

**Joshua Independent School District**  
**Joshua High School**  
**2019-2020 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

Revised/Approved: October 04, 2019

## Demographics

### Demographics Summary

Joshua High School serves grades 10-12 with a total of 1,114 students within Joshua ISD. Joshua High School employs a staff of approximately 80 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- 16
- Hispanic- 265
- White- 781
- American Indian- 6
- Asian- 6
- Pacific Islander- 1
- Two-or-more Races- 24
- Economically Disadvantaged- 413
- English Language Learners (ELL)- 27
- At-Risk- 346
- Special Education- 65
- Career and Technical Education- 952
- Attendance- 95.7%
- 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 2.1% and 89% respectfully. The campus continues to earn the rating of Met Standard on Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The campus earned a distinction in Social Studies. 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 65% of teachers employed at Joshua High School

have ten or more years of experience and 31.8% of teachers hold higher than a bachelors degree.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** ELs current and monitored have a 15% pass rate on STAAR ELA and have not significantly increased over the last five years. **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:** 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:** 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 Academic Achievement

## Student Academic Achievement 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		
	2018	2019
English I	33%	10%
English II	72%	75%
Algebra I	38%	44%
Biology	89%	87%
U.S. History	96%	96%

### Approaches Grade Level

English I - 10%

- Hispanic – 4%
- White - 9%
- Economically Disadvantaged - 7%

English II - 75%

- Hispanic - 67%
- White - 78%
- Special Education - 30%
- Economically Disadvantaged - 67%
- LEP - 24%

Algebra I - 44%

- White - NA%
- Economically Disadvantaged - 38%
- Hispanic - 40%

Biology- 87%

- Hispanic - 80%
- White - 93%
- Special Education - 67%
- Economically Disadvantaged - 83%
- LEP - 52%

U.S. History - 96%

- Hispanic - 95%
- White - 95%
- Special Education - 47%
- Economically Disadvantaged - 92%
- LEP - 75%

### **Student Academic Achievement Strengths**

Joshua High School is above state target in domains 1 ,2, 3 but below district goal of 90. The campus earned a distinction in Social Studies.

Joshua High School increase CCMR students from 177.5 to 220 students.

### **Problem Statements Identifying Student Academic Achievement Needs**

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

**Problem Statement 2:** 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:** 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:** Financial Scorecard is below the target of 90%. **Root Cause:** All involved parties do not follow established procedures with fidelity.

# 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, Skylerts, 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 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 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 Academic Achievement

**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 Academic Achievement

**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 Academic Achievement

**Problem Statement 5:** There is a lack of adequate progress for all students including the ELL, 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 Academic Achievement

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

**Root Cause 6:** Training and follow up has been inconsistent

**Problem Statement 6 Areas:** 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 Academic Achievement

**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 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 10:** ELs current and monitored have a 15% pass rate on STAAR ELA and have not significantly increased over the last five years.

**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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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


Revised/Approved: October 04, 2019

## 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 Source(s) 1:** school calendar, attendance logs, committee reports, state fire marshall report, school safety plan, time efficient drills, and JISD Police Dept.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of all Joshua High School faculty and staff will have training and knowledge of all phases of safety strategies.		Administration	All staff informed and able to carry out preparedness drills.				
							



**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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**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.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

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

**Performance Objective 4:** 100% of JHS will implement an aligned health and wellness plan.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

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

**Performance Objective 5:** 100% of JHS will implement an aligned student code of conduct.

**Evaluation Data Source(s) 5:** Data files

**Summative Evaluation 5:**

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

**Performance Objective 6:** 100% of JHS will monitor discipline referrals to ISS and DAEP for all student populations.

**Evaluation Data Source(s) 6:** Behavior plans, PBMAS reports, and close monitoring

**Summative Evaluation 6:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will monitor discipline techniques to assure that we are in compliance with the state. We will ensure equity and consistency in placements.	2.6	Administration	We will stay in compliance with the state in all categories				
	<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 235586.57						

