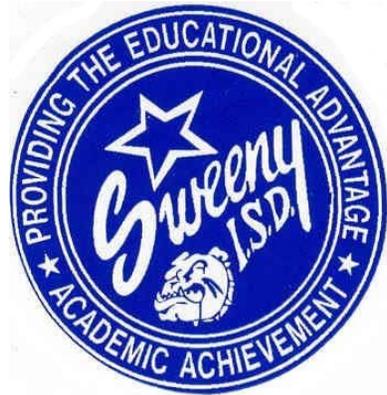


# SWEENY JUNIOR HIGH CAMPUS IMPROVEMENT PLAN 2016-2017



# SWEENY JUNIOR HIGH CAMPUS PLANNING COUNCIL MEMBERS

2016-2017

*List of CPC Members, Roles*

Michael Saul – SJHS Principal  
Daniel Johnson – SJHS Asst. Principal  
Kim Lockler – SJHS Counselor  
Brittney Anderson – CATE Teacher  
Melanie Mullins – Math Teacher  
Austin Noller – Social Studies Teacher  
Donna Lynch – English Teacher  
Kristi Hilton – Science Teacher  
Jalyn White-Wick – Special Education  
Paige Pate – Fine Arts  
Vanessa Mathis – Para-Educator  
Tracy Skinner – Parent  
Sasha Phillips– Parent  
Mary Karstedt– Business Member  
Marilyn Lindberg – Business Member  
Sandy Blainco – Community Member  
Melissa Robertson – Community Member  
Courtney Ashworth– NJHS Student  
Mark Hillman -- STUCO Member

The Sweeny Independent School District does not discriminate on the basis of race, color, national origin, sex, age or disability in the admission to educational programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of operation. The

Sweeny ISD also does not discriminate in its hiring or employment practices and is an equal opportunity employer. Gerald Nixon, Director of Human Resource and Public Relations, has been designated to coordinate compliance with the nondiscrimination requirements of Title IX and the nondiscrimination requirements of Section 504 of the Rehabilitation Act, as amended. He may be contacted at 1310 N. Elm, Sweeny, Texas

77480 979-491-8000

Gerald Nixon, Director de Recursos Humanos y Relaciones Publicas, ha sido designado para coordinar y hacer cumplir con los requerimientos de no discriminacion de el Titulo IX y los requerimientos de no discriminacion de la seccion 504 de la Ley de Rehabilitacion, enmendada. El puede ser contactado en 1310 N. Elm, Sweeny, Texas 77480 979 491-8000

## **State Board of Education Mission, Goals and Objectives**

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

**OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.

**OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.

**OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

**OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.

**OBJECTIVE 5:** Qualified and highly effective personnel will be recruited, developed, and retained.

**OBJECTIVE 6:** Texas students will demonstrate exemplary performance in comparison to national and international standards.

**OBJECTIVE 7:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**OBJECTIVE 8:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**OBJECTIVE 9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

**GOAL 1:** The reading and writing of the English language.

**GOAL 2:** The understanding of mathematics.

**GOAL 3:** The understanding of science.

**GOAL 4:** The understanding of social studies.

### **Equal Educational Opportunity**

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. 42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001, Education Code 4.001, 4.002

### **NCLB Goals**

- 1) By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 2) All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 3) All students will be taught by highly qualified teachers.
- 4) All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- 5) All students will graduate from high school.

### **Ten Components of Title I, Part A**

1. Comprehensive Needs Assessment
2. Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High-Quality Professional Development
5. Strategies to Attract Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Transition
8. Teacher Decision-Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration

# *SWEENY JUNIOR HIGH*

## VISION STATEMENT

### *IMPROVING TOMORROW BY LEARNING TODAY*

Sweeny Junior High School seeks to establish itself as an exemplary school by developing programs that are responsive to student needs. By instituting strong academic teams and a positive learning environment students will be provided the framework to develop as life-long learners. The highest expectations for academic success, technological expertise, social and moral responsibilities and maintenance of health, wellness and personal safety will be demanded of all students. Parents, staff and community will work together to promote these ideals and to insure that each student has the opportunity to reach his or her fullest potential as a responsible member of our diverse society.

## MISSION STATEMENT

The mission of the Sweeny Jr. High School is to make a positive contribution to the lives of its students and to place within each student a desire to learn, to develop to their fullest potential, and to succeed.

## SCHOOL SLOGAN

Preparing Students For Success In an Ever Changing World

### *Our Students:*

- *Will...exceed the state average standard on all STAAR administrations*
- *Will...demonstrate superior achievements in all academic, athletics, fine arts, CTE contests*
- *Will...participate in academic UIL events*

### *Our Teachers:*

- *Will...implement various methods of instruction to differentiate for the GT students; ESL students; Special Education students; Economically Disadvantaged students*
- *Will...implement the use of technology in their lessons so that we are meeting the needs of the 21<sup>st</sup> century student.*

### *Our Administrators:*

- *Will...ensure that all policies and procedures of the district and school are followed*
- *Will...provide professional development opportunities to teachers and ensure that all students and staff are supported in their educational needs*

## SWEENEY JUNIOR HIGH COMPREHENSIVE NEEDS ASSESSMENT

### CAMPUS DEMOGRAPHICS:

*The following table shows a five-year comparison of the demographics of Sweeney Junior High School*

