

Onalaska Independent School District

Onalaska Jr/Sr High

2020-2021 Campus Improvement Plan



Mission Statement

To provide a safe and exceptional education that unlocks student potential to become responsible and productive members of society.

Vision

Inspiring and empowering 21st century learners toward a standard of superior achievement.

OISD Motto

Dedicated to Excellence

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Comprehensive Needs Assessment

Revised/Approved: November 4, 2020

Demographics

Demographics Summary

The OJSH Demographic Summary is attached in the addendum.

Demographics Strengths

- Small and Stable Sub Populations
- Low Student/Teacher Ratio
- High Graduation Rate
- Steady Enrollment Growth
- Increased Successful Participation in Dual Credit Courses
- Increased Participation in CTE courses that lead to Industry Certifications
- Instructional Coaches leading Lesson Design Sessions
- Common Planning Periods for Core Content Teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing Special Education population that is struggling academically and is not being successful on state assessments. **Root Cause:** Prior academic interventions have not been successful and special education students are performing below district/state expectations.

Problem Statement 2 (Prioritized): Students who enroll from other districts struggle to meet grade level standards. **Root Cause:** Onalaska Junior Senior High has a high mobility rate.

Problem Statement 3 (Prioritized): A growing number of students have minimal educational resources and support outside of the school environment. **Root Cause:** Increasing low socioeconomic population.

Student Learning

Student Learning Summary

Due to COVID 19 Onalaska Junior Senior High School is **Not Rated: Declared State of Disaster for 2020.**

For the school year 2018-2019, Onalaska Junior Senior High School earned a B for the State Accountability Rating. OJSH increased their overall rating score by 9 points from 2018 to 2019.

The Accountability Summary is attached in the addendum.

Student Learning Strengths

- High Graduation Rates
- High Promotion/Low Retention Rates
- Most STAAR/EOC Scores are at or Above Regional and State Averages
- Successful Completion of Dual Credit Courses
- Success in Academic UIL
- Success in Extra Curricular Programs
- Continuous Increase in STAAR Scores, Increase in Meets and Masters Percentages
- Increasing CCMR percentages
- Data Driven Instruction
- Use of Unit based Data Talks to focus remediation and instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): White students in grades 7 and 8 are scoring below campus and state expectations in Reading and are not meeting the Domain 3 targets.

Root Cause: Inconsistent implementation of instructional strategies and best practices.

Problem Statement 2 (Prioritized): White students in grades 7 and 8 are scoring below campus and state expectations in Math and are not meeting the Domain 3 targets. **Root**

Cause: Inconsistent implementation of instructional strategies and best practices.

Problem Statement 3 (Prioritized): Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations. **Root Cause:** Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.

Problem Statement 4 (Prioritized): Special education student performance on state assessments below campus/district expectations. **Root Cause:** Implementation of effective instructional strategies and best practices had been inconsistent. students are reading several years below grade level.

Problem Statement 5 (Prioritized): Relatively low number of students graduating with College Career Military Readiness (CCMR). **Root Cause:** Limited number of options for students to achieve CCMR.

School Processes & Programs

School Processes & Programs Summary

Onalaska Junior Senior High School seeks to provide students the best staff, curriculum, instructional resources, facilities and technology possible. OJSH strives to provide a safe and positive environment with a strong focus on academic success. These efforts are demonstrated through a continuous process of review and improvement. Our goal is to always make decisions based on the needs of our students, with direct involvement of our school community stakeholders. As we move forward, we will increase our efforts to make data-driven decisions to promote and support students growth.

School Processes & Programs Strengths

Curricular/Instructional Resources

- Rigorous Curriculum through TEKS Resource System
- EdMentum/EdOptions - Teacher Resource, Credit Recovery, CTE Courses
- iCEV - CTE Curriculum
- StemScopes - Science Resource
- Exact Path - Rtl
- TxVSN - Online Course Options
- UTPB - Dual Credit Courses
- Angelina College - Welding Dual Credit Courses
- Stephen F. Austin University - Advanced Animal Science Dual Credit Courses
- PSAT/SAT Program - available to students at no cost

Instructional Programs

- In-School Remediation - Reading/Math Intervention
- Homeroom time used for academic support and remediation
- Fall and Spring After School Tutorials with Transportation Provided
- Athletic GPA Competition
- HERO Competition with Grades and Attendance
- Common Planning Periods for Core Content Teachers
- Instructional Planning Days for all teachers
- Advanced and Honors Courses
- Expanding CTE Programs

Personnel

- Highly Qualified Staff
- High Retention
- Professional Development Opportunities
- PLC's
- Competitive Salary and Benefits
- Instructional Rounds
- Instructional Coaches for Core Content Areas

Technology Resources

- Classroom Chromecarts
- EBeams/Projectors/Teacher Chromebooks/Document Cameras
- Upgraded Desktops throughout Campus
- New Digital Cameras and Video Cameras
- New Hue Cameras
- BYOD

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of consistent and efficient collection and analysis of formative assessment data to drive remediation efforts in a timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.

Problem Statement 2 (Prioritized): Lack of consistent and efficient follow up on daily/weekly planning in order to ensure students are receiving targeted instruction and that teacher pacing guides are on track. **Root Cause:** Campus Administration did not have the time allotted to visit classrooms daily and lesson plans were not easily accessible.

Problem Statement 3 (Prioritized): Lack of consistent and efficient collection and analysis of formative data to drive remediation efforts in timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.

Problem Statement 4 (Prioritized): The Campus struggled with providing virtual learning during the COVID Pandemic. **Root Cause:** Teachers did not have the training or prior experience using online platform.

Problem Statement 5 (Prioritized): Lack of technology resources to provide adequate virtual learning. **Root Cause:** The campus has a need for more Chromebooks and Hot Spots for at home use.

Problem Statement 6 (Prioritized): Lack of technology resources to provide adequate virtual learning. **Root Cause:** The campus lacked enough technology resources and platforms to provide virtual learning.

Perceptions

Perceptions Summary

The mission of Onalaska Independent School District is to provide a safe and exceptional education that unlocks student potential to become responsible members of society. Onalaska Junior Senior High embraces that mission as we seek to develop a school environment where parents, students, and teachers work together to overcome individual barriers and expand opportunities toward student success. We believe that this success is possible through engaging and positive instruction, active monitoring and intervention, and consistent effective communication. Formal and informal data collections support that school stakeholders believe that Onalaska Junior Senior High provides a safe environment that is dedicated to student academic success.

The OJSH Perception Summary Addendum is attached in the addendum.

Perceptions Strengths

- High Academic Expectations
- Professional Development Opportunities both in and out of district
- Supportive Climate and Collaborative Environment
- Competitive Pay and Benefits
- Flexibility in Meeting Student Needs
- Strong Support for Technology Integration
- Communication Resources

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents struggle to provide academic support for students at home. **Root Cause:** Lack of training/materials/programs that will provide parents the resources needed to assist their students.

Problem Statement 2 (Prioritized): Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. **Root Cause:** Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.

Problem Statement 3: Many students struggle with mental health issues due to recent events (COVID, tornado) and other issues occurring outside of school (family drug use, financial issues at home, parental imprisonment). **Root Cause:** Students are struggling with mental health issues and parents/guardians do not understand how to help or where to get help.

Problem Statement 4 (Prioritized): The need to secure school facilities and provide effective safety measures. **Root Cause:** Increasing safety concerns and violence directed at school campuses and students.

Priority Problem Statements

Problem Statement 1: Increasing Special Education population that is struggling academically and is not being successful on state assessments.

Root Cause 1: Prior academic interventions have not been successful and special education students are performing below district/state expectations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards.

Root Cause 2: Onalaska Junior Senior High has a high mobility rate.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment.

Root Cause 3: Increasing low socioeconomic population.

Problem Statement 3 Areas: Demographics

Problem Statement 4: White students in grades 7 and 8 are scoring below campus and state expectations in Reading and are not meeting the Domain 3 targets.

Root Cause 4: Inconsistent implementation of instructional strategies and best practices.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: White students in grades 7 and 8 are scoring below campus and state expectations in Math and are not meeting the Domain 3 targets.

Root Cause 5: Inconsistent implementation of instructional strategies and best practices.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations.

Root Cause 6: Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Special education student performance on state assessments below campus/district expectations.

Root Cause 7: Implementation of effective instructional strategies and best practices had been inconsistent. students are reading several years below grade level.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Relatively low number of students graduating with College Career Military Readiness (CCMR).

Root Cause 8: Limited number of options for students to achieve CCMR.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Lack of consistent and efficient collection and analysis of formative assessment data to drive remediation efforts in a timely manner.

Root Cause 9: Teachers not aggressively and regularly analyzing student formative data.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of consistent and efficient follow up on daily/weekly planning in order to ensure students are receiving targeted instruction and that teacher pacing guides are on track.

Root Cause 10: Campus Administration did not have the time allotted to visit classrooms daily and lesson plans were not easily accessible.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Lack of consistent and efficient collection and analysis of formative data to drive remediation efforts in timely manner.

Root Cause 11: Teachers not aggressively and regularly analyzing student formative data.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Parents struggle to provide academic support for students at home.

Root Cause 12: Lack of training/materials/programs that will provide parents the resources needed to assist their students.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth.

Root Cause 13: Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: The need to secure school facilities and provide effective safety measures.

Root Cause 14: Increasing safety concerns and violence directed at school campuses and students.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: The Campus struggled with providing virtual learning during the COVID Pandemic.

Root Cause 15: Teachers did not have the training or prior experience using online platform.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Lack of technology resources to provide adequate virtual learning.

Root Cause 16: The campus has a need for more Chromebooks and Hot Spots for at home use.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Lack of technology resources to provide adequate virtual learning.

Root Cause 17: The campus lacked enough technology resources and platforms to provide virtual learning.

Problem Statement 17 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Dual-credit and/or college prep course completion 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Equity data
- TTESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Revised/Approved: November 4, 2020




Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.


Performance Objective 1: A minimum of 60% of special education students will reach the Approaching Grade Level standard on STAAR/EOC assessments.


