

Louise Independent School District

Louise Junior High



2019-2020 Campus Improvement Plan

District Mission Statement

Our students shall be academically prepared to fulfill their potential, self-assured, and motivated to excel.

Vision

Educate the Whole Child

2019-2020 Campus Planning Committee

Name	Position	Committee Role	Signature
Mary Trochta	Principal	Principal	
Traci Harvey	Counselor	Counselor	
Ethan Zezula	Science Teacher	Teacher	
Debbie Kallina	Reading/ELA Teacher	Teacher	
Linda Skow	ELA Teacher	Teacher	
Tracy Appling	Social Studies /Art Teacher	Teacher	
Chris Chromcak	Social Studies Teacher	Teacher	
Lindsey McMahan	Math Teacher	Teacher	
Kasey Chitmon	Band Teacher	Teacher	
Christopher Garcia	Asst. Band Teacher	Teacher	
Marja Lutringer	PE Coach	Coach	
Davis Page	PE Coach	Coach	
Salvador Hernandez	Special Education Teacher	Teacher	
Apolonia Pena	Aide	Aide	
Claudia Clay	Aide	Aide	
Maria Montes	Secretary	Secretary	
Cassie Cortez	Parent	Parent	
Brandi Swint	Parent	Parent	
Jessica Sanchez	Parent	Parent	
Alisha Kelly	Parent	Parent	
Belinda Bain	Community Member	Community Member	

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Comprehensive Needs Assessment

Component	Summary	Strengths	Needs	Data Source(s)
Demographics	<p>2018-2019 Data Campus Size—121 Students Hispanic—63—52% Caucasian—49—40% African American—5-4% Native American—2-2% Asian/PI—2-2% Teachers—5 + 10 shared Special Ed—1 student Eco Dis- 67% ELL—17—14% Attendance—97.44% for 1st 6 Weeks</p> <p>2019-2020 Data Campus Size—130 Students Hispanic—68—52% Caucasian—53—41% African American—8-6% Native American—1- 1% Teachers—6 + 10 shared Special Ed—3 student Eco Dis- 66% ESL—11% Attendance—95.79% for 1st 6 Weeks</p>	<ul style="list-style-type: none"> ○ Limited Number of Groups for Accountability ○ Attendance is good 	<ul style="list-style-type: none"> ○ Eco Dis population remains high. ○ Depending on upcoming ARD committee and SPED testing we may need SPED personnel support 	<ul style="list-style-type: none"> ○ 2019-2020 TAPR ○ Current PEIMS Data
Student Achievement	<ul style="list-style-type: none"> ○ 6th Reading— 73% ○ 7th Reading—70% ○ 8th Reading—88% ○ 7th Writing—79% ○ 6th Math—92% ○ 7th Math—70% 	<ul style="list-style-type: none"> ○ Both 6th grade math and reading increased ○ Both 7th grade math and reading decreased slightly 	<ul style="list-style-type: none"> ○ Increase student achievement to meet/exceed state average on all STAAR tests ○ Provide professional development for teachers 	<ul style="list-style-type: none"> ○ STAAR scores

	<ul style="list-style-type: none"> ○ 8th Math—93% ○ 8th Science—79% ○ 8th History—65% 	<ul style="list-style-type: none"> ○ 8th grade math remained the same and reading decreased slightly ○ Science scores increased ○ US History scores decreased slightly ○ Writing scores increased slightly 	<p>to increase content knowledge and questioning strategies.</p> <ul style="list-style-type: none"> ○ Use enrichment classes to help close gaps 	
Culture and Climate	<p>Teachers are happy with the Junior High and the school climate in general.</p> <p>Weekly junior high newsletter is sent to parents and staff to help stay informed of junior specific information.</p>	<ul style="list-style-type: none"> ○ Teacher retention is high. ○ Teachers normally have lunch with each other on a daily basis ○ Comradery is high ○ Parents feel aware of what happening at the junior high. 	<ul style="list-style-type: none"> ○ Continue to have periodic luncheon themes and birthday celebrations so that teachers have an opportunity to interact on a personal level. ○ Continue to update parent’s information so that the parents can receive the electronic communication via email on Skyward. 	<ul style="list-style-type: none"> ○ Conversations ○ When we have luncheons, all the teachers attend. ○ Teachers meet regularly to discuss students and curriculum needs.
Staff Quality, Recruitment, and Retention	Teachers are highly qualified.	We search only for HQ	<ul style="list-style-type: none"> ○ Provide instructional and emotional support, especially for newer teachers 	TEA Certification Lookup
Curriculum, Instruction, and Assessment	<p>Enrichment and an activity periods have been recently changed to support curriculum and content.</p> <p>The ELAR curriculum has been implements to align with the new ELAR TEKS.</p>	<p>Flexibility to manage tutoring, review, UIL practice, assemblies, and various other events.</p> <p>ELAR teachers are attending workshops and exploring the new curriculum while implementing the new TEKS.</p>	<ul style="list-style-type: none"> ○ Increase accountability and monitoring. ○ Consistent and valuable feedback for teacher improvement ○ Vertical Curriculum Alignment 	<ul style="list-style-type: none"> ○ State ratings, CBA, grades, six-week test grades and maintaining pace with the Year at a Glance. ○ Grades/Failure rates
Family and Community Involvement	Parent and Community events are well attended. When we	Parents want to be involved when the activity includes demonstrating their	Continue to increase parent involvement, not just attendance at events.	Sign in sheets and personal observations.