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Total Students</b>	<b>472</b>	<b>490</b>	<b>463</b>	<b>452</b>	<b>473</b>
<b>African American</b>	<b>15.70%</b>	<b>14.69%</b>	<b>15.12%</b>	<b>11.73%</b>	<b>13.53%</b>
<b>Hispanic</b>	<b>21.40%</b>	<b>20.82%</b>	<b>19.89%</b>	<b>21.46%</b>	<b>21.78%</b>
<b>White</b>	<b>58.70%</b>	<b>58.78%</b>	<b>58.32%</b>	<b>60.40%</b>	<b>60.25%</b>
<b>Native American</b>	<b>1.50%</b>	<b>1.02%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Asian/Pacific Islander</b>	<b>0.40%</b>	<b>0.41%</b>	<b>0.00%</b>	<b>0.22%</b>	<b>0.21%</b>
<b>Economically Disadvantaged</b>	<b>53.40%</b>	<b>45.92%</b>	<b>45.57%</b>	<b>46.24%</b>	<b>45.24%</b>
<b>Limited English Proficient</b>	<b>0.60%</b>	<b>8.20%</b>	<b>6.50%</b>	<b>0.66%</b>	<b>1.48%</b>
<b>At Risk</b>	<b>37.10%</b>	<b>37.80%</b>	<b>39.09%</b>	<b>39.16%</b>	<b>40%</b>

*Sweeney Junior High's demographics have remained relatively stable over the past 5 years, with a largest change being in the total number of students. We have seen small but continuous increase in the At-Risk group over the past 5 years.*

STATE-MANDATED ASSESSMENT

**STAAR Results 2014-2015**  
**Sweeny Junior High: Grade 6-8**

	Reading	Math	Writing	Science	Social Studies	Percentage
Grade 6	78%	82%				80%
State	71%	74%				
Grade 7	78%	70%	81%			76.30%
State	71%	71%	70%			
Grade 8	89%	92%		72%	65%	79.5 %
State	82%	73%		76%	65%	

**BENCHMARK ASSESSMENTS**

*SJHS will use benchmark assessments twice a year, once at the beginning of the year and once at the beginning of the second semester. SJHS teachers will use the Eduphoria: Aware software to disaggregate data to drive lessons and remediation for students.*

**FACILITIES**

*SJHS has received improved bandwidth from the district level so that we can continue to expand on the uses of technologies in the classroom. Updated electrical outlets have also been added in the classrooms to support the technology devices. A technology wing has added to SJHS for the 2016-17. The added technology wing has allowed for a more efficient use of space for intervention programs.*

# SWEENEY JUNIOR HIGH

## COMPREHENSIVE NEEDS ASSESSMENT

### Demographics

#### Demographics Summary

Sweeny Jr. High has approximately 473 students for the 2015-2016 school year, an increase from approximately 453 students (14-15). However, that size difference is due to a size difference between the incoming and outgoing grade levels. Our African American population decreased from 15.12% to 13.53%. Our Hispanic population increased from 19.87% to 21.78%. Our White population increased from 58.32% to 60.25%. Both our Native American and Hawaiian/Pacific Islander populations remain at 0%. Economically Disadvantaged student population decreased 1% from 46.24% to 45.24%. Migrant student population remains the same as last year and is currently at 0%. Our special populations average are currently: Limited English Proficient (LEP) 1.48%; Gifted and Talented (G/T) 6.55%; and Special Education 9.51%. Our At-Risk percentage increased from last year (39.09%) and is currently at 41.23%. The percentage of students withdrawing to attend private school or to be home-schooled is 0%. Our attendance rate is currently at 95.11% (2016) -- up from 92.943% in 2015.

Sweeny Junior High is the only junior high campus in Sweeny Independent School District. Many students live in the surrounding urban area and walk or ride their bike to school. However, there are some students that live in the surrounding rural areas of Sweeny and are bussed to campus or are car riders. We get many low socioeconomic students from the surrounding low-income housing apartment complexes

#### Demographic Strengths

- No Migrant Students
- attendance clerk addresses attendance issues in a timely manner
- Attendance policies, procedures and reward programs have increased attendance

#### Demographic Needs

- Need to lower the number of At-Risk students (increased from 39.09% [14-15] to 41.23%[15-16]).
- Need to increase data collection for potential students that can be identified as G/T (decreased from previous year [down from 8% to 6.55%]).
- Need to create an automated message informing parents their students have missed a day of school.
- Need to involve more teachers reaching out to students with poor attendance rates possible contacting parents after multiple days of missed school
- Need to provide means for our economically disadvantaged students to participate in instrumental music which will aid in accountability, teamwork, and attendance.
- Need to provide more electives and/or after school programs that teach job training or skills our non-college bound students can use after graduating high school. This will help to increase attendance and interest in school.
- Need to come up with an incentive program to help with attendance due to change in law regarding poor attendance policies.
- Provide positive incentives for improved attendance

- **Contact parents/guardians after second absence if no automated message informing parent/guardian if student was absence, third absence if there is an automated message.**
- **Utilize attendance committee as needed.**

# SWEENEY JUNIOR HIGH

## COMPREHENSIVE NEEDS ASSESSMENT

### ***Student Achievement***

#### **Student Achievement Summary**

Each year the faculty and staff at Sweeny Junior High School work tirelessly to find ways to increase our student's achievement potential. Whether it is through the use of technology based lessons, RTI programs, or more rigorous materials used in the classroom, we are raising the expectations of our students and believe that they will meet the challenge. The following list of strengths and weaknesses will help lead us to a higher level of student achievement.

#### **Student Achievement Strengths**

- Have a highly trained and qualified staff.
- Teachers collect data on a regular basis and use the information to drive instruction
- Students are being provided with IPAD mini's to enhance their learning and motivation.
- There is a strong incentive program to motivate students to attend school and learn.
- Teachers receive technology training in many different areas and several times a year.
- Through professional development, teachers receive training in many areas, especially to address higher-level thinking skills.
- Students have advantage of a top-notch Reading Incentive program that has had much success in the last few years at SJH
- Students receive tutoring during and after school for targeted STAAR objectives.
- Students receive ice-cream parties for honor roll and perfect attendance each nine weeks.
- Students receive prizes for passing book tests during a weekly drawing in the library.
- Students are being visited by world- renowned author, Tim Green, as a reading incentive.
- Use of Mindplay in STAAR Reading classes.