Evaluation Data Sources: 2021 STAAR/EOC Results


Summative Evaluation: None


<p>Strategy 1: Students not meeting state standards on STAAR/EOC will be provided remediation in the area of need. Remediation could be in a classroom setting, homeroom, and/or tutorials.</p> <p>Strategy's Expected Result/Impact: Improved student performance in the classroom and on state assessments. Improved student performance for At Risk students.</p> <p>Staff Responsible for Monitoring: Administrators General Education Teachers Special Education Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 4 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: RTI Teacher - 211 - Title IA, Special Education Teachers - 199 - General Funds, Edmentum Exact Path - 211 - Title IA, Instructional Resources and Materials - 211 - Title IA, Special Education Instructional Resources - 199 - General Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 2: Targeted after-school tutorials for identified students in tested subject areas. Tutorials will occur for 4 weeks during both the first and second semester. Transportation will be provided.</p> <p>Strategy's Expected Result/Impact: Improved student performance in the classroom and on state assessments. Improved student performance for At Risk students.</p> <p>Staff Responsible for Monitoring: Administrators General Education Teachers Special Education Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2</p> <p>Funding Sources: Teacher Stipends - 211 - Title IA, Transportation - 211 - Title IA, Instructional Resources for Tutorials - 211 - Title IA, Special Education Resources for Tutorials - 199 - General Funds</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Boot camps/student workshops/STAAR reviews to address specific student expectations prior to state testing.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state assessments. Improved student performance for At Risk students.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Instructional Resources and Materials - 199 - General Funds, STAAR Review Workshops Materials and Resources - 211 - Title IA</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: The campus and district leadership will provide resources and PD on differentiation, along with feedback from observations. The campus teachers will include differentiation in lesson plans and implement strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved instructional differentiation resulting in improved student growth and performance.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: 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</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: Instructional Materials and Resources - 211 - Title IA, Professional Development for Campus Leadership - 255 - Title II, Professional Development for Teachers - 211 - Title IA, Academic Instructional Coach - 211 - Title IA, Instructional Technology Specialist - 211 Title I Part A</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increasing Special Education population that is struggling academically and is not being successful on state assessments. **Root Cause:** Prior academic interventions have not been successful and special education students are performing below district/state expectations.

Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards. **Root Cause:** Onalaska Junior Senior High has a high mobility rate.

Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. **Root Cause:** Increasing low socioeconomic population.

Student Learning

Problem Statement 1: White students in grades 7 and 8 are scoring below campus and state expectations in Reading and are not meeting the Domain 3 targets. **Root Cause:** Inconsistent implementation of instructional strategies and best practices.

Problem Statement 2: White students in grades 7 and 8 are scoring below campus and state expectations in Math and are not meeting the Domain 3 targets. **Root Cause:** Inconsistent implementation of instructional strategies and best practices.

Problem Statement 3: Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations. **Root Cause:** Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.

Problem Statement 4: Special education student performance on state assessments below campus/district expectations. **Root Cause:** Implementation of effective instructional strategies and best practices had been inconsistent. students are reading several years below grade level.

Problem Statement 5: Relatively low number of students graduating with College Career Military Readiness (CCMR). **Root Cause:** Limited number of options for students to achieve CCMR.

School Processes & Programs

Problem Statement 1: Lack of consistent and efficient collection and analysis of formative assessment data to drive remediation efforts in a timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.

Problem Statement 2: Lack of consistent and efficient follow up on daily/weekly planning in order to ensure students are receiving targeted instruction and that teacher pacing guides are on track. **Root Cause:** Campus Administration did not have the time allotted to visit classrooms daily and lesson plans were not easily accessible.



Problem Statement 3: Lack of consistent and efficient collection and analysis of formative data to drive remediation efforts in a timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.

Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

Performance Objective 2: A minimum of 65% of all students will achieve the Meets Grade Level standard on each STAAR/EOC assessments.

Evaluation Data Sources: 2020 STAAR/EOC Results

Summative Evaluation: None

<p>Strategy 1: Boot camps/student workshops/STAAR reviews to address specific student expectations prior to state testing.</p> <p>Strategy's Expected Result/Impact: Prepare students for state assessments and focus on strengthening overall performance Increase student confidence on state assessments Improved student performance for At Risk students.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Instructional Materials - 211 - Title IA, STAAR Review Workshops - 211 - Title IA</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Students identified for RtI will receive STAAR/EOC/Post-Secondary Readiness instruction during a scheduled RTI/Homeroom period.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state and post-secondary assessments. Improved student performance for At Risk students.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: Study Island - 211 - Title IA, Instructional Materials - 211 - Title IA, Instructional Materials and Resources - 199 - General Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Individual and group data analysis between administration and teacher(s) to evaluate student performance and plan for instructional intervention.


Strategy's Expected Result/Impact: Increased performance on formative and summative classroom assessments
 Improved planning to address students strengths and weaknesses
 Improved awareness of student performance and implementation of remediation/acceleration efforts

Staff Responsible for Monitoring: Administrators
 Teachers
 Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** 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

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2

Funding Sources: Academic Instructional Coach - 211 - Title IA, Substitutes for Summit Meetings - 211 - Title IA, DMAC - 199 - General Funds, TEKS Resource System - 199 - General Funds

Reviews			
Formative			Summative
Nov	Jan	Mar	June
			

Strategy 4: Use curriculum based assessment (Unit test) data to spiral low performing SE's in unit exams. Data from unit tests will drive instruction/remediation.


Strategy's Expected Result/Impact: Improved student performance on state assessments
 Improved awareness of student performance and implementation of remediation/spiraling efforts






Staff Responsible for Monitoring: Administration
 Teachers
 Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** 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

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2

Funding Sources: DMAC - 199 - General Funds, TEKS Resource System - 199 - General Funds

Reviews			
Formative			Summative
Nov	Jan	Mar	June
			

<p>Strategy 5: The campus leadership will provide resources and PD on differentiation, along with feedback from observations. The campus teachers will include differentiation in lesson plans and implement strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved instructional differentiation resulting in improved student growth and performance.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: 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</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Academic Instructional Coach - 211 - Title IA, Instructional Technology Specialist - 211 - Title IA, Professional Development for Campus Administrators - 255 - Title II, Professional Development for Teachers - 211 - Title IA, Instructional Materials and Resources - 211 - Title IA</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Increasing Special Education population that is struggling academically and is not being successful on state assessments. Root Cause: Prior academic interventions have not been successful and special education students are performing below district/state expectations.
Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards. Root Cause: Onalaska Junior Senior High has a high mobility rate.
Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. Root Cause: Increasing low socioeconomic population.
Student Learning
Problem Statement 1: White students in grades 7 and 8 are scoring below campus and state expectations in Reading and are not meeting the Domain 3 targets. Root Cause: Inconsistent implementation of instructional strategies and best practices.
Problem Statement 2: White students in grades 7 and 8 are scoring below campus and state expectations in Math and are not meeting the Domain 3 targets. Root Cause: Inconsistent implementation of instructional strategies and best practices.
Problem Statement 3: Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations. Root Cause: Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.
Problem Statement 4: Special education student performance on state assessments below campus/district expectations. Root Cause: Implementation of effective instructional strategies and best practices had been inconsistent. students are reading several years below grade level.
School Processes & Programs
Problem Statement 1: Lack of consistent and efficient collection and analysis of formative assessment data to drive remediation efforts in a timely manner. Root Cause: Teachers not aggressively and regularly analyzing student formative data.
Problem Statement 2: Lack of consistent and efficient follow up on daily/weekly planning in order to ensure students are receiving targeted instruction and that teacher pacing

guides are on track. **Root Cause:** Campus Administration did not have the time allotted to visit classrooms daily and lesson plans were not easily accessible.

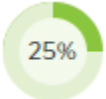




Problem Statement 3: Lack of consistent and efficient collection and analysis of formative data to drive remediation efforts in a timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.


Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.





Performance Objective 3: A minimum of 60% of graduates will meet College, Career, Military Readiness requirements.

Evaluation Data Sources: Accountability Data/PEIMS

Summative Evaluation: None

<p>Strategy 1: As part of the EOY exam in Algebra II and English III, students will take the TSI exam in math and reading. Strategy's Expected Result/Impact: Increase the number of students achieving CCMR through TSI readiness. Staff Responsible for Monitoring: Administration Instructional Coaches Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 3 Funding Sources: TSI exam fee - 289 - Title IV</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Administration will seek out additional programs and opportunities for students to meet CCMR requirements: additional industry certifications, expanded TSI/Dual-Credit, military recruitment support, SAT/ACT preparations Strategy's Expected Result/Impact: Increase the number of opportunities student have to achieve CCMR. Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 5 - School Processes & Programs 1, 2, 3 Funding Sources: TSI exam fees - 289 - Title IV, Dual Credit fees - 199 - General Funds, Edmentum Program - 199 - General Funds, AWS/Computer Industry Certification Fees - 289 - Title IV</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Hold a College, Career, Military Fair during the school day. Strategy's Expected Result/Impact: Increase student awareness of college, career and military opportunities. Staff Responsible for Monitoring: Administration Teachers Students Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Supplies and Resources - 199 - General Funds</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Continue building and expanding an Engineering Math and Robotics Program.</p> <p>Strategy's Expected Result/Impact: Build a higher level of interest in Math and Science which will lead to more students achieving CCMR through TSI readiness.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 5</p> <p>Funding Sources: Supplies and Materials, Robotic Kits, Lego Kits - 289 - Title IV - \$12,000, Supplies and Materials - 199 - General Funds</p>	Reviews			
	Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:







Demographics
Problem Statement 1: Increasing Special Education population that is struggling academically and is not being successful on state assessments. Root Cause: Prior academic interventions have not been successful and special education students are performing below district/state expectations.
Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards. Root Cause: Onalaska Junior Senior High has a high mobility rate.
Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. Root Cause: Increasing low socioeconomic population.
Student Learning
Problem Statement 3: Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations. Root Cause: Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.
Problem Statement 5: Relatively low number of students graduating with College Career Military Readiness (CCMR). Root Cause: Limited number of options for students to achieve CCMR.
School Processes & Programs
Problem Statement 1: Lack of consistent and efficient collection and analysis of formative assessment data to drive remediation efforts in a timely manner. Root Cause: Teachers not aggressively and regularly analyzing student formative data.
Problem Statement 2: Lack of consistent and efficient follow up on daily/weekly planning in order to ensure students are receiving targeted instruction and that teacher pacing guides are on track. Root Cause: Campus Administration did not have the time allotted to visit classrooms daily and lesson plans were not easily accessible.
Problem Statement 3: Lack of consistent and efficient collection an analysis of formative data to drive remediation efforts in timely manner. Root Cause: Teachers not aggressively and regularly analyzing student formative data.
Perceptions
Problem Statement 2: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. Root Cause: Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.

Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

Performance Objective 4: Student attendance rate will be at 96% or higher.

Evaluation Data Sources: PEIMS

Summative Evaluation: None

<p>Strategy 1: Encourage good attendance by providing HERO points and creating competition between grade levels.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates Improved grades Improved school climate Improved Graduation rates</p> <p>Staff Responsible for Monitoring: Principal Assistance Principals Counselor Registrar/PEIMS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1, 2, 4</p> <p>Funding Sources: HERO - Schoolmint - 289 - Title IV - \$3,326</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Encourage attendance and passing grades for struggling students by continuing the Adopt-A-Student program.</p> <p>Strategy's Expected Result/Impact: Increased passing rates Increased attendance rates Increased graduation rates</p> <p>Staff Responsible for Monitoring: Principal Assistance Principals Counselor Registrar/PEIMS Teachers Paraprofessionals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Perceptions 2</p>	Reviews			
	Formative			Summative
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Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Increasing Special Education population that is struggling academically and is not being successful on state assessments. **Root Cause:** Prior academic interventions have not been successful and special education students are performing below district/state expectations.

Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards. **Root Cause:** Onalaska Junior Senior High has a high mobility rate.

Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. **Root Cause:** Increasing low socioeconomic population.

Perceptions

Problem Statement 1: Parents struggle to provide academic support for students at home. **Root Cause:** Lack of training/materials/programs that will provide parents the resources needed to assist their students.

Problem Statement 2: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. **Root Cause:** Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.


Problem Statement 4: The need to secure school facilities and provide effective safety measures. **Root Cause:** Increasing safety concerns and violence directed at school campuses and students.

Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

Performance Objective 5: During the COVID Pandemic, teachers will provide asynchronous instruction through Google Classroom and Google Meets for remote learners .

Evaluation Data Sources: Google Classroom

Summative Evaluation: None

<p>Strategy 1: Administration will provide support through a contracted Instructional Technology Specialist.</p> <p>Strategy's Expected Result/Impact: Teachers will have access to the Instructional Technology Specialist weekly and through email. Teachers will be given support and training as needed on various platforms. Teachers will be prepared to provide instruction to students remotely using these technology tools.</p> <p>Staff Responsible for Monitoring: Superintendent Asst. Superintendent Instructional Technology Specialist Principal Asst. Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: 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</p> <p>Problem Statements: School Processes & Programs 4, 5, 6</p> <p>Funding Sources: Ed Tech That Works - Instructional Technology Specialist - 211 - Title IA</p>	Reviews			
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Performance Objective 5 Problem Statements:







School Processes & Programs
<p>Problem Statement 4: The Campus struggled with providing virtual learning during the COVID Pandemic. Root Cause: Teachers did not have the training or prior experience using online platform.</p>
<p>Problem Statement 5: Lack of technology resources to provide adequate virtual learning. Root Cause: The campus has a need for more Chromebooks and Hot Spots for at home use.</p>
<p>Problem Statement 6: Lack of technology resources to provide adequate virtual learning. Root Cause: The campus lacked enough technology resources and platforms to provide virtual learning.</p>

Goal 2: Promote effective parent, family, and community involvement through communication, participation, and partnerships.

Performance Objective 1: Promote parental involvement in student academic success by increasing parent participation and training opportunities.

Evaluation Data Sources: Attendance Sign-In Sheets, Surveys

Summative Evaluation: None

<p>Strategy 1: Develop Academic Parent/Family Nights to promote resources and strategies that assist parents in the academics success of their student(s).</p> <p>Strategy's Expected Result/Impact: Increase parental involvement/engagement Improve student performance Improve school climate</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4 - Perceptions 1, 2</p> <p>Funding Sources: Supplies and Resources for Parental Nights - 211 - Title IA</p>	Reviews			
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<p>Strategy 2: Increase the number of opportunities community members have to attend school sponsored programs, Title I Parent Meetings, SBDM committees, organizations and/or volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Increased community involvement Improve coordination with the community Increased visibility/understanding of campus programs</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p> <p>Funding Sources: Supplies and Resources for Parent/Family Engagement - 211 - Title IA, Resources for Annual Title 1 Meeting - 211 - Title IA</p>	Reviews			
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<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. Root Cause: Increasing low</p>

socioeconomic population.

Student Learning

Problem Statement 1: White students in grades 7 and 8 are scoring below campus and state expectations in Reading and are not meeting the Domain 3 targets. **Root Cause:** Inconsistent implementation of instructional strategies and best practices.

Problem Statement 2: White students in grades 7 and 8 are scoring below campus and state expectations in Math and are not meeting the Domain 3 targets. **Root Cause:** Inconsistent implementation of instructional strategies and best practices.

Problem Statement 3: Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations. **Root Cause:** Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.

Problem Statement 4: Special education student performance on state assessments below campus/district expectations. **Root Cause:** Implementation of effective instructional strategies and best practices had been inconsistent. students are reading several years below grade level.

Perceptions

Problem Statement 1: Parents struggle to provide academic support for students at home. **Root Cause:** Lack of training/materials/programs that will provide parents the resources needed to assist their students.







Problem Statement 2: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. **Root Cause:** Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.

Goal 2: Promote effective parent, family, and community involvement through communication, participation, and partnerships.

Performance Objective 2: Improve parental awareness of student academic performance by refining communication methods and increasing parental contact.

Evaluation Data Sources: Contact Data, Surveys, Communication Logs

Summative Evaluation: None

<p>Strategy 1: Improve use of school-wide campus based Remind communication system by: Establishing minimal use requirements to be monitored by system data reports, and provide training on effective use of Remind system.</p> <p>Strategy's Expected Result/Impact: Improved communication/feedback Improved student performance on formative and summative assessments Increased parental engagement</p> <p>Staff Responsible for Monitoring: Administration Teachers District Executive Assistant Athletic Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Remind - 211 - Title IA</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Require and track teacher/parent communication of academic and behavior performance, to be monitored by contact data and communication logs.</p> <p>Strategy's Expected Result/Impact: Improved communication/feedback. Improved academic performance. Increased parental engagement and awareness. Decreased behavioral issues.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Perceptions 1, 2</p> <p>Funding Sources: HERO - 255 - Title II</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. **Root Cause:** Increasing low socioeconomic population.

Perceptions

Problem Statement 1: Parents struggle to provide academic support for students at home. **Root Cause:** Lack of training/materials/programs that will provide parents the resources needed to assist their students.


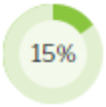
Problem Statement 2: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. **Root Cause:** Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.


Goal 3: Recruit, employ, develop, and retain highly qualified staff to maximize learning for all students and staff.


Performance Objective 1: All teachers will meet certification requirements or highly-qualified requirements and will participate in ongoing professional development activities to support student success.


Evaluation Data Sources: HR Records, PD Records, T-TESS Documents


Summative Evaluation: None

<p>Strategy 1: Use campus, district, and regional resources in providing quality professional development aligned with district, campus, and individual goals/initiatives.</p> <p>Strategy's Expected Result/Impact: Improved lesson planning Improved instructional ability Improved classroom management Improved classroom climate</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers Department Chairs ESC 6</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Professional Development Core - 211 - Title IA, Professional Development for Administration - 255 - Title II, Professional Development for Non Core Teachers - 199 - General Funds</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Implementation of Effective School Frameworks strategies, including teacher self-analysis through filming of instructional practices, review of lesson plans, building leadership capacity.</p> <p>Strategy's Expected Result/Impact: Improved reflection and analysis Improved classroom management and instructional practices Improved student performance</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2</p> <p>Funding Sources: Professional Development Campus Administration - 255 - Title II, Professional Development Teachers - 211 - Title IA, Professional Development Non Core Teachers - 199 - General Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

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 Continue/Modify

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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increasing Special Education population that is struggling academically and is not being successful on state assessments. **Root Cause:** Prior academic interventions have not been successful and special education students are performing below district/state expectations.

Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards. **Root Cause:** Onalaska Junior Senior High has a high mobility rate.

Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. **Root Cause:** Increasing low socioeconomic population.

Student Learning

Problem Statement 1: White students in grades 7 and 8 are scoring below campus and state expectations in Reading and are not meeting the Domain 3 targets. **Root Cause:** Inconsistent implementation of instructional strategies and best practices.

Problem Statement 2: White students in grades 7 and 8 are scoring below campus and state expectations in Math and are not meeting the Domain 3 targets. **Root Cause:** Inconsistent implementation of instructional strategies and best practices.

Problem Statement 3: Students in 7th Writing, ENG 1, and ENG 2 are scoring below the campus/district expectations. **Root Cause:** Critical writing has not been a focus outside of the ELAR classroom. Instructional strategies and programs have not been effective with SPED populations.

Problem Statement 4: Special education student performance on state assessments below campus/district expectations. **Root Cause:** Implementation of effective instructional strategies and best practices had been inconsistent. students are reading several years below grade level.

Problem Statement 5: Relatively low number of students graduating with College Career Military Readiness (CCMR). **Root Cause:** Limited number of options for students to achieve CCMR.

School Processes & Programs

Problem Statement 1: Lack of consistent and efficient collection and analysis of formative assessment data to drive remediation efforts in a timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.

Problem Statement 2: Lack of consistent and efficient follow up on daily/weekly planning in order to ensure students are receiving targeted instruction and that teacher pacing guides are on track. **Root Cause:** Campus Administration did not have the time allotted to visit classrooms daily and lesson plans were not easily accessible.







Problem Statement 3: Lack of consistent and efficient collection an analysis of formative data to drive remediation efforts in timely manner. **Root Cause:** Teachers not aggressively and regularly analyzing student formative data.

Goal 4: Provide and maintain a safe, healthy, secure, and orderly environment for students, staff, families, and community.

Performance Objective 1: Improve social, emotional, and behavior supports for staff and student, while reducing office-based disciplinary action by 25%.

Evaluation Data Sources: Surveys, Discipline Data, T-TESS Data, HERO Data

Summative Evaluation: None

<p>Strategy 1: Implement HERO behavior management system to reward positive behaviors and reduce negative behaviors. Strategy's Expected Result/Impact: Improve school climate by rewarding positive behaviors and reducing negative behaviors. Improving the learning environment by reinforcing behaviors that lead to academic success. Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Perceptions 2, 4 Funding Sources: Hero PBIS System - 289 - Title IV</p>	Reviews			
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<p>Strategy 2: Extra-curricular teachers/sponsors will be included in academic and behavioral monitoring, including data analysis and disciplinary concerns. Strategy's Expected Result/Impact: Increased academic performance. Decreased need for disciplinary actions. Improved communication between core and extra-curricular teachers to support academic success. Staff Responsible for Monitoring: Administration Teachers Sponsors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 2</p>	Reviews			
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: A growing number of students have minimal educational resources and support outside of the school environment. Root Cause: Increasing low socioeconomic population.</p>
Perceptions
<p>Problem Statement 2: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. Root</p>

Cause: Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.



Problem Statement 4: The need to secure school facilities and provide effective safety measures. **Root Cause:** Increasing safety concerns and violence directed at school campuses and students.






Goal 4: Provide and maintain a safe, healthy, secure, and orderly environment for students, staff, families, and community.

Performance Objective 2: Develop resources, events, and procedures to promote awareness, develop skills to deal with negative social issues, and address safety concerns.

