

Seminole Independent School District
Seminole Junior High School
2018-2019 Campus Improvement Plan



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: We will increase from 29% to 32% of students meeting grade level expectations on 6th Grade STAAR Reading	12
Goal 2: We will increase our EL passing rate will increase from 36% Approaching grade level to 38% Approaching grade level on 8th grade STAAR Reading.	14
Goal 3: We will increase our SPED population passing rate from 23% Approaching grade level to 31% Approaching grade level on 8th grade STAAR Reading.	15
Goal 4: We will increase from 17% to 20% of students meeting grade level expectations on the 2019 8th Grade STAAR Social Studies test.	16
Campus Improvement Committee	17

Comprehensive Needs Assessment

Revised/Approved: September 21, 2018

Needs Assessment Overview

Last year at Seminole Junior High School only 29% of the 6th grade students met grade level on the 2018 STAAR Reading Test, only 27% of the 7th grade students met grade level on the 2018 STAAR Reading Test, and only 28% of the 7th grade students met grade level on the 2018 STAAR Math Test. We feel that our teachers lacked proper instructional strategies to allow them to teach students at the rigor needed to excel on the state assessment tests.

Demographics

Demographics Summary

Enrollment

Student Enrollment for 2015-2016 was 651, 2016-2017 was 664, and 2017-2018 was 675 therefore enrollment has increase about 2% per year

- 47% of student population is White.
 - 51% of student population is Hispanic
 - 1% of student population is Black
- 48% of student population is Female
 - 52% of student population is Male
- Attendance rates for the last 3 years remain steady at 96%

Special Education

- 6.1% of the student population is SpEd
 - 32% White
 - 59% Hispanic

At Risk population decreased 2% from 2015-2016 to 2017-2018.

- 52% of the student population is At-Risk
 - 32% White
 - 65% Hispanic

Economically Disadvantaged population has increased 4% from 2015-2016 to 2017-2018

- 54% of the student population is Economically Disadvantaged
 - 31% White
 - 67% Hispanic

ESL population has increased by 4% from 2015-2016 to 2017-2018

- 13% of the student population is ESL

Core Teacher to Student Ratio 20:1

Demographics Strengths

Demographic Strengths

- Student Attendance Rates - 96%
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs: SpEd, LEP, and 504
- Use of Inclusion to close learning gaps with our SpEd, LEP, and 504
- Serving LEP population through ESL pull out program

Student Achievement

Student Achievement Summary

TEA Accountability Rating Overall Summary for Seminole Junior High School

Overall Scaled Score 72 - Met Standard

- Student Achievement 72 - Met Standard
- School Progress 69 - Met Standard
- Closing the Gaps 73 - Met Standard

SJHS STAAR test results for 2017-2018:

- 6th Grade Reading: 52% Approached, 29% Met, 18% Mastered
- 6th Grade Math: 71% Approached, 35% Met, 16% Mastered
- 7th Grade Reading: 57% Approached, 27% Met, 15% Mastered
- 7th Grade Math: 60% Approached, 28% Met, 11% Mastered
- 7th Grade Writing: 53% Approached, 29% Met, 4% Mastered
- 8th Grade Reading: 77% Approached, 44% Met, 18% Mastered
- 8th Grade Math: 85% Approached, 56% Met, 21% Mastered
- 8th Grade Science: 73% Approached, 47% Met, 27% Mastered
- 8th Grade Social Studies: 48% Approached, 17% Met, 8% Mastered

SJHS will strive to close gaps for EL students

SJHS will strive to close gaps for SpEd students

Student Achievement Strengths

Strengths of the student body at Seminole Junior High School

- 1) 130+ students are involved in Academic UIL
- 2) Future Farmers of America (FFA): students compete around the state
- 3) 50+ students involved in Robotics
- 4) Girls athletics: roughly 100+ students compete in volleyball, basketball, track, tennis, golf, and cross country
- 5) Boys athletics: roughly 150+ students compete in football, basketball, track, tennis, and cross country

Achievement Strengths

- Highly qualified teachers using TEKS aligned curriculum in all content areas
- Data analysis through Aware and curriculum reporting
- RTI programs with remediation strategies that target growth
- Increased instructional time with Inclusion
- Alignment of written, taught, and tested curriculum

School Culture and Climate

School Culture and Climate Summary

Campus administrators are actively working to improve and maintain the school culture and climate at SJHS.