#### **Student Achievement Needs**

- STAAR practice materials for Science, Social Studies, and Writing
- New STAAR and technology focused curriculum for Social Studies at all grade levels
- More Cross-Curricular activities between Social Studies, Writing, and Reading.
- Staff Development on using iPads and Apps in the classroom to assist in long term student learning
- Help to service our Special Ed students by providing more inclusion support in Science, Social Studies, and Writing.
- More interest focused reading material or tests available that point students towards reading genre's they will enjoy to stimulate more reading
- More rewards for increased attendance
- Involve students in choosing rewards
- Increased Communication between all levels of staff to better understand the needs of our students.
- Continued use of Mindplay in STAAR Reading classes

## SWEENY JUNIOR HIGH COMPREHENSIVE NEEDS ASSESSMENT

### ***Staff Quality, Recruitment, and Retention***

#### **Staff Quality, Recruitment, and Retention Summary**

Sweeny ISD strives to maintain highly qualified staff in all positions. Opportunities for professional development are offered during the summer and throughout the school year. “Lunch & Learns” have been incorporated this year through the Technology Department to give teachers and paras yet another opportunity to learn new ways to use technology in the classroom. Additionally, the entire staff can utilize the Region IV ESC to attend conferences and workshops on a wide variety of topics. Teachers are given a full day of planning each nine weeks to work within their department to plan lessons, gather materials, and share ideas. Sweeny ISD administrators attend job fairs to look for highly qualified staff to bring into the district. Teachers with GT students in their classes are required to have their GT certification. All ELA-R teachers are required to have their ESL certification. All staff are subject to walkthroughs and annual T-TESS observations by principals and assistant principals to ensure that all students are receiving the highest quality education.

#### **Staff Quality, Recruitment, and Retention Strengths**

- 100% Highly Qualified Core Staff
- Sweeny ISD strives to be the “district of choice” in our area
- Nicely maintained buildings/classrooms with new facilities being added
- Immediate feedback given on walkthroughs and observations. Growth plans developed if needed
- Positive school climate to work in
- Common planning period for core subjects
- Vertical alignment in core subjects
- Teachers have many ways to measure student achievement: STAAR Results, Eduphoria, Data Folders that follow students
- Sweeny Jr. High and Sweeny High School are 1:1 with iPad minis (Sweeny Elementary to be phased in)
- Very strong program support for Special Populations, i.e. Special Education, ESL, GT, Dyslexia, STAAR Reading and Math
- Opportunities to earn extra pay, i.e. UIL event sponsor, working athletic events, Saturday School, teaching Summer School, Tutoring

#### **Staff Quality, Recruitment and Retention Needs**

- Better communication with campus as a whole. If something is going on within a campus, the entire staff should be told, not just those who are “in the loop”.
- Hire more paras. Paras are stretched thin. They have to split time between teachers at the expense of the students. They are also pulled to sub when teachers are out.
- Mentor or Partner Teacher for new teachers. Someone who is right there when they are needed instead of the new teacher having to track down someone who has the answer to their question.

- **Incentives for teachers/staff (for perfect attendance, STAAR scores, etc.) Doesn't have to be \$\$\$.** Could be a dress down day, the gift of time, or the closest parking spot)

# SWEENEY JUNIOR HIGH

## COMPREHENSIVE NEEDS ASSESSMENT

### ***Family and Community Involvement***

#### **Family and Community Involvement Summary**

As stated in objective 1 of our Mission, Goals, and Objectives As stated in objective 1 of our Mission, Goals, and Objectives statement, parents will be full partners with educators in the education of their children. With this objective as our focus, family and community involvement is of the utmost importance at SJHS. We are always searching for more ways to involve families in a positive and productive way. The use of social media (campus website, eBackpack, Facebook, Twitter, Instagram) is something we have implemented in order to stay in constant communication with our families/community. We are currently using online registration with email accounts, which then allows teachers to send out messages to parents through the Skyward email system. We also use the Skyward system to send out all-call Skyward Alert messages to our families. Professional Development in the area of relationship-building opportunities to make parents feel more welcome is a top priority for our secretarial staff. We have many strengths in the area of family and community involvement, yet we continue to strive to reach even more families and more members of our community so that we may work together to create a successful partnership in learning.

#### **Family and Community Involvement Strengths**

- BEST volunteers come weekly to volunteer
- Career Day with parent/community presenters
- Organization seminar available for parents/students
- Parents invited to attend Open House
- Parents are invited to attend 6th grade orientation- new students are also invited to attend
- Parents informed via Skyward/Skyward Alert System/marquee display/website/social media
- Teachers offer free 100's for parent attendance at Open House
- Teachers offer free 100's for family participation in community canned food drive
- Families invited to public school board meetings
- Student/family support of local community charities
- Chevron Phillips partnership
- Ipad Orientation for students/families
- Parents are members of site-based planning committee
- Free tutoring for students after school with transportation home
- Free and reduced lunch program
- All staff is friendly and courteous to visitors
- Parents often substitute at school
- Parents often visit to have lunch with their child
- Parent involvement in certain organizations... TSA, Interact, etc...