Evaluation Data Sources: Reporting Data, Student Surveys, Discipline Data, Event Information

Summative Evaluation: None

<p>Strategy 1: Address issues of bullying, cyber-bullying, digital citizenship, and negative social issues through the use of technology (Eduhero), small group interventions, and individual counseling.</p> <p>Strategy's Expected Result/Impact: Increased education over social/behavioral issues resulting in an overall reduction negative actions. Reduction in the social ostracizing and student conflict. Promote conflict resolution strategies and positive interactions.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p> <p>Funding Sources: Student Training (Eduhero) - 199 - General Funds</p>	Reviews			
<p>Strategy 2: Strengthen safety and security of campus through: addition of a school resource officer (SRO), additional security cameras, additional security fencing, increased staff presence, and timed door alarms.</p> <p>Strategy's Expected Result/Impact: Decrease response time to serious safety and security issues. Hardened school facilities. Improved school climate regarding school safety.</p> <p>Staff Responsible for Monitoring: Administration School Safety Director Maintenance Director Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p> <p>Funding Sources: Security Upgrades - 199 - General Funds</p>	Reviews			
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<p>Strategy 3: Utilize the school counselor to address negative social interactions such as prejudices and violence through the use of personal counseling.</p> <p>Strategy's Expected Result/Impact: Decreased referrals for profanity, obscene gestures and racial slurs Decreased referrals for inappropriate physical contact</p> <p>Staff Responsible for Monitoring: Administration Counselor School Resource Officer</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p> <p>Funding Sources: Counselor - 199 - General Funds</p>	Reviews			
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Student need support in developing character traits, social responsibility, and positive behaviors that lead to academic and behavioral growth. Root Cause: Low socioeconomic/difficult home situations lead to students with underdeveloped social, academic, and behavioral skills that influence individual growth and overall school climate.</p>
<p>Problem Statement 4: The need to secure school facilities and provide effective safety measures. Root Cause: Increasing safety concerns and violence directed at school campuses and students.</p>

State Compensatory

Budget for Onalaska Jr/Sr High

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
Region 6 Services	6239 ESC Services	\$3,000.00
Contracted Services	6299 Miscellaneous Contracted Services	\$5,326.00
Contracted Services - Pear Deck	6299 Miscellaneous Contracted Services	\$1,500.00
Schoolmint - HERO	6299 Miscellaneous Contracted Services	\$3,326.00
6200 Subtotal:		\$13,152.00
6300 Supplies and Services		
Exams and Certification Fees	6399 General Supplies	\$10,000.00
Instructional Supplies	6399 General Supplies	\$1,500.00
STEM Mathematics and Science	6399 General Supplies	\$12,000.00
6300 Subtotal:		\$23,500.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in April of 2020 and reviewed and approved by the Campus Improvement Team on April 30, 2020.

The Comprehensive Needs Assessment was used in developing the Campus Improvement Plan that was approved on November 4, 2020 by the Campus Improvement Team.

The Comprehensive Needs Assessment is attached in the Addendum.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed using the Comprehensive Needs Assessment, parent surveys, teacher surveys, student surveys, input from teacher interviews and conferences, and input from the Campus Improvement Team.

The Campus Improvement Team consists of:

Robyn Thornton, Principal

Donald Meekins, Assistant Principal

Danna Mitschke, Assistant Principal

Christina Tyerman, Counselor

Marcia Cox, Math Department Head

Jacob Wilson, RLA Department Head

Jo Ann Wheeler, Science Teacher

Adam Graham, CTE Department Head

Misty Strong, Special Education Department Head and Special Programs Coordinator

Nick Tyerman, Athletic Director

Kimber Stolley, Parent

Nikki Park, Business Representative

Sarah Arnett, Community Representative

2.2: Regular monitoring and revision

The Campus Improvement Plan was developed and reviewed on the following dates by the Campus Improvement Team:

August 13,2020

November 4, 2020

Future dates in January, March and June

Meeting Signature

2.3: Available to parents and community in an understandable format and language

A digital format of the Campus Improvement Plan is located on the school website under JHSH/Campus Information. A hard copy of the Campus Improvement Plan is also located for viewing in the OJSH front office.

2.4: Opportunities for all children to meet State standards

Schoolwide reforms strategies have been included in the plan tha provide opportunities for all children, including economically disadvantaged, all ethnic groups, special education students, and English Learners to meet the challenging State academic standards.

Students are provided remediation through:

1. Targeted homerooms
2. Response to Intervention provided during the school day
3. Targeted after school tutorials where transportation is provided

2.5: Increased learning time and well-rounded education

The Campus Improvement Plan contains a description of strategies that will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.

Strategies include:

1. Targeted homerooms
2. Response to Intervention provided during the school day
3. Targeted after school tutorials where transportation is provided
4. STAAR reviews/workshops/Boot Camps
5. Professional Development on differentiation for teachers and staff

6. Ongoing data analysis between administration and teachers to evaluate students performance
7. Student goal setting

2.6: Address needs of all students, particularly at-risk

The Campus Improvement Plan addresses the needs of all students, particularly at-risk. The plan contains a description of strategies that will address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Strategies include:

1. Targeted homerooms
2. Response to Intervention provided during the school day
3. Targeted after school tutorials where transportation is provided
4. STAAR reviews/workshops/Boot Camps
5. Professional Development on differentiation for teachers and staff
6. Ongoing data analysis between administration and teachers to evaluate students performance
7. Student goal setting

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus developed a Parent and Family Engagement Policy and made it available through the campus website on the JHSH/Campus Information page and it is available in hard copy in the OJSH front office. The policy was also discussed and made available to parents during the Annual Title I Parent Meeting. The policy is reviewed and updated at each meeting of the Campus Improvement Team.

3.2: Offer flexible number of parent involvement meetings

The Annual Title I Parent Meeting was held virtually on November 16th at 6pm and November 18th at 2pm. Information about programs, explanation of curriculum, Student Parent Compact , and the Family Engagement Policy were discussed. Parents were given the opportunity to provide suggestions and ask questions during the meeting.

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education Teachers		\$0.00
1	1	1	Special Education Instructional Resources		\$0.00
1	1	2	Special Education Resources for Tutorials		\$0.00
1	1	3	Instructional Resources and Materials		\$0.00
1	2	2	Instructional Materials and Resources		\$0.00
1	2	3	DMAC		\$0.00
1	2	3	TEKS Resource System		\$0.00
1	2	4	DMAC		\$0.00
1	2	4	TEKS Resource System		\$0.00
1	3	2	Dual Credit fees		\$0.00
1	3	2	Edmentum Program		\$0.00
1	3	3	Supplies and Resources		\$0.00
1	3	4	Supplies and Materials		\$0.00
3	1	1	Professional Development for Non Core Teachers		\$0.00
3	1	2	Professional Development Non Core Teachers		\$0.00
4	2	1	Student Training (Eduhero)		\$0.00
4	2	2	Security Upgrades		\$0.00
4	2	3	Counselor		\$0.00
Sub-Total					\$0.00
211 - Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Teacher		\$0.00
1	1	1	Edmentum Exact Path		\$0.00
1	1	1	Instructional Resources and Materials		\$0.00
1	1	2	Teacher Stipends		\$0.00
1	1	2	Transportation		\$0.00

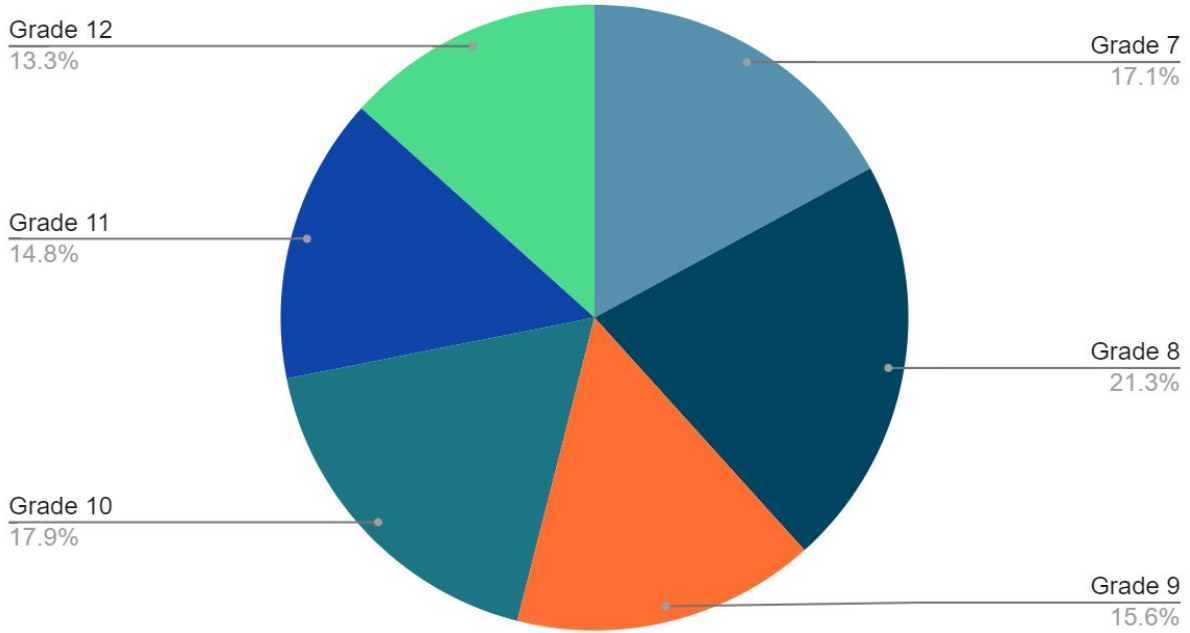
211 - Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources for Tutorials		\$0.00
1	1	3	STAAR Review Workshops Materials and Resources		\$0.00
1	1	4	Instructional Materials and Resources		\$0.00
1	1	4	Professional Development for Teachers		\$0.00
1	1	4	Academic Instructional Coach		\$0.00
1	2	1	Instructional Materials		\$0.00
1	2	1	STAAR Review Workshops		\$0.00
1	2	2	Study Island		\$0.00
1	2	2	Instructional Materials		\$0.00
1	2	3	Academic Instructional Coach		\$0.00
1	2	3	Substitutes for Summit Meetings		\$0.00
1	2	5	Academic Instructional Coach		\$0.00
1	2	5	Instructional Technology Specialist		\$0.00
1	2	5	Professional Development for Teachers		\$0.00
1	2	5	Instructional Materials and Resources		\$0.00
1	5	1	Ed Tech That Works - Instructional Technology Specialist		\$0.00
2	1	1	Supplies and Resources for Parental Nights		\$0.00
2	1	2	Supplies and Resources for Parent/Family Engagement		\$0.00
2	1	2	Resources for Annual Title 1 Meeting		\$0.00
2	2	1	Remind		\$0.00
3	1	1	Professional Development Core		\$0.00
3	1	2	Professional Development Teachers		\$0.00
Sub-Total					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Development for Campus Leadership		\$0.00
1	2	5	Professional Development for Campus Administrators		\$0.00
2	2	2	HERO		\$0.00
3	1	1	Professional Development for Administration		\$0.00

255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Professional Development Campus Administration		\$0.00
Sub-Total					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	TSI exam fee		\$0.00
1	3	2	TSI exam fees		\$0.00
1	3	2	AWS/Computer Industry Certification Fees		\$0.00
1	3	4	Supplies and Materials, Robotic Kits, Lego Kits		\$12,000.00
1	4	1	HERO - Schoolmint		\$3,326.00
4	1	1	Hero PBIS System		\$0.00
Sub-Total					\$15,326.00
211 Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Technology Specialist		\$0.00
Sub-Total					\$0.00
Grand Total					\$15,326.00

