.

As a campus, we are focused on getting students to the approaches level and not focusing enough on the meets level.

9
★

JHS earned no points for progress in English Language Proficiency. .

High school students are apathetic about the test because they know they do not need it to graduate.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability 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
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

workforce readiness

- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion 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
- ☒ 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
- ☒ T-TESS data

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
- ☒ Action research results



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 including a threat assessment process and procedure. .

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

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 Reviews

November

January

March

June

Strategy 2

All staff members, substitutes, and high school students will be required to display JISD parking tags in their car while parked on JISD properties

Strategy's Expected Result/Impact: Identify cars that are allowed to be on JISD property to increase safety throughout the district

Staff Responsible for Monitoring: JISD police and safety monitors

Formative Reviews

November

January

March

June

Strategy 3

All high school students are required to wear a student identification badge that are visible at all times

Strategy's Expected Result/Impact: Ensure student safety

Staff Responsible for Monitoring: All JHS staff

Formative Reviews

November

January

March

June

Strategy 4

All JHS staff will receive Stop the Bleed Training

Strategy's Expected Result/Impact: Staff will be able to respond appropriately during an emergency.

Staff Responsible for Monitoring: Nurse and administrators

Formative Reviews

November

January

March

June

Strategy 5

JHS has a Threat Assessment and Safe Supportive School Team, which will be trained and will monitor threats to the school.

Strategy's Expected Result/Impact: All school threats will be addressed to keep JHS students and staff safe.

Staff Responsible for Monitoring: Chief Administrative Services Officer and administrators

Formative Reviews

November

January

March

June

Strategy 6

Police officers and safety monitors are present on campus.

Strategy's Expected Result/Impact: Increase safety throughout the district and ensure that all classroom and exterior doors remain closed and locked.

Formative Reviews

November

January

March

June

Strategy 7

JISD uses Raptor Alert for all campuses.

Strategy's Expected Result/Impact: Better communication for all staff during emergency situations.

Staff Responsible for Monitoring: All

Formative Reviews

November

January

March

June

Performance Objective 2

100% of JHS will implement an aligned character education plan.

Evaluation Data Source: Data files

Strategy 1

REACH Council Prevention Services are provided to students who have have positive drug tests.

Strategy's Expected Result/Impact: Students engaging in at risk behaviors will decrease.

Staff Responsible for Monitoring: Coordinator of Counseling, Executive Director of Student Services, Administrators at JHS and DAEP.

Formative Reviews

November

January

March

June

Strategy 2

Linewize will be used to monitor Google Drive for students to prevent suicide, violence, bullying, harassment, coercion, drug abuse, and stalking.

Strategy's Expected Result/Impact: Reduce and alert administrators and JISD police of incidences related to suicide, violence, bullying, harassment, coercion, drug abuse, and stalking, thus promoting the safety and health of students.

Staff Responsible for Monitoring: Chief of Administrative Services and Associate Director of Instructional Technology

Formative Reviews

November

January

March

June

Strategy 3

Implement character education programs to include: Focus on Success, Bullying Prevention week activities, Red Ribbon Week, Kindness Week, for all JHS students.

Strategy's Expected Result/Impact: Decreased incidence of bullying, and decrease student discipline referrals.

Staff Responsible for Monitoring: Administrators, teachers, counselors

Formative Reviews

November

January

March

June

Performance Objective 3

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

Evaluation Data Source: Behavior plans, monthly reports, and close monitoring

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

Funding Sources: 199 State Compensatory Education (SCE), \$477,097.06

Formative Reviews

November

January

March

June

Strategy 2

High quality teachers and paraprofessionals are assigned to DAEP campus to ensure all students receive targeted accelerated instruction and interventions while students are assigned to DAEP. Teachers will administer a pre and post assessment to each student and implement a transition plan.

Strategy's Expected Result/Impact: Students will learn at high levels and continue academic growth.

Staff Responsible for Monitoring: Dean of DAEP, JHS Principal, and Chief of Administrative Services

Formative Reviews

November

January

March

June

Strategy 3

DAEP attendance rates, graduation rates, dropout rates, recidivism rates, and pre and post assessment results will be analyzed each nine weeks by student groups.