- Creation of a Leadership Team comprised of lead teachers, paraprofessionals, and school admin
- Periodic meetings with the Leadership Team to address systems, academics, accountability, discipline, etc. throughout the year
- Staff, parent, and student surveys are given to obtain feedback on systems, academics, accountability, discipline, etc.
- Campus administrators perform frequent walkthroughs as checks for culture and climate
- Implementation of a positive referral system for student behaviors

School Culture and Climate Strengths

Strengths

- Administration and administrative support
- High quality instruction
- High quality facilities
- High expectations for student behavior
- 1:1 Technology for staff and students
- Resources that promote quality instruction in all content areas
- Curriculum aligned to state standards in all content areas

Needs

- Increase staffing for special populations
- With increased enrollment numbers and special needs percentages, we are in need of an additional counselor
- Provide more meaningful parental involvement opportunities
- Address campus issues such as bullying, abstinence education, social media issues, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the last two years the Junior High has lost several staff members due to retirement, leaving education and leaving the district. We will work hard through quality professional development, administrative support and implementation of Professional Learning Communities to improve our teachers and keep quality teachers at our campus.

Staff Quality, Recruitment, and Retention Strengths

We have a leadership team in place that involves our teachers in campus improvement, staff development is focused on areas of need and teachers meet weekly with their PLCs.

Comprehensive Needs Assessment Data Documentation

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

Goals



Revised/Approved: October 15, 2015




Goal 1: We will increase from 29% to 32% of students meeting grade level expectations on 6th Grade STAAR Reading

Performance Objective 1: SJHS will implement PLC's to strengthen curriculum within core departments.

Evaluation Data Source(s) 1: STAAR test results, data from CFA's and Unit Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>1) Core areas can align both vertically and horizontally, team teachers can plan together, and the departments can discuss and use data to plan instruction. PLC's will meet once per week, on average.</p>	2.4, 2.5, 2.6	Campus Administration & District Instruction Department	Horizontal and vertical alignment, combined with departmental disaggregation of data will produce increased student performance in our SSI subject areas.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will implement weekly CFA's or teacher checks in conjunction with Unit Assessments and use the data from these assessments to identify objectives in need of reteaching and to identify students in need of intervention. Teachers will also use data from IXL for math and ELAR and data from Imagine Math in Math to identify target areas.</p>	2.4, 2.5, 2.6	Campus Administration	Basing interventions on current data, specific to student needs, will insure that reteaching increases student performance.				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will build time into their lesson plans to address reteaching needs after data is gathered: the day after CFA's or Unit Assessments. These intervention days will cover whole group instructions for any learning objectives that require complete reteaching, or small group intervention for specific TEKS by student quintile groups.</p>	2.4, 2.5, 2.6	Campus admin and assigned department heads	Student performance on 2019 STAAR will increase because interventions will address specific deficits on TEKS requiring interventions.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will implement the strategies detailed in the Fundamental Five, a book that all teachers will complete and study during the Fall of 2018. The procedures discussed in the book include teachers being in the Power Zone, teachers framing their lessons for students, teachers requiring students to write critically, teachers using grouping strategies, and teachers recognizing and reinforcing academic comprehension.</p>	2.4, 2.5, 2.6	Campus admin and district instructional team	Student performance will increase because of purposefully designed lessons and improved instructional practices.				
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Professional development will be provided for ELA teachers to prepare for them for the EL certification test. Teachers will be highly encouraged to get EL certified.</p>	2.4, 2.5, 2.6	Campus admin and district instructional team	EL students will get the support they need from highly qualified teachers to make gains in English as reported through the TELPAS/STAAR scores each year.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: We will increase our EL passing rate will increase from 36% Approaching grade level to 38% Approaching grade level on 8th grade STAAR Reading.

Performance Objective 1: The master schedule will include an ESL class for EL's at initial development to give our EL's maximum support.