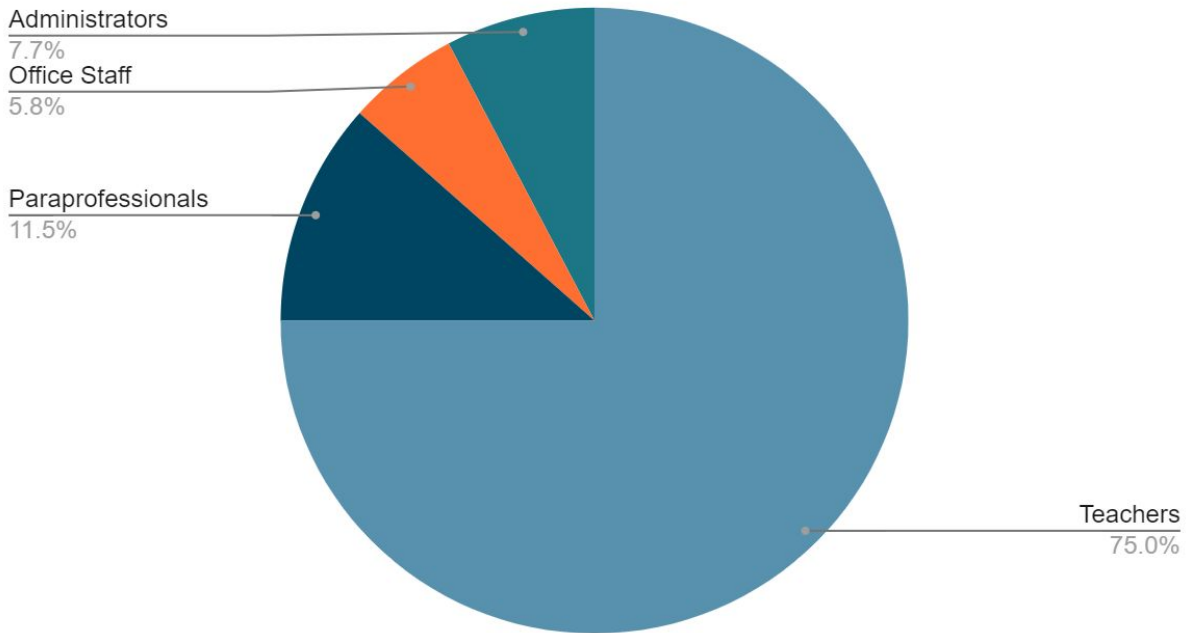
Addendums

2019-2020 OJSH Demographic Summary

OJSH 2019-2020 Student Enrollment - Total 480

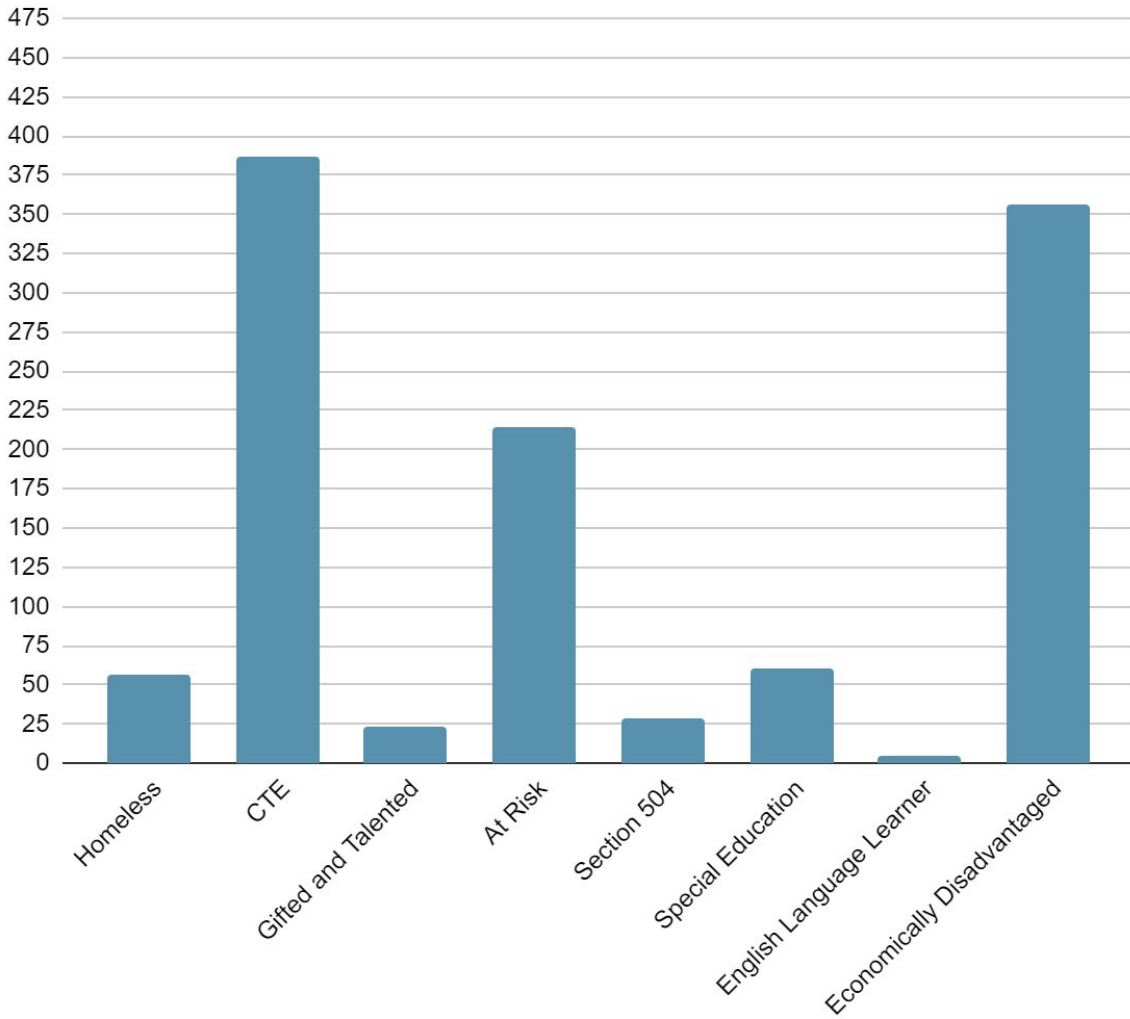


OJSH 2019-2020 Staff - Total Staff 52



2019-2020 OJSH Demographic Summary

OJSH 2019-2020 Student Special Populations Enrollment



Mobility Rate

21.2%

Graduation Rate

96.7%

Avg. # Yrs. Teaching Exp.

15

Attendance Rate

96.3%

Average Class Size

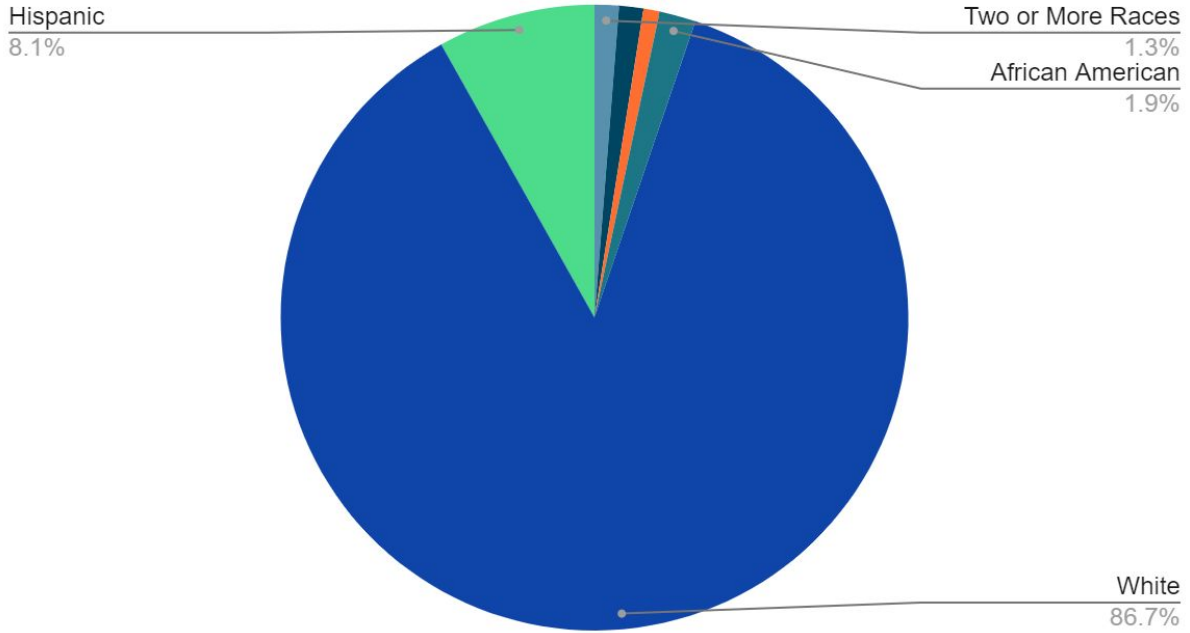
12.8

Teachers w/Masters Degree

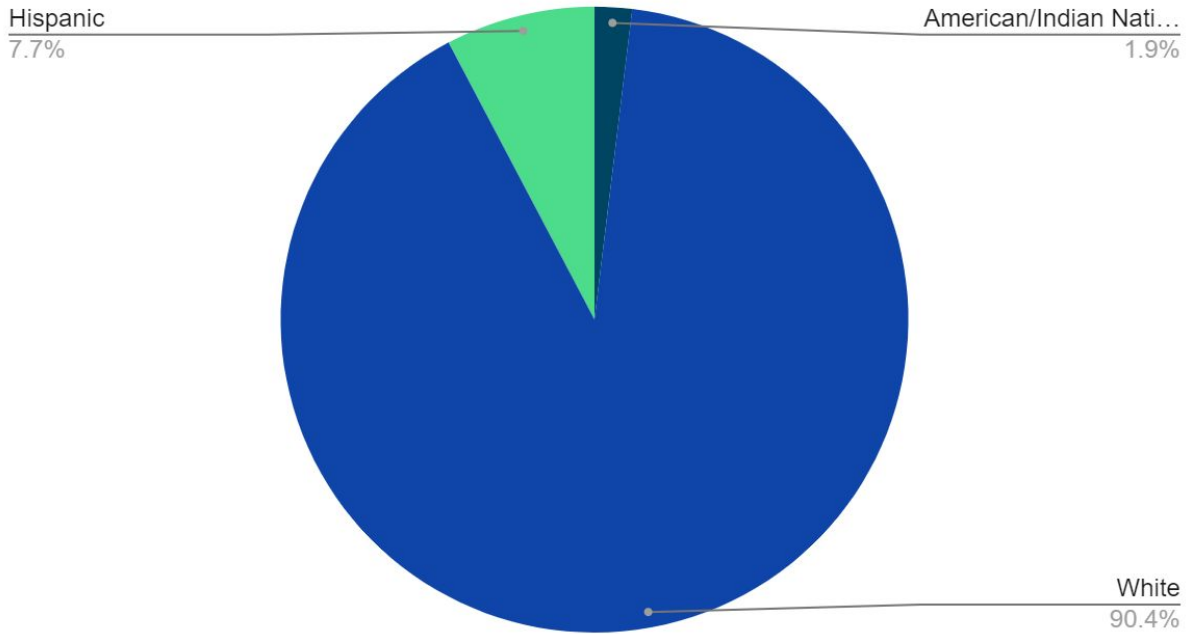
44%

2019-2020 OJSH Demographic Summary

OJSH 2019-2020 Student Ethnic Demographics



OJSH 2019-2020 Staff Ethnic Demographics





Onalaska Jr Sr High

2019 Accountability Report

(Percent Passing)