Strategy's Expected Result/Impact: Reduced recidivism, dropouts, and improved instruction at DAEP.

Staff Responsible for Monitoring: Chief of Administrative Services, JHS Principal, and Dean of DAEP

Formative Reviews

November

January

March

June

Performance Objective 4

100% of JHS will implement an aligned student code of conduct.

Strategy 1

Annually, administrators review the code of conduct and it is approved by the school board.

Strategy's Expected Result/Impact: Code of Conduct is aligned and enforced

Staff Responsible for Monitoring: Campus administrators.

Formative Reviews

November

January

March

June

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

Performance Objective 1 High Priority

Meet or exceed the target score of 90 in Domain 1-Student Achievement, Domain 2-Student Progress, and Domain 3-Closing the Gaps, including TELPAS English Language Proficiency.

Evaluation Data Source: Six weeks tests, STAAR and Benchmark data

Strategy 1

Ensure writing across the curriculum is implemented in all subjects.

Strategy's Expected Result/Impact: Increase campus ELA scores 5% on EOC/ELA as measured by STAAR/EOC data

Staff Responsible for Monitoring: Teachers and Administrators

Problem Statements: Demographics 1, 3, 4 - Student Learning 2, 3, 6, 8, 9 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

June

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.

Problem Statements: Demographics 3 - Student Learning 2, 3, 8 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

June

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.

Funding Sources: 199 State Compensatory Education (SCE), \$46,774.49

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

June

Strategy 4

Provide 15/30 hours of accelerated instruction in small groups to students who did not meet expectations on STAAR in accordance with HB4545.

Strategy's Expected Result/Impact: Students pass STAAR.

Staff Responsible for Monitoring: Administration and teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 5

PLC meetings according to district procedures to identify aligned essential learning standards, write common formative assessments, and analyze student achievement data in order to drive instruction that will meet the needs of all students.

Strategy's Expected Result/Impact: Develop intervention and enrichment lessons that are timely, directive, and systematic to increase student engagement and learning.

Staff Responsible for Monitoring: Administrators and teachers

Formative Reviews

November

January

March

June

Strategy 6

All JHS students will participate in Star Reading in Renaissance and other assessments to measure student growth.

Strategy's Expected Result/Impact: Tracking student growth in reading and math will improve student outcomes and assist the district with determining teacher designations in the Teacher Incentive Allotment.

Staff Responsible for Monitoring: Curriculum Department

Formative Reviews

November

January

March

June

Strategy 7

Prepare students to advance their score in TELPAS rating by pairing them with native language speakers, practice TELPAS testing format, native speakers class and reinforcing the importance of the test.

Strategy's Expected Result/Impact: Increased TELPAS rating scores.

Staff Responsible for Monitoring: Administrators, testing coordinator, and teachers

Problem Statements: Student Learning 4

Formative Reviews

November

January

March

June

Strategy 8

Teachers will use content specialists in English, math and science in order to mentor teachers, help with common assessments and offer guidance as needed.

Strategy's Expected Result/Impact: Specialists visit during PLC time

Staff Responsible for Monitoring: Administrators and content specialist

Funding Sources: 255 Title II, Part A, TPTR, \$36,037

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

Strategy 9

The Student Learning Outcomes Administrator will support the advancement of student achievement across the district by strengthening assessment practices, promoting data-informed instruction, and supporting educator development initiatives that ensure effective teaching and learning for all students.

Strategy's Expected Result/Impact: Teachers will improve classroom instruction to gain TIA.