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

**Performance Objective 7:** 100% of JHS will implement an aligned character education and drug awareness plan.

**Evaluation Data Source(s) 7:** Aim for Success presentation

**Summative Evaluation 7:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Implement education program, Focus on Success, for all JHS students		Campus administration	Decreased incidence of bullying, and decrease student discipline referrals.				
<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>							

## 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 Source(s) 1:** STAAR and Benchmark data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Ensure writing across the curriculum is implemented in all subjects.		Teachers and Administrators	Increase campus ELA scores from 75% to 80% on EOC/ELA by May as measured by STAAR/EOC data				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 1							
<b>TEA Priorities</b> Build a foundation of reading and math 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.	2.4, 2.5, 2.6		Increases in percentages at the approaches, meets and masters level for all students in all STAAR assessments. Obtain district goal of 90% fo all students at the approaches level.				
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 124305.84							
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Provide accelerated instruction and credit recovery.	2.4, 2.5, 2.6		All students are successful and able to graduate college, career or military ready.				
<b>Funding Sources:</b> 199 State Compensatory Education (SCE) - 40875.00							
							

### Performance Objective 1 Problem Statements:

### Demographics

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

### Student Academic Achievement

**Problem Statement 3:** Writing scores are stagnant. **Root Cause 3:** 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.

### School Processes & Programs

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

**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 Source(s) 2:** STAAR ELA and Algebra, and Benchmark data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implement targeted RtI for students by student by score.		Teachers and administration	Increased student achievement in ELA for all students including retesters.				
<b>Problem Statements:</b> Student Academic Achievement 4, 5							

**Performance Objective 2 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 4:</b> There is a lack of adequate progress for all students including the ELL, SPED, At Risk and CTE student groups in ELA EOC exams. <b>Root Cause 4:</b> Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.
<b>Problem Statement 5:</b> There is a lack of adequate progress for EOC re-testers. <b>Root Cause 5:</b> Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

**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 Source(s) 3:** Graduation Rates, dual credit enrollment, enrollment in advanced classes (AP, honors), SAT/ACT, Industry Based Certifications, and US Armed Forces

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction  1) Increase enrollment numbers in all advanced academic classes		Teachers and Principals	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				
<b>Problem Statements:</b> Student Academic Achievement 1, 2							
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 4: High-Quality Curriculum 2) Educate students on the importance of enrolling in AP and dual credit courses		Teachers, counselors, administrators	More students participating in AP and dual credit classes				
							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> AP participation in math, science, English, and social studies is low in relation to the state comparability group. <b>Root Cause 1:</b> Due to larger numbers of participation in dual credit classes.
<b>Problem Statement 2:</b> Students enrolling in dual credit classes is low in relation to the state comparability group. <b>Root Cause 2:</b> Students lack understanding of the benefits of enrolling in dual credit courses.

**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 Source(s) 4:** Monthly attendance report

Daily attendance report/announcement

Monthly review of withdrawal records

Ensure leavers are coded accurately

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Review monthly attendance reports, withdrawal records and leaver coding		Administrators, teachers and attendance clerk	Increased attendance and no dropouts				
2) All classrooms will have an attendance goal.		Administrators, teachers and attendance clerk	Increased attendance and no dropouts				



### 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.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 1) All teaches will be certified in the area they teach.		HR, Administration	Increased student achievement.				
<b>Funding Sources:</b> 224 IDEA B, Formula SpEd - 43275.00							


**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 Source(s) 2:** equity planning, climate surveys, training surveys, Classroom and School Systems Level Check.


**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide monthly training opportunities regarding Professional Learning Communities and Continuous Improvement.		Administrators	Improved understanding and support during the PLC process				
2) Model PLC procedures for staff and continually give feedback on Continuous Improvement.		Administrators	Improved understanding and implementation of Continuous Improvement processes				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

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

**Evaluation Data Source(s) 3:** Funds spent according to the nine required uses of Federal CTE funds, Title, Comp Ed.  
Pre-acquisition forms and purchase order procedures

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) JHS will monitor criteria on the financial scorecard to achieve 90% target. Staff training on financial procedures.		Principal Bookkeeper Teachers	Improved score on financial scorecard				
<b>Problem Statements:</b> School Processes & Programs 4							

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Financial Scorecard is below the target of 90%. <b>Root Cause 4:</b> All involved parties do not follow established procedures with fidelity.