### **Family and Community Involvement Needs**

- **Parent involvement on Skyward**
- **Parent involvement on eBackpack**
- **Parent involvement with Remind messaging system**
- **Parent meeting regarding technology expectations on a monthly basis focusing on different topics throughout the year... (in order to explain how we are using items like: eBackpack, Quizlet, Skyward, Kahoot, Measuring Up Live, and any other Apps teachers may use)**
- **Health Fair at the beginning of the year especially focusing on the student athlete.**
- **Parent meeting before every sport begins its season**
- **Teacher Mentor Program**
- **Community Mentor Program**
- **Library after school project sessions.**
- **Establish Fellowship of Christian Athletes**
- **Parent Breakfast or Lunch**
- **Organize a Local Walk for a charity**
- **Introduce Junior Achievement to SJH campus**

# SWEENY JUNIOR HIGH

## COMPREHENSIVE NEEDS ASSESSMENT

### ***School Context and Organization***

#### **School Context and Organization**

Sweeny Junior High's focus for the 2016-2017 school year is to continue to build strong academic teams and provide a framework for developing life-long learners. Teachers will continue to use systems, such as, Eduphoria to assist in aligning students individual educational needs to the rigors of the STAAR Assessment in order to maintain/meet the standard for the "New Accountability Rating System."

#### **School Context and Organization Strengths**

Core subject content planning meetings providing Professional Development, collaboration and instruction & benchmark planning once every 9 weeks.

Monthly Department Head meetings with District Administration.

#### **School Context and Organization Needs**

Continue to implement strategies to increase differentiated instruction.

Improve opportunities for G/T students that provide means for self-exploration.

Provide for more planning time during department 9 week planning meetings.

Improve communications with staff to keep them aware of changes.

Continue focus on At-Risk students.

Increase attendance rates.

# SWEENEY JUNIOR HIGH

## COMPREHENSIVE NEEDS ASSESSMENT

### **Technology**

#### **Technology Summary**

SJH is a 1:1 campus with all students having mini-iPads. All teachers have iPads, and all para-educators have iPads or mini-iPads. We have 34 Macs, 30 for an 8th grade technology classroom, and 4 for staff.

All teachers have a PC, and all classrooms have projectors installed, with Apple TVs for each projector. The library has 10 PCs, with 8 for student access, and a projector and Apple TV. We have 1 teacher and 30 student PCs in a 6th grade technology classroom, and 2 computer labs, both with 1 teacher and 30 student PCs. We have 30 chromebooks on a cart and 42 laptops on 2 carts. Most teachers also still have an Elmo and Mobi, and other equipment, such as digital cameras are available for use.

#### **Technology Strengths**

Our teachers are very receptive to technology and are continually finding new ways to utilize technology to enhance learning. We are a 1:1 campus thus students are provided with scaffolded learning using individualized plans on iPads. Our administration is supportive and our support staff is extremely knowledgeable and helpful. My Virtual Reading Coach, Mindplay, is effectively serving our at risk population by individualizing instruction to close the instructional gaps for those students..

#### **Technology Needs**

- Better utilization of our shared Instructional Technologist - Each teacher needs to develop individualized technology goals for their classroom so that the instructional technologist can develop a training structure to help achieve those goals.
- Continued teacher training in utilizing apps and integrating technology into the curriculum. Assess specific needs for training & offer training to accomplish those needs, whether locally provided or at other sites. Need one person from each department represented at tech training/function off campus. Some possibilities to consider for off-campus training include the following:
  - Digital Learning Conference at Region IV in January
  - iPadPalooza - in Austin in June
  - TCEA - Annual conference in February
  - Lamar Consolidated ISD T3 free technology training in August.
- eBackpack is the best solution for our campus and will offer a Skyward gradebook sync this year. Continue with 100MB file size.
- Continued funding for apps for teachers/students. Teachers should consider Edshelf, a curated list of apps and websites, in searching for apps that they might like and then request: App:\$\$\$\$

- Better system to control student download of inappropriate apps. Consider AirWatch or restricting from app store, so that all apps are approved and pushed out by the district.
- New durable cases, these are not holding up and we are having multiple repairs a week ([Case Description](#))
- Evaluate Apple TV reliability for transmitting teacher iPads to screen as issues with reliability are resulting in teachers continuing to use the PC for that.
- Continue My Virtual Reading Coach, Mindplay which serves our at risk population by individualizing instruction to close the instructional gaps for those students
- Continue to develop the eBook collection for student reading and evaluate usage as student surveys have indicated a marked student preference for print books.
- Add additional Chromebooks for check out for students who forget their ipads - stationary charging station of about 10-15 in Azbell's room.
- Continue to investigate digital curriculum resources - Online textbooks.
- Continue to provide styluses for students for sale. Survey Stylus needs for teachers.
- Continue to develop STEM program. Provide Sketchup Pro software training for 3D Printer. \$40 TCEA Send Mark and Windy to Google Sketchup software training.
- Provide charging stations for student use and update library and other gathering locations to make more technology friendly. Review purchasing charger bricks and cords in a station where they don't walk away.
- Develop a standard school wide policy regarding discipline for lack of required technology devices. (Example, iPad dead, no iPad, no earbuds.)
- Develop a Digital Citizenship program, with a set of expectations for 6th graders covered during the 1st nine weeks and reviewing Digital Citizenship regularly at all levels. Focus on project based learning activities for 6th grade to reinforce a set of required technology skills. .
- Consider having some fun STEM activities after school to promote interest in TSA..

**Goal:** 1. 100% of core academic classes are taught by faculty that are highly qualified in their respective content areas.

**NCLB Goal:** By 2005-06, all students will be taught by highly qualified teachers.

**Board Goal:** Vision: Sweeny ISD will be the district of choice in Brazoria County.

**Objective:** 1. All core academic subject area teachers meet highly qualified requirements for their respective content areas.