	have students perform more parents attend.	excitement for their child's achievement.		
School Context and Organization	Procedures and operations are specific and known by the person who does the job, however cross-training and organizational procedures need to be developed.	Staff is competent and meets the needs of students and staff.	<ul style="list-style-type: none"> ○ Develop and implement a discipline management strategy that will be consistently and fairly administered. ○ Develop procedures for maintenance and operations throughout the school's staff. 	<ul style="list-style-type: none"> ○ Discipline records ○ Attendance record Operational manuals and procedural documents developed and used.
Technology	Our school has and uses technology. However, our teachers do not all possess strategies for utilizing the technology to enhance instruction.	We have the hardware and software necessary to offer more rigorous instruction.	Offer appropriate training to help teachers learn how to develop project-based strategies and technology integration within their lesson plans.	Google calendar to track how often technology is being checkout for use in the classroom.

Goal	Improve Academic Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Create and implement a comprehensive curricular framework in all core subject areas for all students. Including special populations. Meet state average or above on all STAAR assessments.	
Evidence of Implementation	Review Master Schedule to determine interventions and acceleration of curriculum. Review student data, lesson plans, and professional development.	
Evidence of Impact	Review report cards and three-weeks and six-weeks CBA as they relate to the Year at a Glance.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Implement enrichment courses that enhance core content classes	Mary Trochta	Teachers		August 2019	199 from Central Office	\$1000	CP	1,7
Administer Curriculum Based Assessments (CBA's) on a regular basis to determine the effectiveness of teaching strategies and to identify which students require additional support.	Classroom Teacher	Eduphoria	At least twice per six weeks	May 2020		\$0	RS, AS	1, 2
Use the Texas Resource System as a Scope and Sequence and the Year At A Glance to determine the curriculum to be taught and when, to increase student performance.	Classroom teachers	Texas Resource System	On-going throughout the year	May 2020		\$0.00	RS, AS	

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Objective	Develop and support effective instruction that focuses on high performance of all students.	
Evidence of Implementation	Meet with teachers, walk-throughs forms, CBA scores, Report Card grades, and STAAR results.	
Evidence of Impact	3 weeks Progress Reports 6 weeks Report Cards STAAR Results	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Provide remedial instruction and re-teaching through RTI classes scheduled during the school day.	Mary Trochta	Classroom, Teacher	On-going throughout the year	May 2020	NA	\$0	RS, AS, NA, AA	1, 2, 5
Provide ELL/ESL students with appropriate support through a content-based model by certified teachers.	Mary Trochta	ELAR Classroom teachers	On-going throughout the year	May 2020	NA	\$0	AA, AS, CP	1, 2
Place all students with disabilities in a regular classroom with highly qualified teachers and inclusion specialist. Monitor the	Mary Trochta Salvador Hernandez	Classroom teachers, Salvador Hernandez	On-going throughout the year	May 2020	NA	\$0	RS, PD, AA, AS, CP	1, 2

progress and maintain appropriate records on all students who are disabled.								
High-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.	Donna Kutac Brady Peterson Mary Trochta	Region III Workshops	2019-2020 Beginning of Year Inservice	August 2019	NA	\$0	NA, RS, PD	3, 6,
Employ rigorous, engaging, student-centered activities including manipulatives, laboratory experiences, and project-based learning to enhance student learning.	Mary Trochta	Region III Workshops	Aug-July 2020	July 2020	NA	\$0	HQ, PD,RS	1,2, 3, 7
Review data, plan, and maintain records of students who qualify under 504. Ensure that classroom and testing accommodations are followed, provide screening for dyslexia.	Mary Trochta	Linda Skow Dyslexia Screener, Classroom teachers	On-going throughout the year	June 2020	NA	\$0	CP	1

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Objective	Ensure a safe environment in which all students and staff are accountable.	
Evidence of Implementation	Emergency procedures are posted and are practiced routinely. Appropriate crisis interventions are implemented. Students feel safe in sharing responses/discussions with instructors and peers.	
Evidence of Impact	Reduction of bullying incidents, lower number of students in ISS/DAEP. Consistent discipline management between administrators.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Bully Prevention	Administrators, Teachers, and Students	The Crisis Center/Children's Advocacy Center	Periodically throughout the year	May 2020	NA	\$0	RS, CP	1, 3, 6
Drug Dogs	Administrators	Drug Dog	Twice a year	May 2020	NA	\$0	NA, RS	3, 6
WCSO presents D.A.R.E. Program to 7 th graders and G.R.E.A.T. program to 6 th grade students.	WCSO	DARE Officer	August 2019	May 2020	199	\$50,000	CP	4,6
Red Ribbon Week to decrease involvement in drugs and alcohol	Traci Harvey	DARE Officer	October 2019	October 2019	199	\$300	RS	1, 4, 6
Develop Discipline Ladder for consistent Discipline Management	Mary Trochta	Teacher Input	August 2019	August 2019	NA	\$0	NA	6