ENGLISH LANGUAGE ARTS

Grade / Subj.	2018 Approaches (Inc. SPED)	2018 Meets (Inc. SPED)	2018 Masters (Inc. SPED)	2018 SPED App/Meets/Masters	2019 Approaches (Inc. SPED)	State	2019 Meets (Inc. SPED)	State	2019 Masters (Inc. SPED)	State	2019 SPED App/Meets/Masters	2019 White App/Meets/Masters	2019 EcoDis App/Meets/Masters	2019 Hispanic App/Meets/Masters
7th	64%	33%	20%	6/0/0	81%	74	50%	47	21%	28	58/8/8	80/50/22	75/41/17	100/50/0
8th	87%	40%	13%	67/33/0	85%	77	47%	53	17%	27	33/0/0	85/51/17	78/40/12	83/0/0
Eng I EOC	63%	50%	13%	8/0/0	75%	63	64%	49	17%	12	42/42/0	76/63/21	66/50/13	70/50/10
Eng II EOC	74%	57%	15%	25/8/8	82%	67	72%	51	11%	8	38/25/13	82/73/10	79/69/8	100/100/0

WRITING

Grade / Subj.	2018 Approaches (Inc. SPED)	2018 Meets (Inc. SPED)	2018 Masters (Inc. SPED)	2018 SPED App/Meets/Masters	2019 Approaches (Inc. SPED)	State	2019 Meets (Inc. SPED)	State	2019 Masters (Inc. SPED)	State	2019 SPED App/Meets/Masters	2019 White App/Meets/Masters	2019 EcoDis App/Meets/Masters	2019 Hispanic App/Meets/Masters
7th	64%	35%	3%	5/0/0	69%	69	38%	40	11%	17	25/8/8	69/40/12	63/27/4	100/550/0



Onalaska Jr Sr High

2019 Accountability Report

(Percent Passing)

MATHEMATICS

Grade / Subj.	2018 Approaches (Inc. SPED)	2018 Meets (Inc. SPED)	2018 Masters (Inc. SPED)	2018 SPED App/Meets/Masters	2019 Approaches (Inc. SPED)	State	2019 Meets (Inc. SPED)	State	2019 Masters (Inc. SPED)	State	2019 SPED App/Meets/Masters	2019 White App/Meets/Masters	2019 EcoDis App/Meets/Masters	2019 Hispanic App/Meets/Masters
7th	75%	39%	12%	39/0/0	83%	73	38%	41	14%	16	67/8/8	84/38/14	76/28/12	100/25/0
8th	88%	54%	9%	67/44/22	92%	81	49%	55	7%	16	75/17/0	83/49/5	79/44/7	83/50/17
Alg 1 EOC	94%	78%	61%	63/25/0	99%	84	89%	62	62%	39	90/80/20	97/83/63	97/80/54	100/89/56

SCIENCE

Grade / Subj.	2018 Approaches (Inc. SPED)	2018 Meets (Inc. SPED)	2018 Masters (Inc. SPED)	2018 SPED App/Meets/Masters	2019 Approaches (Inc. SPED)	State	2019 Meets (Inc. SPED)	State	2019 Masters (Inc. SPED)	State	2019 SPED App/Meets/Masters	2019 White App/Meets/Masters	2019 EcoDis App/Meets/Masters	2019 Hispanic App/Meets/Masters
8th	78%	56%	18%	56/56/22	81%	79	45%	49	12%	24	42/0/0	82/43/12	75/43/9	100/75/0
Biology EOC	85%	61%	19%	40/10/0	100%	88	85%	63	31%	26	100/83/17	98/77/30	98/72/22	100/83/0



Onalaska Jr Sr High

2019 Accountability Report

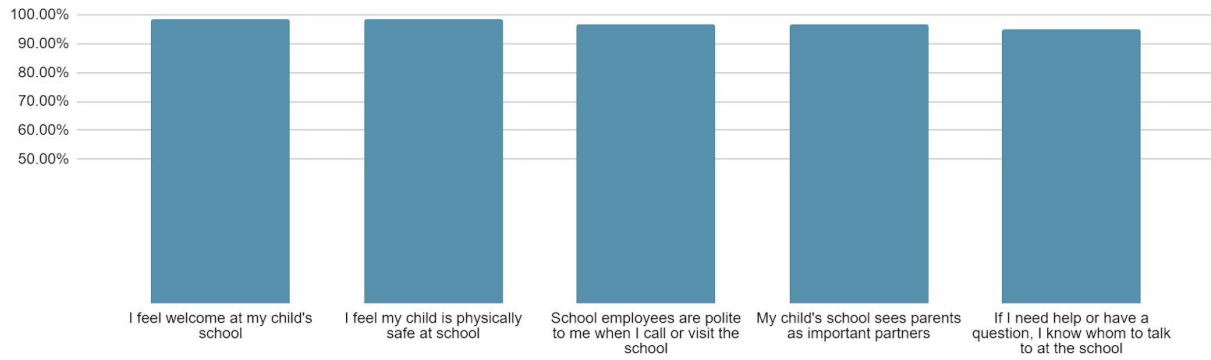
(Percent Passing)

SOCIAL STUDIES

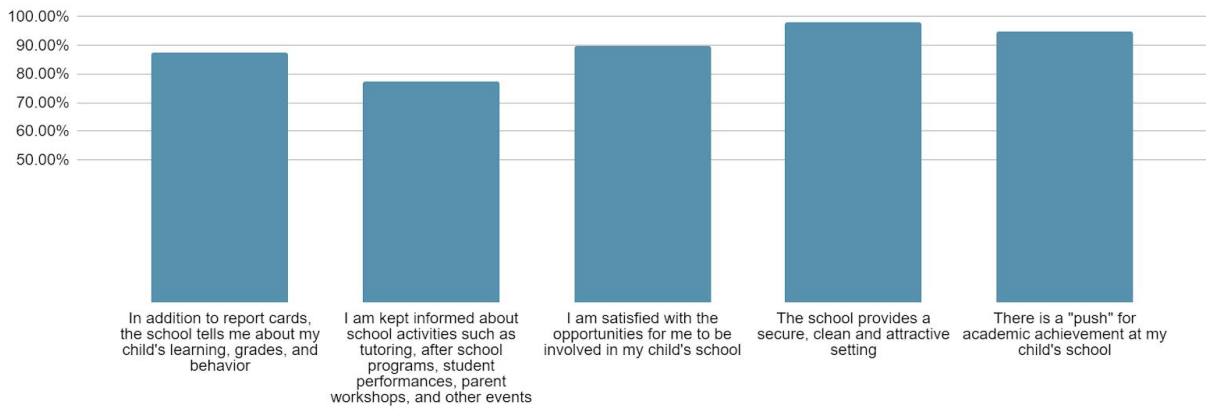
Grade / Subj.	2018 Approaches (Inc. SPED)	2018 Meets (Inc. SPED)	2018 Masters (Inc. SPED)	2018 SPED App/Meets/Masters	2019 Approaches (Inc. SPED)	State	2019 Meets (Inc. SPED)	State	2019 Masters (Inc. SPED)	State	2019 SPED App/Meets/Masters	2019 White App/Meets/Masters	2019 EcoDis App/Meets/Masters	2019 Hispanic App/Meets/Masters
8th	77%	23%	12%	67/33/22	73%	67	24%	35	11%	20	42/0/0	73/25/12	71/24/9	75/0/0
US History	97%	73%	36%	100/36/9	97%	93	91%	75	49%	47	50/50/0	98/89/53	96/88/49	83/83/33

2019-2020 OJSH Perceptions Summary

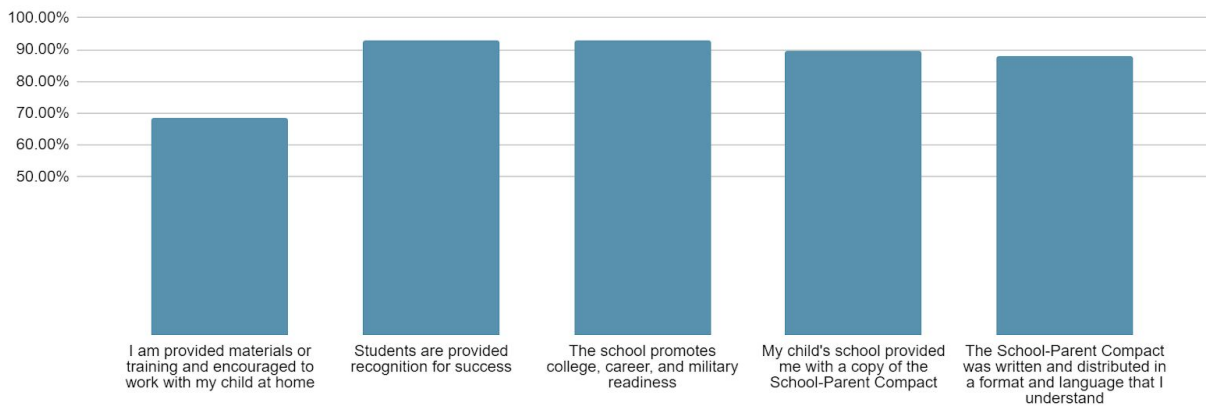
OJSH 2019-2020 Parent Survey



OJSH 2019-2020 Parent Survey cont.