**Component:** 3, 5

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
maintain database of staff qualifications	staff: personnel clerk		by end of second semester May 2017	personnel files	database
recruit and hire only highly qualified staff	staff: principals	Title II, Part A \$	by end of second semester May 2017	recruiting	highly qualified staff survey
use of school/recruiter to gather and screen applicants	administrators		by end of second semester May 2017	applicants	highly qualified staff survey
job fairs recruiting at University of Texas, Prairie View A&M, SHSU, Texas A&M	administrators	\$1000	by end of second semester May 2017	applicants	highly qualified staff survey
provide opportunities for paraprofessionals to obtain highly qualified certification	staff: principals	Title II, Part A\$	by end of second semester May 2017	local paraprofessional test	highly qualified staff survey

**Goal:** 2. 100% of teachers/administrators will receive high-quality and ongoing professional development to equip them to help all students meet the State's academic achievement standards.

**NCLB Goal:** 1. By 2014-15, all students will reach high standards (at minimum proficiency or better) in reading/language arts and math.

**Board Goal:** Vision: Sweeny ISD will be the district of choice in Brazoria County.

**Objective:** 1. High-quality trainings and ongoing professional development will be provided for teachers, administrators, and parents.

**Component:** 4, 9

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
summer tech trainings including iCamps and technology fairs to cover topics relating to new technology being implemented	district tech staff, asst. superintendent	tech staff	summer 2017	attendance of all teachers	teachers implementing evaluations
teachers will be required to accumulate 30 hours of technology training that may include Eduphoria, Aware, Odysseyware, Elmos, Interwrite Tablets, Clickers, e-backpack, skyward	asst. superintendent	tech staff	May 2017	sign in sheets, proficiency tests	use of STAAR data in decision making and instructional planning
the 30 hours of GT training will be offered during the 2017 summer break	GT coordinators from high school and elementary	local \$ 199-21	summer 2017	attendance of all teachers still needing the 30 hours training	teachers implementing ideas/activities learned in the 30 hours in their classrooms during the 2016-17 school year evidenced on classroom evaluations
TRS trainings every nine weeks	asst. superintendent, principal, department heads	\$2667 for training 255	each nine weeks	look at lesson plans, walk-throughs	T-TESS evaluations, STAAR scores

provide professional development opportunities at state conferences in various subject areas, including but not limited to technology( TCEA), music (TMEA), library (TLA), and	asst. superintendent, principal, department heads		summer 2017		teachers implementing lessons learned at conferences in classrooms as evidenced on classroom evaluations
staff development on using e-backpack, skyward, iPads and Apps in the classroom to assist in long term student learning	asst. superintendent, principal, department heads		summer 2017		teachers implementing technology in classroom as evidenced on classroom evaluations
more opportunities for professional development for aides	asst. superintendent, principal, department heads		summer 2017		aids implementing ideas/strategies learned during the professional development in the classroom
mentor program for new teachers	asst. superintendent, principal, department heads		summer/fall 2016		

- Goal:** 3. All *Sweeny Junior High School* students will pass the state-mandated academic assessments they take.
- NCLB Goal:** 1. By 2014-15, all students will reach high standards (at minimum proficiency or better) in reading/language arts and math.  
5. All students will graduate from high school.
- Board Goal:** Vision: *Sweeny ISD* will be the district of choice in Brazoria County.
- Objective:** 1. *Addressing academic areas of weakness general education*
- Component:** 2, 8, 9

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Implementation of TRS Curriculum	Teachers, Administration	\$3000 for Curriculum 199 \$26667 for Training 255	May 2017	Lesson Plans, Formal Walk Throughs by admin	Increase in class tests, STAAR and benchmarks
Implementation of "Measuring Up" Interactive lessons in Science, and ELA. Implementation of Ascend interactive lessons in Math	Science, ELA Department Heads	\$10000 from IMA funds	May 2017	Lesson Plans, Formal Walk Throughs by admin	Increase in class tests, STAAR and benchmarks
Increase student use of technology, including iPads and Chromebooks	Teachers, Administration, District Technology Teachers	Tech Dept. Trainings	May 2017	Lesson Plans, Formal Walk Throughs by admin	Increase in class tests, STAAR and benchmarks
Implementation strategies for differentiated instruction	Teachers	State GT funds .25 FTE	Each nine weeks	Report Cards	Students passing nine weeks

Benchmark Testing twice a year	Teachers, Administration, Asst. Superintendent	EDUPHORIA, TRS Supplemental	1 <sup>st</sup> nine weeks, 3 <sup>rd</sup> nine weeks	EDUPHORIA, STAAR Data	STAAR Scores
Implement Videos and eBackpack	Teachers, Administration	\$1800 for supplemental	Each nine weeks	Improved Skills	Improved Scores
Provide an up-to-date library collection of print and electronic books and digital information resources to support the curriculum and student reading achievement	Librarian	\$10,000	Throughout the year	Book Test Results Book Point Accumulation Number of words read	Improved SRI Scores
Promote reading achievement by providing incentives, rewards, and activities to motivate students	ELA Teachers Reading Teachers		Throughout the year	Book Test Results Book Point Accumulation Number of words read	Improved SRI Scores
Foster student academic achievement by campus participation in academic UIL competition	UIL sponsors	\$800	1 <sup>st</sup> semester until after UIL meet	Number of Students Participating in UIL and placing in competition	Number of Students Participating in UIL and placing in competition

Investigate more materials aligned with STAAR testing	All Core Subject Teachers	Department Budgets	Throughout the entire year	Updated STAAR material	Increase in class tests and benchmark scores
Maintain equipment and materials needed for classroom instruction	Teachers		Throughout the entire year	Updated and working equipment	
Continue pull-out program for STAAR Remediation	STAAR Remediation Teachers		2nd Semester		STAAR Scores
Integrate reading and writing objectives into the Social Studies curriculum	ELA Teachers Social Studies Teachers		Throughout the year		
Promote attendance, academics, and good behavior by increasing positive reinforcements and rewards	Administration All Staff		Throughout the year	Higher attendance rate, less referrals, and less students on failure list	