Staff Responsible for Monitoring: administrators and SLO Administrator

Funding Sources: 262 Title II, Part D, \$1,872

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	EBs current and monitored have a 56% pass rate on STAAR ELA and there is still an achievement gap.	The Hispanic population is growing and teachers still need more training on most effective instructional strategies for ELs.
3	SPED passing rate scores in STAAR ELA are lower in comparison to other groups.	Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.
4	The Hispanic sub pop scored 41 in academic achievement, exceeding the target of 36, however, there is still an achievement gap.	As a campus, we are focused on getting students to the approaches level and not focusing enough on the meets level.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Sub groups continue to perform lower than white students.	Instructional strategies do not target needs.
3	There is a lack of adequate progress for EOC re-testers.	Interventions are timely and specific, but student apathy still remains a problem.
4	JHS earned no points for progress in English Language Proficiency. .	High school students are apathetic about the test because they know they do not need it to graduate.
6	EBs current and monitored have a 56% pass rate on STAAR ELA and there is still an achievement gap.	The Hispanic population is growing and teachers still need more training on most effective instructional strategies for ELs.
8	SPED passing rate scores in STAAR ELA are lower in comparison to other groups.	Progress monitoring and RTI have not been specific to student need. Interventions are not timely and specific.
9	The Hispanic sub pop scored 41 in academic achievement, exceeding the target of 36, however, there is still an achievement gap.	As a campus, we are focused on getting students to the approaches level and not focusing enough on the meets level.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Sub groups continue to perform lower than white students.	Instructional strategies do not target needs.

Performance Objective 2

100% of JHS classrooms will build a foundation of reading language arts and math.

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

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

Funding Sources: 199 State Compensatory Education (SCE), \$176,384.33

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

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March

June

Performance Objective 3

100% of JHS classrooms will implement the college and career readiness plan.

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

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

Problem Statements: Demographics 2 - Student Learning 1, 7 - School Processes & Programs 1

TEA Priorities: Connect high school to career and college

Formative Reviews

November

January

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Strategy 2

Educate students on the importance of enrolling in AP and dual credit courses and encourage all students enrolled in AP courses to take the corresponding AP exam.

Strategy's Expected Result/Impact: More students participating in AP and dual credit classes

Staff Responsible for Monitoring: Teachers, counselors, administrators, and Coordinator of CTE

Problem Statements: Demographics 2 - Student Learning 1, 7

TEA Priorities: Connect high school to career and college

Formative Reviews

November

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March

June

Strategy 3

CCMR funds are used to ensure that all students learn about college, career, and military readiness and are able to develop a Four Year Plan, choose an endorsement, and understand graduation plans.

Strategy's Expected Result/Impact: 1. 100% of students will have a four year plan with a chosen endorsement
2. Students will make informed curriculum choices to be prepared for success beyond high school.

Staff Responsible for Monitoring: Counselors

Problem Statements: School Processes & Programs 1

Formative Reviews

November

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June

Strategy 4

Student and parental involvement meetings will consist of emails to parents, associate's degree program and college fair day.

Strategy's Expected Result/Impact: 100% of students will choose an endorsement, have a 4 year plan and be educated on CCMR options.

Staff Responsible for Monitoring: secondary administrators, counselors, Coordinator of CTE and Coordinator of Counseling

Formative Reviews

November

January

March

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

AP participation in math, science, English, and social studies remains in quartile 3.

Participation is low due to larger student participation in dual credit classes.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students enrolling in dual credit classes in science and social studies is lower in relation to the state comparability group.

Students lack understanding of the benefits of enrolling in dual credit courses.

7

AP participation in math, science, English, and social studies remains in quartile 3.

Participation is low due to larger student participation in dual credit classes.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Students need guidance when developing four year plans, choosing endorsements and developing graduation plans.

Students don't see the importance of four year plans and do not see the importance of completing their course of study.

Performance Objective 4

97% attendance rate will be maintained

Evaluation Data Source: Monthly attendance report
Weekly attendance report to Admin and staff
Data folders to track attendance in classrooms
Monthly review of withdrawal records
Ensure leavers are coded accurately

Strategy 1

Review weekly 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 Reviews

November **January** **March** **June**

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 Reviews

November **January** **March** **June**

Strategy 3

Attendance reviewed weekly at admin PLC

Strategy's Expected Result/Impact: Improve attendance 1% over last year.

Staff Responsible for Monitoring: Admin, teachers, counselors, attendance clerk

Formative Reviews

November **January** **March** **June**

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.

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 Reviews

November

January

March

June

Performance Objective 2

JHS will have 95% or greater teacher and principal retention.