Encourage Restorative Discipline Strategies	Mary Trochta	Region III training	Ongoing throughout the year	May 2020	NA	\$0	NA, RS, PD	1, 3, 7
Active monitoring of Faculty and Staff through Walkthroughs, and Monitoring Hallways	Mary Trochta	Walkthrough Data in Eduphoria	Ongoing throughout the year	May 2020	NA	\$0	NA, RS, AS	1, 3, 6, 7

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Objective	Prepare all students to be college and career ready.	
Evidence of Implementation	Increase the number of Junior High students taking High School classes.	
Evidence of Impact	Review the number of Freshman taking the PRE-AP classes and dual credit classes at the High School.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Include JH students in Science Engineering week.	Ethan Zezula Keri Jones	Local Engineers	February 2020	May 2020	NA	\$0	AS, CP	1, 6
Students will explore careers in Technology class through career exploration projects.	Salvador Hernandez	Computers	August 2010	May 2020	NA	\$0		1, 6
Teachers will strive to have students achieve Level II Achievement Standard to show “college readiness”.	Mary Trochta	Classroom teachers	Ongoing throughout the year	May 2020	NA	\$0	NA,RS ,AA,AS	1, 2, 3,

Goal	Ensure Efficient and Effective Operations	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop an accountability, monitoring, and reporting structure for all departments and schools.	
Evidence of Implementation	Walkthrough documentation and Observations completed. TSR I, II, and III	
Evidence of Impact	Improve teacher quality and an increase in the use of data to make decisions.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Walkthroughs	T-TESS Appraisers	Eduphoria	Daily - Ongoing throughout the year	May 2020	NA	\$0	RS, CP	1, 3, 7
Teacher Observations/Appraisals	T-TESS Appraisers	Eduphoria	By November 2019	May 2020	NA	\$0	RS	1, 3, 7
Implement a Mentoring program for new teachers	Mary Trochta	Tracy Appling	August 2019	May 2020	NA	\$0	HQ	3, 6, 7

Goal	Ensure Effective Communications	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop and implement a district-wide plan to maximize two-way communication among school, family, and community.	
Evidence of Implementation	Sign in sheets from Open House, School Messenger Messages, Skyward access by parents.	
Evidence of Impact	Parents will be informed through the School Messenger and continue to be supportive of their child through attending Open House, Christmas Program/Concerts, and parent conferences.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Utilize the School Messenger to put out a weekly newsletter	Mary Trochta	School Messenger	Weekly throughout the year	May 2020	NA	\$0	PI	3, 4, 6
Improve student attendance--Goal 97%. Contact parents when students are absent and/or do home visits.	Mary Trochta, Faculty and Staff	Incentives – Community business coupons	Ongoing throughout the year	May 2020	199 11	\$1,000	NA, AS	1, 5, 6
Encourage parents to sign up for Skyward to access student grades, attendance, discipline and cafeteria information.	Sandra Holik, Mary Trochta, Maria Montes	Skyward	August 2019	August 2020	NA	\$0	PI	3, 4, 6

Hold Meet the Teacher/ Orientation	Mary Trochta	NA	October 2019	October 2019	NA	\$0	PI	3, 4, 6
Hold Open House to distribute Report Cards	Mary Trochta	NA	October 2019	October 2019	NA	\$0	PI	3, 4, 6
Meet with 8 th grade Parents to determine High School Degree Plan	Traci Harvey	NA	May 2020	May 2020	NA	\$0	CP, PI	3, 4, 6
Contact parents and hold conferences when academic/behavior concerns arise	Mary Trochta	Classroom teachers	Ongoing throughout the year	May 2020	NA	\$0	PI	1, 3, 4, 6
Hold a Title 1 Informational Meeting for parents each semester to explain, discuss, gain input, and evaluate the Parental Involvement/ Compact aspect of the school.	Dr. Garth Oliver	Region III	August 2019	August 2019	NA	\$0	PI	1, 4

State Compensatory Education Summary

Account	Account Title	Teachers/Pds.	Budgeted Amount
6100 Payroll Costs			
	Salaries/Wages – Teachers		Budget managed by the business office
	Salaries/Wages – Professional Staff		
	Salaries/Wages – Support Staff		
	Salaries/Wages – Substitute Teachers		
	Extra Duty Stipend		
	Extra Duty Pay/Tutoring		
6300 Supplies and Services			
	Instructional Materials		
	Technology (non-capitalized)		
			Total

*Direct cost requirement is 52%