**Goal:** 3. All *SJHS* students will pass the state-mandated academic assessments they take.  
**Objective:** 2. *Addressing academic achievement of sped students*  
**Component:** 2, 6, 8, 9, 10

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Implementation strategies for differentiated instruction	Teachers	State GT funds .25 FTE	Each nine weeks	Report Cards	Students passing nine weeks
Benchmark Testing twice a year	Teachers, Administration, Asst. Superintendent	EDUPHORIA, TRS Supplemental	1 <sup>st</sup> nine weeks, 3 <sup>rd</sup> nine weeks	EDUPHORIA, STAAR Data	STAAR Scores
Implement video and Edmodo	Teachers, Administration	\$1800 supplemental	Each nine weeks	Improved Skills	Improved Scores
Intensive STAAR review-remediation will be given to students who are at-risk and have not been successful on the STAAR test	Teachers, STAAR Teachers	COMP ED 119-30 1.25 FTE- \$56,432.36	April 2017	Benchmarks, Teachers made- review papers	Improved Scores on Benchmark Test
RTI procedures for students who fail 2 or more classes in a grading period	RTI committee with teachers and parents	\$1200 People's Education Supp	Each nine weeks	Report Cards	Improved course grades, STAAR Scores, SpEd referrals

Continue SPED student placement in LRE Implement inclusion of SPED students in core subject classes with Inclusion Teachers	Staff, Principal, Asst. Superintendent, Counselor, Teachers	Local SpEd Funds 199-23 1.71 FTE Title Funds 211-24 .75 FTE	Every 3 Weeks	Progress Reports	ARD IEP Achievement STAAR
Implement student's IEP and Instructional Mods	All Staff	SPED Dept.	Throughout year	Academic Excellence Indicators	STAAR
History teachers will be using EDUPHORIA to target the tutorial by objective of focus students. Quizlet will be an app that is brought into this target using academic vocabulary cards using iPads.	History teachers Campus principals	Teachers, Administrators, SPED Dept.	Throughout year	Benchmarks	STAAR
<a href="http://www.havefunwithhistory.com">www.havefunwithhistory.com</a> is going to be used as a supplemental to get the student more engaged in	History teachers	Teachers, Administrators, SPED Dept	Throughout year	Benchmarks and Weekly Assessments	STAAR

the current curriculum.					
Provide an up-to-date library collection of print and electronic books and digital information resources to support the curriculum and student reading achievement	Librarian		Throughout the year	Book Test Results Book Point Accumulation Number of words read	Improved SRI Scores
Promote reading achievement by providing incentives, rewards, and activities to motivate students	ELA Teachers Reading Teachers		Throughout the year	Book Test Results Book Point Accumulation Number of words read	Improved SRI Scores
Foster student academic achievement by campus participation in academic UIL competition	UIL sponsors		1 <sup>st</sup> semester until after UIL meet	Number of Students Participating in UIL and placing in competition	Number of Students Participating in UIL and placing in competition

**Goal:** 3. All *SJHS* students will pass the state-mandated academic assessment they take.  
**NCLB Goal:** All limited English proficient students will become proficient in English and reach high academic standards in ELAR and math.  
**Board Goal:** Vision: Sweeny ISD will be the district of choice in Brazoria County.  
**Objective:** 3. *Addressing academic achievement of special programs (at risk, sped, GT, dyslexia, ESL, Title I students & those receiving accelerated instruction)*  
**Component:** 2, 9, 10

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Set Level III Advanced performance as a goal for all G/T students	Teachers	Staff Dev.Training Region 4 and others	April 2017	Benchmark test scores	Benchmark test scores
Integrate Reading Obj. into CATE classes	Mark Manley, Windy Byrd	State CTE Funds .5 FTE CATE	Throughout year	Test Scores	Test Scores
ESL Classes (through ELA classes)	ESL Teachers	State ESL Funds 199-24 .14 FTE	Every 3 weeks	Progress Reports	STAAR & TELPAS AMAO
Address needs of SpEd with Modifications	Sp. Ed Chair, faculty	Local \$	Throughout year	Locally developed student performance	Address needs of SpEd w/modifications
Dyslexia classes	Rachel Stevenson, Tammy Carpenter, Principal	\$1850	Throughout year	Test Scores	Test Scores
Special Ed Reading/Math in 6,7,8 will be a	STAAR Math Teachers STAAR Reading	EDUPHORIA Measuring Up AMI, ARI Funds	Throughout year	Test Scores Report Cards	STAAR Test Results

focus by using Measuring Up for our STAAR Reading/Math classes. The data from EDUPHORIA will be used to focus on the objective areas needed for tutorial creation.	Teachers Sped Ed Dept	Kamico on-line resources			
History teachers will be holding a STAAR blitz session to target the sub population of students defined by the system safeguards. (Hispanics and Low SES)	History Teachers	EDUPHORIA	Day before the Social Studies STAAR	EDUPHORIA objective information and classroom observation	STAAR Test Results
Focus on Social Studies academic vocabulary	History Dept	TEKS Vocabulary, TRS Curriculum	Throughout year	Benchmark Tests	STAAR Test Results
Provide an up-to-date library collection of print and electronic books and digital information	Librarian		Throughout the year	Book Test Results Book Point Accumulation Number of words read	Improved SRI Scores

resources to support the curriculum and student reading achievement					
Promote reading achievement by providing incentives, rewards, and activities to motivate students	ELA Teachers Reading Teachers		Throughout the year	Book Test Results Book Point Accumulation Number of words read	Improved SRI Scores
Foster student academic achievement by campus participation in academic UIL competition	UIL sponsors		1 <sup>st</sup> semester until after UIL meet	Number of Students Participating in UIL and placing in competition	Number of Students Participating in UIL and placing in competition