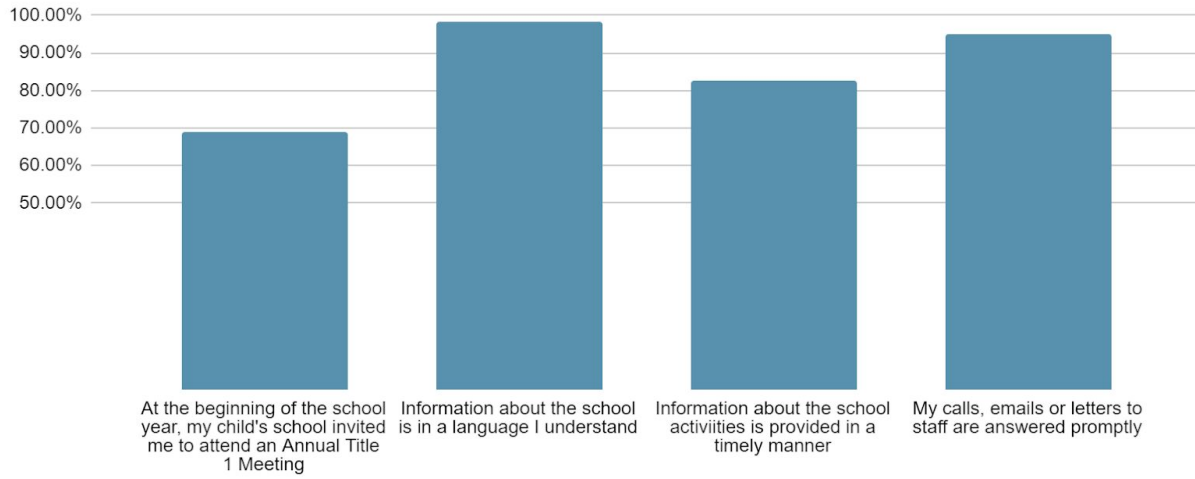


OJSH 2019-2020 Parent Survey Cont.

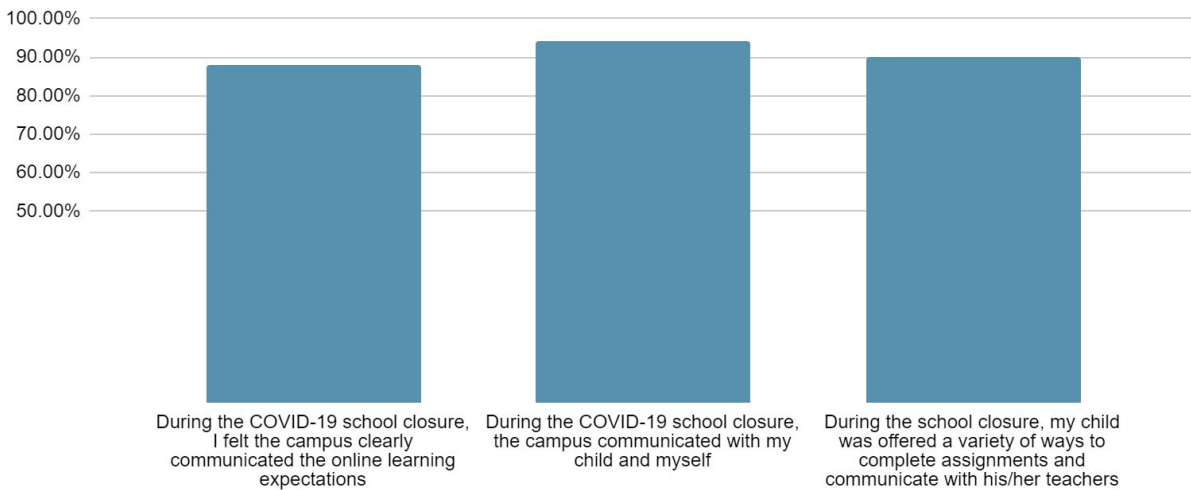


2019-2020 OJSH Perceptions Summary

OJSH 2019-2020 Parent Survey cont.

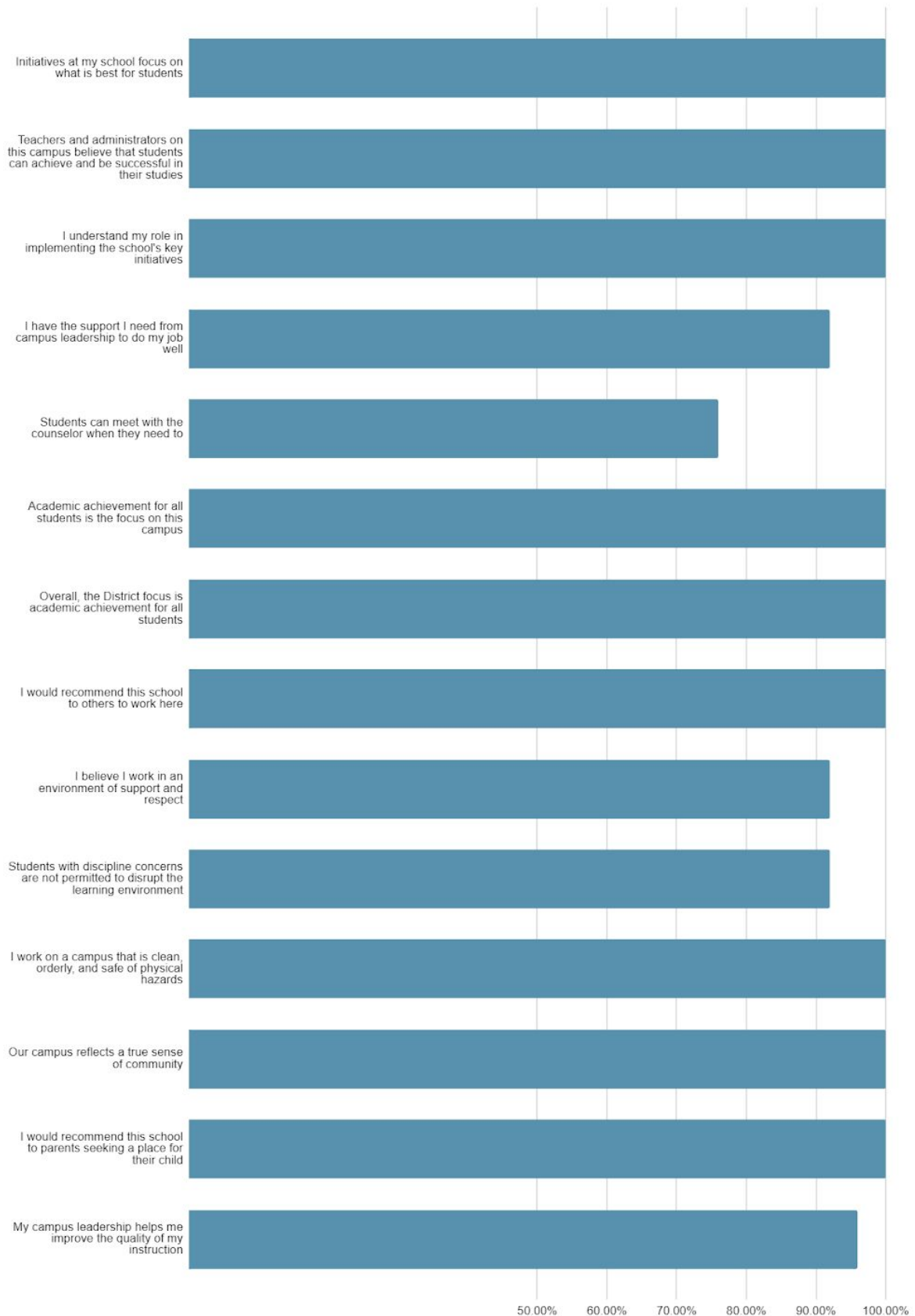


OJSH 2019-2020 Parent Survey cont.



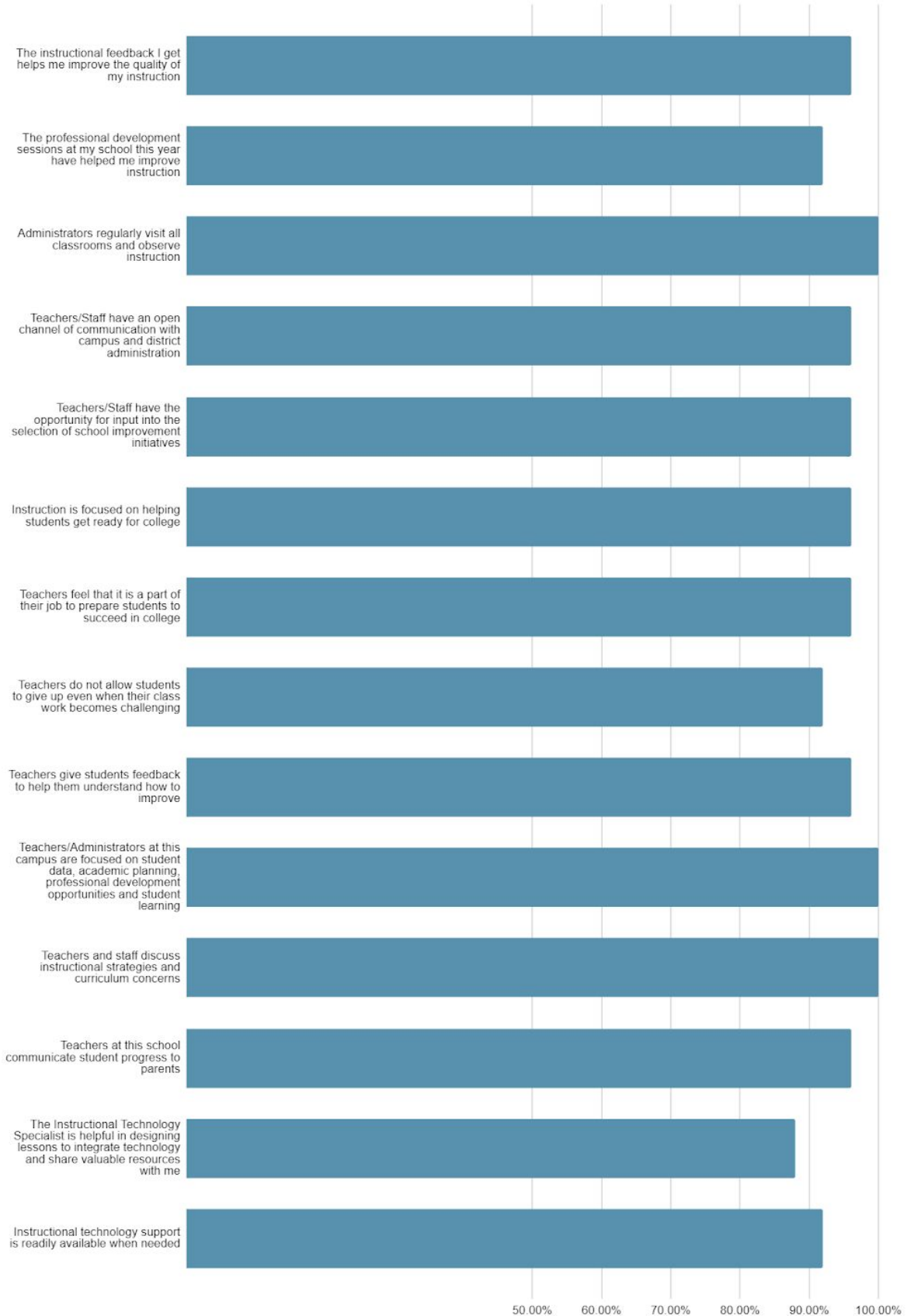
2019-2020 OJSH Perceptions Summary

OJSH 2019-2020 Staff Survey



2019-2020 OJSH Perceptions Summary

OJSH 2019-2020 Staff Survey cont.