Evaluation Data Source(s) 1: Evaluation of master schedule and continuous progress checks of Imagine Learning and TELPAS data.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) Initial Development students (both German and Spanish) are provided with an ESL pull-out class that covers strategies for: Total Physical Response (TPR), basic English language acquisition in listening, reading, speaking, and writing through Imagine Learning. An inclusion ESL paraprofessional is also serving minutes in core classes for added EL student support.</p>	2.4, 2.5, 2.6	LPAC Administrator, Campus Administrator, District Instruction Department.	Initial Development EL students will make gains in English language acquisition as reported through TELPAS scores and growth on STAAR performance.				
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) All core teachers will be ESL certified by 2021, and all ELAR teachers will remain ESL certified. SISD offers a stipend for ESL certifications, and SJHS administration will require ESL certification for all core teachers by 2021. SJHS will provide additional/continued ESL professional development for all teachers by the beginning of the 2019-2020 school year.</p>	2.4, 2.5, 2.6	LPAC Administrator, Campus Administrator, District Instruction Department.	EL students will get the support they need from highly trained ESL certified teachers to make gains in English language acquisition as reported through TELPAS/STAAR scores each year.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 3: We will increase our SPED population passing rate from 23% Approaching grade level to 31% Approaching grade level on 8th grade STAAR Reading.

Performance Objective 1: All teachers will use differentiated instructional practices to meet the needs of their SpEd students' Individualized Education Plan, IEP.

Evaluation Data Source(s) 1: Common formative assessments, Unit assessments, STAAR test results, professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) All teachers will receive targeted professional development for differentiation for the SpEd students by the beginning of the 2019-2020 school year, both through Region 17 and from the SISD Special Education team.</p>	2.4, 2.5, 2.6	SpEd Director, Campus Administrator	Teachers will provide appropriate differentiated instruction resulting in growth for SpEd students on standardized tests.				
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) We will look at strategically scheduling SpEd students to maximize the amount of support provided by SpEd teachers and paraprofessionals. Paraprofessionals, SpEd teachers, and general ed teachers will train on collaborative teaching strategies.</p>	2.4, 2.5, 2.6	SpEd Director, Campus Administrator	SpEd students will meet their IEP goals and STAAR performance for SpEd students will increase due to these added supports.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: We will increase from 17% to 20% of students meeting grade level expectations on the 2019 8th Grade STAAR Social Studies test.

Performance Objective 1: Teachers will strengthen content knowledge and instructional practices through professional development.

Evaluation Data Source(s) 1: STAAR results, feedback from walkthroughs?

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 8th grade social studies teachers will attend professional development workshops offered through SISD and Region 17 to deepen their content knowledge and improve their instructional practices. 8th grade social studies teachers will work with the admin team and through their PLC to learn the content, resources, and programs available for their classrooms.</p>	2.4, 2.5, 2.6	Campus Administrator, District Instruction Department	STAAR scores will improve due to the strengthened content knowledge and increased instructional rigor exhibited by the 8th grade social studies teachers.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) 8th grade social studies teachers will implement common formative assessments (CFA's), leading up to Unit Assessments, to track student mastery. Teachers will then build interventions based on the data (disaggregated from AWARE) from the CFA's and Unit Assessments.</p>	2.4, 2.5, 2.6	Campus Administrator, District Instruction Department	Using data to inform instructional decisions will insure that lesson interventions translate to increased student performance on STAAR.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Randy Hicks	Chairman
Parent	Rebecca Condarco	Parent Member
Business Representative	Jerry Avila	Business Member
Community Representative	Joe Stewart	Community Member
Non-classroom Professional	Stacey Allen	Campus Non-Teaching Member
District-level Professional	Stephanie Stone	District Non-Teaching Member
Classroom Teacher	Brittni Rodriguez	Teacher Member
Classroom Teacher	Cryse Bodine	Teacher Member
Classroom Teacher	Mikka Gutierrez	Teacher Member
Classroom Teacher	Kimberlee Wilkins	Teacher Member
Paraprofessional	Helen Strickland	Campus Paraprofessional Member
Parent	Shelby Medlin	Parent Member
Community Representative	Buffy Shain	Community Member
Business Representative	Christie Chappell	Business Member