**Goal:** 4. *SJHS* will be a safe, positive, and inviting environment for students and adult stakeholders.  
**NCLB Goal:** 4. All students will be educated in learning environments that are safe, drug-free and conducive to learning.  
**Board Goal:** Vision: Sweeny ISD will be the district of choice in Brazoria County.  
**Objective:** 1. *SJHS* will report ZERO incidents involving violence, fighting, drug use and pregnancy.  
**Component:** 9, 10

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Classroom rules and procedures must be posted	Staff time		Throughout school year	Administrative Walk Through	Administrative Walk Through
Teachers will enforce all discipline management plan	Staff time		Throughout school year	Administrative/ Teacher Interaction	Discipline for student throughout year
Monitor classroom/ safety shop	Staff time		Throughout school year	Accident reports	Number of accidents
Health Curriculum on practicing abstinence	PE Staff/Nurse	\$500.00	Throughout school year	Nurse reports	Number of teen pregnancies
Behavioral/Social Skills Class	R. Merchant M. Hansen, Sandy Vandever	\$800.00 curriculum guide	Year Course	Discipline Reports on targeted students	How many referrals over the year for targeted students vs. referrals of same student from previous year

**Goal:** 4. *SJHS* will be a safe, positive, and inviting environment for students and adult stakeholders.  
**Objective:** 2. *SJHS* will see a 10 % decrease in the number of Code of Conduct violations.  
**Component:** 6, 7, 9, 10

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Implement discipline consequences that reduce the frequency/duration students are removed out of their regular classes	Assistant Principal/Principal	PEIMS reports Local \$	Each nine weeks	Document discipline consequences that result in corporal punishment, Saturday School, Lunch Detentions, After School Detentions	PEIMS 425 report; Safe and Gun-free Schools report; Discipline Reports
Use SISD Police to prevent violations	SISD Police/Principal	SISD Police Dept. Local \$	Each nine weeks	Master schedule of full-time and part-time PD officers	PEIMS 425 report; Safe and Gun-free Schools report; Discipline Reports
Teachers at Duty Station	Staff Time, Asst. Principal	Monthly Duty Schedule	Weekly	Monitored by AP	PDAS
Maintain DAEP Program	DAEP Personnel	199-28 State Comp Ed Funds \$118,340 2 FTE	Each nine weeks	DAEP Progress Reports	PEIMS 425 report; Safe and Gun-free Schools report; Discipline Reports
Utilize positive aspect of inclusion personnel to help monitor students in inclusive classrooms	Staff Time	SJHS Staff	All year	Check assignments	Disaggregated discipline data by SpEd Placement Codes

Counseling	Counselor, Teachers	Research Based Practices	All year	Student Behavior Assessment	# of times student is referred to office or in disciplinary setting
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- Goal:** 4. *SJHS* will be a safe, positive, and inviting environment for students and adult stakeholders.
- Objective:** 3. Average daily attendance will be improved and maintained at or above the state standard of 97%.
- Component:** 6

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Counselor intervenes when attendance clerk or teacher brings attendance or discipline issue to their attention	Counselors, Assistant Principal, Principal	PEIMS Report Local \$	Each nine weeks	Regularly review discipline reports each nine weeks - disaggregate data by subgroups and grade levels	SUMMER PEIMS Submission report
Use attendance committee to analyze and prevent attendance issues	Staff Attendance Committee	PEIMS Report Local \$	Each nine weeks	Agenda and minutes of Attendance Committee	Attendance Report
Use attendance committee to analyze and prevent attendance issues	Staff Attendance Committee	PEIMS Report	Each nine weeks	Agenda and minutes of Attendance Committee	Attendance Report
Attendance clerk will communicate daily attendance with administrators	Attendance Clerk	PEIMS Report	Daily	Daily report review	Attendance Report
All parents and students with 2 or more absences will be referred to the Truancy Diversion program	Attendance Clerk	PEIMS Report	Daily	Daily report review	Attendance Report

**Goal:** 4. *SJHS* will be a safe, positive, and inviting environment for students and adult stakeholders.

**Objective:** 4. The parents of students enrolled at *SJHS* will be given opportunities for involvement in school activities and/or conferences with faculty and staff during the course of the school year.

**Component:** 6, 7

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Mail Out notices, Newspaper notices to insure community attendance	Staff Time	5 days ahead of meeting Local \$	After each meeting	Sign In Sheet	Survey or group evaluation
Add information to our website	Staff Time	Check website on continuous basis	Each nineweeks	Surveys to community	Analysis of program
Marquee display outside of building	Staff Time	Display meeting 5 days in advance	Each week	Survey to community	Procedure analysis
Use of Skylert Announcement system	Principal	Skylert System	Throughout year	Survey to community	Increased replies
Volunteer staff issued badges for logging in and out-will capture volunteer hours	Principal	Check in and out system	Throughout year	Download data	Information available for capture in grant writing

**Goal:** 5. *SJHS* teachers will integrate technology into daily instruction and learning.  
**NCLB Goal:** 1. By 2015-16, all students will reach high standards at minimum level of proficiency or better in ELAR and math.  
**Board Goal:** 1. Ensure the integration of the latest technology into instruction and learning.  
**Objective:** *Addressing integration of technology into both teacher instruction and student learning (projects, products) 2 objectives*  
**Component:** *Identify components*