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

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 Reviews

November

January

March

June

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 Reviews

November

January

March

June

Strategy 3

Utilize the Principal Residency Grant to grow and mentor one current JISD teacher as future campus administrators.

Strategy's Expected Result/Impact: Teacher completes principal certification.

Staff Responsible for Monitoring: JHS principal and central office administration

Funding Sources: Instructional Continuity, \$75,000

Formative Reviews

November

January

March

June

Performance Objective 3

JHS will achieve 90% or greater on the campus financial report card.

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

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 Reviews

November

January

March

June

Strategy 2

All documentation is reviewed before money is deposited or items are ordered.

Formative Reviews

November

January

March

June

Performance Objective 4

90% of JHS staff and parents will respond with satisfaction on the annual survey

Evaluation Data Source: Climate surveys.

Strategy 1

Parent survey was above 90% in the all areas. Publicize opportunities for student involvement, anti-bullying videos during RTI, student of the month, vape detectors in restrooms, Stop It and Crime Stoppers for anonymous reporting of incidents, reminding staff to be visible in the halls, and all staff enforcing dress code.

Strategy's Expected Result/Impact: 90% or greater parent satisfaction in all areas on parent survey.

Staff Responsible for Monitoring: Administration, teachers, counselors

Formative Reviews

November

January

March

June

Strategy 2

Administration will actively promote parent survey to stakeholders to increase participation by 15%.

Strategy's Expected Result/Impact: More parents responding with 90% satisfaction.

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Strategy 3

JHS Happenings will be sent to stakeholders to ensure communication about safety, reminders and important events.

Strategy's Expected Result/Impact: Improved results on the parent survey and more attendance at all events.

Staff Responsible for Monitoring: administration

Formative Reviews

November

January

March

June



State Compensatory Education

State Compensatory

Budget for Joshua High School

Total SCE Funds: \$167,409.22

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Provide accelerated instruction/credit recovery Goal 2, Performance Objective 1, Strategy Description: Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC. Strategy Impact: Increases in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level. Elements: 2.4, 2.5, 2.6 TEA Priority- Build a foundation of reading and math



Funding Summary

Funding Summary

199 State Compensatory Education (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	\$477,097.06
2	1	3		--	\$46,774.49
2	2	1		--	\$176,384.33
				Sub-Total	\$700,255.88

255 Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8		--	\$36,037.00
				Sub-Total	\$36,037.00

262 Title II, Part D

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9		--	\$1,872.00
				Sub-Total	\$1,872.00

Instructional Continuity

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3		--	\$75,000.00
				Sub-Total	\$75,000.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	9/18/2026	Jo Lynn Augsburger	9/4/2024
Child Abuse and Neglect	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/4/2024
Coordinated Health Program	Nurse Coordinator	9/18/2026	Jo Lynn Augsburger	9/12/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	9/18/2026	Jo Lynn Augsburger	9/12/2024
Dropout Prevention	Counseling Coordinator	9/18/2026	Jo Lynn Augsburger	11/5/2025
Dyslexia Treatment Program	Director of Dyslexia	9/18/2026	Jo Lynn Augsburger	9/12/2024
Pregnancy Related Services	Executive Director of Secondary	9/18/2026	Jo Lynn Augsburger	9/12/2024
Post-Secondary Preparedness	--	--	Jo Lynn Augsburger	9/12/2024
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	9/18/2026	Jo Lynn Augsburger	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/12/2024
Texas Behavior Support Initiative (TBSI)	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/4/2024
Technology Integration	Executive Director of Instructional Technology	9/18/2026	Jo Lynn Augsburger	9/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Student Services	9/18/2026	Jo Lynn Augsburger	9/4/2024

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 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 - Student fitness assessment data - Student academic performance data - Student attendance rates - Percentage of students who are Economically Disadvantaged - Use and success of methods of physical activity - Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent	District Website
3. DAEP Requirements - Student groups served – monitoring over-representation - Attendance rates - Pre- and post- assessment results - Dropout rates - Graduation rates - Recidivism 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 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 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 - 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 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 - Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: - 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
○ 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 • 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 • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ 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
○ 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) • Methods for addressing ○ 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) • 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