**OJSH Comprehensive Needs Assessment
Staff Input From School Year: 2019-2020
Planning for School Year: 2020-2021**

Special Programs

Review the list of Special Programs offered on the campus. Please provide 2 or 3 Strengths, Needs or Concerns, and Recommendations for each Special Program.

Program	Strengths	Needs/Concerns	Recommendations
Special Education	The special education staff communication.	Some teachers are unaware of student accommodations in their classes.	Walk through with each teacher what students with IEPs, etc. are in their classes and read through and provide examples on how that would be facilitated for those students.
Section 504	Excellent communication and updates	Same as above	Same as above
Dyslexia	Excellent communication and updates	Same as above	Same as above
Gifted and Talented	Serving unreached in homeroom is great idea.	Lack of funding for special projects.	Assigning a specific predetermined budget amount per student dedicated to a yearly gt/talented project.
Parent and Family Engagement	Remind communication is very effective for engagement.	Phone communication Changes in student addresses Not much participation from	Update numbers throughout the year Reduce # of nights/combine

		parents during those nights this past year.	nights
Response to Intervention (RtI)	Summit Meetings were insightful and beneficial for students.	RTI classes to be effective should be limited to 6-8 students in RLA	Continue meetings for grades 7, 8, and 9.

Instructional Programs

Review the list of Instructional Programs purchased for the campus. As a team provide 2 or 3 Strengths, Needs or Concerns, and Recommendations for each Instructional Program used in your grade level (not all programs are used at all grade levels).

Program	Strengths	Needs/Concerns	Recommendations	
Edmentum Exact Path	Great remediation opportunity for students	Not used as much as could be?	Use as tool within RtI/homeroom time	
Edmentum Study Island	Great remediation opportunity for students	Lack of student completion of activities Provides a high frustration level for SPED students when they have to redo assignments multiple times in order to pass. Typically they begin to fall behind and eventually give up.	Use as tool within RtI/homeroom time	
EdOptions Academy (online CTE Courses)	Availability of a wide selection courses	Self paced, completion of work in sequential order Lots of failures, cost to district	Work assigned on a weekly basis - not self paced Rule change on who is allowed to take online courses	

			Parents responsible for cost if student fails	
Edmentum - Plato Learning	Availability of a wide selection courses	Self paced, completion of work in sequential order. Failure to complete tutorials Lots of failures, cost to district	Work assigned on a weekly basis - not self paced	
Get More Math	GMM is a great tool to use in class. It holds the students accountable for their learning and understanding of the	Some of the questions are not good so you have to take them out. Would like more training next year.	Recommend all math teachers have it and use it.	
ReadnQuiz	Able to take quizzes	Not as big of a selection as AR Reading, hurts the emerging. The STAR assessment in AR would be very beneficial in understanding our students actual reading level and what they need to work on to help increase their reading level.	Look back into Reading Renaissance *Literably provides insight to students reading levels and seems to provide more reliability and validity than STAR Renaissance in times. (Students don't have the option to just click answers, they actually have to read and a human scores that)	
STEM Scopes	Extremely easy	Not being used	Continue	

	to utilize and completely aligned to Science TEKS.	as an online platform within classes. Not accessed through Google Classroom	teacher access to this program. Include as a piece of online learning within classroom instructional expectation	
Smart Notebook				
Mentoring Minds Supplements		Mentoring minds would help teachers to create higher level questions.	Training or the ability to access the tools of Mentoring Minds.	
iCEV - CTE Curriculum	Easy to use for student and teacher; can be utilized online, paper based or both; accessible support staff; ready to use curriculum with lesson plans, assignments, projects, tests, etc that follow our TEKS.	Need: Renew annual iCEV subscription for 2020-2021 usage.	Self-paced, completion of work in sequential order that could be pushed out each week on Google Classroom online if each student had their own iCEV account to add the course to.	
TEKSing Toward STAAR	Great resource with RTI students, they get practice with like questions and problems	Only printable material,	works great one-on-one or small groups	
HERO	Ability to track positive and negative behaviors	Ease of documenting communication	Create screen that allows you to selected all	

		with more than one student	students in a class with pull down menu for each student similar to points for unit assessments screen	
Learning.com	Good resource to introduce or support technology and software skills also introduces MLA, plagiarism, research, formatting skills	Not always engaging for students	Continue using in elementary through 8th Grade so students have the opportunity to learn in steps, not have a tremendous amount to learn all at once	
Any other software platforms not listed				

In the following areas please list 2-3 strengths, needs or concerns, and recommendations for each heading. Under each area is a description and questions to consider. The questions are meant to give guidance for discussion. Please consider all areas that fit the description under the heading even if they do not fit within any questions listed.

The areas included below are:

- Demographics
- School Processes
- Student Learning and Perceptions

DEMOGRAPHICS

Refers to information about the school community, such as student, staff, parent, community, enrollment, attendance, grade levels, ethnicity, and gender. Refers to the school organization's level of high quality, highly-effective staff. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. Demographics include **Student and Staff Characteristics** and **Staff Quality, Recruitment, and Retention**.

Student and Staff Characteristics

Questions to Consider:

- What do enrollment numbers indicate?
- Has the enrollment changed over the past three years?
- How has the enrollment (increase or decrease) changed the population in special programs?
- What are the teacher/student ratios?

Strengths	Needs/Concerns	Recommendations
Increased enrollment indicates OISD is a desirable learning environment for students.	Increased numbers in special programs is a concern. We have outgrown our OJSH space for an increased number of students.	Begin or continue discussions and actions for a new high school campus. Begin or continue actions necessary for new high school.

Staff Quality, Recruitment and Retention

Questions to Consider:

- How is highly effective staff assigned to work with the highest need students?
- What is the impact/effect of the teacher mentor program?
- How is new staff supported?
- What systems are in place to build capacity and support the notion of continuous improvement?
- How are we using data to determine professional development for staff?
- How are collective and individual decisions regarding professional development determined?

Strengths	Needs/Concerns	Recommendations
Teacher mentor program is highly effective		Continue
Core subject's instructional specialist program is working		Continue

SCHOOL PROCESSES

Refers to what teachers are doing to get the results we are getting. School processes involve not only instructional structures, but organizational, administrative, and program structures as well. School Processes include **School Context and Organization, Curriculum, Instruction, and Assessment, and Technology.**

School Context and Organization

Questions to Consider:

- To what degree does the campus support the organization and how?
- How is adequate time devoted to subjects in which students do poorly?
- How do teachers have a voice in decision making and school policies?
- Do school committees and decision making bodies make it easy or teachers, parents, paraprofessional, support staff, and students to be heard and ,in turn , for all groups to be part of solutions to identified problems?
- What are the students', parents' and community perceptions of the school?
- What do school expectations reveal?

Strengths	Needs/Concerns	Recommendations
Student Summit Meetings	Addressing needs of average or above average learners to continue to push towards meets and masters	Lesson Design Change and use of homeroom time for extension activities

Curriculum, Instruction and Assessment

Questions to Consider:

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are curriculum, instruction and assessment used to build college and career readiness in students?
- How are instructional strategies and activities aligned with students learning needs and expected outcomes for achievement? How consistent is this across the campus? What is the impact on specific student groups?
- What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? What has been the effect over time?
- Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?
- How does the scope of assessments provide a comprehensive and representative sampling of students' performance that allows for confident conclusions about achievements?

Strengths	Needs/Concerns	Recommendations
<p>Teacher made traditional unit assessments are aligned to rigor and scope of TEKS.</p> <p>Data talks bring important communication about student performance, remediation, and scaffolding</p>	<p>Not all lab based subjects lend themselves to traditional unit assessments</p>	<p>CTE and STEM courses may use performance based assessments to measure student growth instead of "unit" assessments</p> <p>Continue</p>

Technology

Questions to Consider:

- What technology is available for teachers during instruction?
- What technology is available for students use?
- How does staff feel about technology?
- What are some barriers that potentially prevent effective use of technology?
- What types of technology professional development have been provided? What was the impact for staff and students?
- In which content areas do we need more technology?
- How is technology used to support curriculum, instruction, and assessment integration and implementation?

Strengths	Needs/Concerns	Recommendations
<p>Access to chromebooks and graphing calculators</p>	<p>Some students need graphing calculators for homework or to study outside the classroom</p> <p>Loss of chromebooks due to storms</p>	<p>Have a set of graphing calculators that can be checked out on a short term bases from the library</p> <p>Replace</p> <p>Calculators: Help students learn how they can also solve problems using calculator on their phone, by turning the phone to landscape and reinforcing PEMDAS/GEMDAS</p>

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STUDENT LEARNING

Refers to the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments. Student Learning includes **Student Achievement**.

Student Achievement

Questions to Consider:

- How is students achievement data disaggregated?
- What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
- In which areas are we showing growth? At what rate?
- Which students are making progress?
- What impact are intervention programs having on students achievement? What students are benefitting or not?
- What does the data indicate when disaggregated at various levels of depth?
- Which students are making annual progress? Which ones are making projected growth? Who are these students? How does the data compare across programs, content areas, subgroups, etc?

Strengths	Needs/Concerns	Recommendations
The disaggregation of data of the traditional unit assessments provide just-in-time feedback to inform instruction		Continue

PERCEPTIONS

Refers to views of the learning environment, values, and beliefs, attitudes and observations. Perceptions include **School Culture and Climate** and **Family and Community Involvement**.

School Culture and Climate

Questions to Consider:

- What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
- How do students and staff describe the attitudes, respect, relationships, belonging, support, etc? How does this data compare across groups?
- What does the data reflect regarding student behaviors, discipline, etc?

- What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?
- What does the data indicate regarding classroom management and organization? How does this compare to the students' achievement data?
- What are the students' and staffs' perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate?

Strengths	Needs/Concerns	Recommendations
<p>Facilities are well kept and maintained</p> <p>OJSH models high standards</p> <p>Commitment statements created at beginning of year were powerful and helped all members of staff to be focused</p>	<p>Not referenced or referred to often to keep commitment statements on the minds of staff</p>	<p>Weave into activities with staff</p>

Family and Community Involvement

Questions to Consider:

- What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
- How are families and the community members involved in school decisions? What types of services are available to support families, community members, and students to encourage healthy family relationships?
- What types of services are available to support students in special programs? What are the results?
- What type of community partnerships exist to support families and students?

Strengths	Needs/Concerns	Recommendations
<p>JROTC, Band/Choir, Athletics, Agriculture - parent group: all support their student and the</p>		

community loves to come to school for plays, concerts and other events.
STEM night pulled a few families in and the elementary students were excited about promoting up.