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Teachers will have the opportunity to train on various technologies as needed.	District Tech Director, Campus Tech Staff, Technology Trainer, Consultants, Other	255-Title II A Funds \$10,000	Throughout the year	Sign in Sheets	Certificates documenting
Teachers will demonstrate use of various technologies within the classroom.	District Tech Director, Campus Tech Staff, Technology Trainer	255-Title II A Funds \$33,078	Throughout the year	Sign in Sheets	PDAS
Students will be required to use a variety of technology for assignments.	District Tech Director, Campus Tech Staff, Technology Trainer, Teachers	199 Bond Funds IDEA-B Preschool -Capital Outlay funds \$5000	Throughout the year	Teacher evaluations	Teacher evaluations
District will provide the software and infrastructure to maintain Destiny integrated library catalog and circulation programs and Scholastic Reading Counts and SRI	District Tech Director, District Library Coordinator		Throughout the year		

- Goal:** 6. Offer opportunities for student exposure to and involvement with innovative career and technology courses and learning,
- NCLB Goal:** 1. By 2016-17, all students will reach high standards at minimum of proficiency or better in ELAR and math.
- Board Goal:** 2. Focus District's career and technology offerings in ways that are attractive to area students through partnerships & innovative ideas.
- Objective:** *SJH will offer many opportunities for student exposure to and involvement with innovative career and technology courses and learning.*
- Component:** 2, 3, 4, 6

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Provide innovative curriculum & lessons & activities incorporating core subject objectives while meeting CTE course TEKS	Byrd, Manley, Campus Admin, District Admin	District	Throughout the year	Lesson plan reviews	PDAS Summative
Maintain/update curriculum, software license fees, and equipment	Byrd, Manley, Campus Admin, District Admin	District/Technology	Throughout the year	Lesson plans, emails, grants	Report by person(s) responsible
Provide consumable supplies to support curriculum	Byrd, Manley, Campus Admin, District Admin	Course Budge	Throughout the year	Budget request	Survey
Teachers will proactively engage & participate in professional development opportunities related to CTE & Technology Apps (TCEA, CTAT/TCEC, SISD	Byrd, Manley, Campus Admin, District Admin	District/Perkins TCEC/CTAT, Registration \$325.00, Hotel \$500.00, TCEA or other appropriate registration \$325.00, Hotel \$500.00	Throughout the year	Sign-in sheets	Sign-in sheets

Trainings, etc.)					
Promote membership, involvement & support in CTSO (ex: TSA)	Byrd, Manley, Campus Admin, District Admin	District/Perkins \$650.00 student affiliation see program guidelines 2014-2015 Title 1 Part C other funding advisor membership dues Regional/State/ National \$150.00 each	Throughout the year	Attendance records	Record of # of students participating
Incorporate leadership lessons, opportunities & training to CTE students per TEKS requirements	Byrd, Manley, Campus Admin, District Admin	District/Perkins \$200.00 see program guidelines 2014-2015 Title 1 Part C other funding 6-10 students at \$100.00/each to attend leadership camp	Throughout the year	Attendance records	Record of # of students participating

**Goal:** 7. Teachers and students will utilize assessment data to drive instruction, remediation and learning resulting in improved academic achievement.

**NCLB Goal:** 1. By 2014-15, all students will reach high standards at minimum of proficiency or better in ELAR and math.

**Board Goal:** Teachers and students take action using student performance data to improve individual student performance.

**Objective:** *Addressing use of data disaggregation by both students AND teachers to drive instruction, remediation and learning*

**Component:** *Identify components*

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
EDUPHORIA-Report/Folders: teachers will print out copies of reports generated and keep them in an individualized folder for constant review and tracking of progress	Admin, teachers and students	Reports and folders \$500	Weekly	Report graphing	Improved STAAR scores
Previous year STAAR data/ benchmark results	Teachers	EDUPHORIA data	Throughout the school year	Benchmark results	Improved STAAR scores
SRI Reading test	Librarian, ELA teachers	SRI Exams	BME	Academic excellence indicators	Increase student reading level

**Goal:** 8. Educate the campus stakeholders about district financial needs, options and opportunities.

**NCLB Goal:** 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Board Goal:** Educate the public about long-term financial needs, options, and opportunities for the District.

**Objective:** *Addressing parental and community public meetings, opportunities for service, involvement and educative opportunities*

**Component:** *Identify components*

**Comment [1]:** Amy, our team just adjusted some of the responsible parties.

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Email Notices Mail-out notices Newspaper notices	Staff Time	5 days ahead of meeting Local \$	After each meeting	Sign in sheet	Survey or group evaluation
Add information to our website	Campus Tech	Check website on continuous basis	Each nine weeks	Surveys to community	Analysis of program
Marquee display outside of building	Student Council/Campus Tech	Display meeting 5 days in advance	Each week	Survey to community	Procedure analysis
Daily announcements	Student Council/Staff	Start announcements 5 days ahead of meeting dates	Daily	Survey	Analysis of program
Use of Skylert Announcement system	Principal/Assistant Principal	Agenda	After each meeting	Surveys to community	Analysis of program
Utilize Facebook, Instagram and Twitter to educate and inform Stakeholders	Principal/Assistant Principal/Tech Teachers	Check postings on continuous basis	Ongoing	Surveys to community	Analysis of program
NCLB Title 1 Parent/Teacher Compacts	Campus Administrators Handouts and Brochures explaining Title 1	Date of Open House for each campus	Texas Public School Week-online or paper evaluation and feedback	Parent sign-in sheets at events; Schedule and Calendar of Events; copy of brochure	Copy of programs, agendas, sign-in sheets, website, and report cards where info was

	and other special programs				posted.
Annual dues, fees and-or expenses for school approved organizations/activities	District/Campus Administrators and Sponsors	PO Requests	Annual	Receipts and/or Invoices	Copy of budget requests