**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 Source(s) 4:** Climate surveys.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Administrators will in conjunction with teacher leadership group create an action plan for any area not receiving 90% satisfaction.		Administration	Teacher morale and effectiveness are high.				
		Administration	More parents responding with 90% satisfaction.				
2) Administration will actively promote parent survey to stakeholders to increase participation by 25%.							

= Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = 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 Source(s) 5:** Funds spent according to the nine required uses of Federal CTE funds.  
Pre-acquisition forms and purchase order procedures

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction  1) 1) Funds allocated to initiate, improve, expand and modernize CTE programs.		CTE director	Expansion of CTE program Students earning industry recognized certifications				
	<b>Funding Sources:</b> 244 Perkins Career & Technical Education - 43631.00						
<b>Comprehensive Support Strategy</b> 2) 2) Allocation of funds use to increase student success for all students and all student groups		CTE director CTE Teachers	More students completing coherent sequences Students graduating with CTE endorsements				



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Ensure writing across the curriculum is implemented in all subjects.
2	3	1	Increase enrollment numbers in all advanced academic classes
3	5	1	1) Funds allocated to initiate, improve, expand and modernize CTE programs.
3	5	2	2) Allocation of funds use to increase student success for all students and all student groups

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Celeste Neal	Principal
Administrator	Jerry Coshow	Assistant Principal
Administrator	Jeff Carroll	Assistant Principal
Non-classroom Professional	Kristen Walker	Counselor
Classroom Teacher	Craig Bethell	Teacher
Classroom Teacher	Angela Nichols	Teacher
Classroom Teacher	Cynthia Campbell	Teacher
Classroom Teacher	Celeste Zachry	Teacher
Classroom Teacher	Karen Yancy	Teacher
Classroom Teacher	Lisa Harris	Teacher
Community Representative	Lori Solis	
Business Representative	Erica Neal	
Parent	Amanda Kacsir	
Parent	Amy Rumfield	
Business Representative	Jamie Sorenson	
Community Representative	Brian Kelly	

# Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$235,586.57
2	1	2			\$124,305.84
2	1	3			\$40,875.00
<b>Sub-Total</b>					\$400,767.41
224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		224 E 11 6119 00 001 9 23 0 00	\$43,275.00
<b>Sub-Total</b>					\$43,275.00
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$43,631.00
<b>Sub-Total</b>					\$43,631.00
<b>Grand Total</b>					\$487,673.41



# 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
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local)  TEC 11.252(a)(3)(E)	Assistant Superintendent	District Procedure Manual
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d)  Board Policy FFA(Local)	Assistant Superintendent	District Website
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Assistant Superintendent	District Website
<b>5. Dropout Prevention</b>	TEC 11.252	Executive Director of Post-Secondary Readiness	District Procedure Manual
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Associate Director of Special Services	District Procedure Manual and Website
<b>7. Title I, Part C: Migrant</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• A priority services action plan</li> </ul>	P.L. 107-110, Section 1415(b)	Executive Director of Curriculum, Instruction, Learning and Accountability	Central Office
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		Director of Secondary Curriculum, Instruction and Learning	District Procedure Manual
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	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"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Curriculum and Instruction Department and Human Resource Department	Human Resource
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent	District website, agendas, and Eduphoria Strive
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● 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"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> </ul> </li> </ul>	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"> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>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</p>	<p>Assistant Superintendent</p>	<p>Procedure Manual and website</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>		<p>Associate Director of Special Services</p>	<p>Eduphoria Strive, staff development agenda</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)    TEC 28.001</p>	<p>Chief Technology Officer</p>	<p>Agendas, website</p>