

Waxahachie Independent School District

Howard Jr. High

2024-2025 Campus Improvement Plan



Mission Statement

Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

At Howard Junior High, our students will believe in themselves, radiate kindness, accept responsibility, visualize success, and embrace their community.

Vision

Waxahachie ISD and Howard Junior High will support and empower our community of learners for success in the 21st century.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Students are....

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, Student Growth for STAAR was at 62% for all tests and all grades. Students are not showing consistent growth in Math or RLA in any grade level except Algebra I. **Root Cause:** Inconsistent implementation of the PLC process; high turnover in staff from 2021-2022 to 2022-2023; several long-term staff absences; inconsistent Tier I instruction.

Problem Statement 2 (Prioritized): Overall, student performance on STAAR is below the state average at the Meets and Masters levels. **Root Cause:** Staff focus on "Approaches" and not on growth of individual students; Need to increase rigor of content in the classroom at the level that would increase scores within Tier 1 instruction; Inconsistent implementation of the PLC process; Inconsistency of using data to drive instruction

Problem Statement 3 (Prioritized): Data is not being used effectively to drive our instructional practices. **Root Cause:** Lack of understanding on how to use the data. Teachers are overwhelmed by the dashboard and need additional training.

Priority Problem Statements

Problem Statement 1: Overall, Student Growth for STAAR was at 62% for all tests and all grades. Students are not showing consistent growth in Math or RLA in any grade level except Algebra I.

Root Cause 1: Inconsistent implementation of the PLC process; high turnover in staff from 2021-2022 to 2022-2023; several long-term staff absences; inconsistent Tier I instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need to develop and implement initiatives to promote cross-cultural understanding and dialogue among addressing or redirecting students of different ethnicities.

Root Cause 2: Inconsistencies in creating a supportive and inclusive environment where students feel comfortable expressing their cultural identities and engaging in meaningful cross-cultural interactions. Limited initiatives aligned to the specific needs and dynamics of the student body.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: We need to provide more opportunities to increase awareness for our minority students to be better represented in advanced academics and by so doing increase their enrollment in those courses.

Root Cause 3: Lack of students and parents being well informed about advanced academic opportunities and the impact those courses can have on their educational career moving forward.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lack of parental involvement from minority and lower socioeconomic families in extracurricular activities on campus outside of athletics. We need a more welcoming environment for all stakeholders that provides those opportunities for parental involvement.

Root Cause 4: Communication barriers and inconsistency. Lack of opportunities for events that may reflect our student body and interest these families' participation on our campus.

Problem Statement 4 Areas: Demographics

Problem Statement 5: We need to better involve or communicate with parents and the community towards impacting our students' social, emotional, and academic needs.

Root Cause 5: Inconsistencies with teacher-to-parent communication. Lacking the ability to get parents on campus to educate them on initiatives that are being implemented on campus that focuses on SEL and academic performance.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Overall, student performance on STAAR is below the state average at the Meets and Masters levels.

Root Cause 6: Staff focus on "Approaches" and not on growth of individual students; Need to increase rigor of content in the classroom at the level that would increase scores within Tier 1 instruction; Inconsistent implementation of the PLC process; Inconsistency of using data to drive instruction

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Data is not being used effectively to drive our instructional practices.

Root Cause 7: Lack of understanding on how to use the data. Teachers are overwhelmed by the dashboard and need additional training.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There are no incentives for students who display appropriate behaviors at school

Root Cause 8: There is not a consistent or standardized way to recognize and reward positive behaviors on campus. Teachers will recognize students occasionally, but no school-wide PBIS system is evident.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Howard has the highest number of Skyward behavior referrals from all junior highs.

Root Cause 9: There is not a consistent and uniform way to track interventions for behavior. There is not consistent evidence that teachers have provided support/reteaching of appropriate behaviors before moving to a Skyward referral.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Staff struggle with change in education and a perception of not being supported at times. This can lead to some amount of turn over and dissatisfaction.

Root Cause 10: As a district we are implementing new curriculum rather than having teachers develop their own and are more heavily focused on data to better inform our instruction. This is a new shift in thinking.

Problem Statement 10 Areas: Perceptions

Priorities

Revised/Approved: October 3, 2024

Priority 1: Student Growth





Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

High Priority

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that we are teaching the TEKS with fidelity using HQIM.</p> <p>Strategy's Expected Result/Impact: Improved walkthrough data Data that responds to student growth Administrative presence every week at PLCs</p> <p>Staff Responsible for Monitoring: Howard JH Administrators, Department Leads, PLCs</p> <p>Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate as PLCs with a focus on student growth/success through data driven instruction. Teachers will use the Data Dashboard consistently within their PLC to track and monitor individual student growth.</p> <p>Strategy's Expected Result/Impact: Effective collaborative team meetings with collective norms/commitments Every teacher and student will be aware of individual growth and areas of improvement and respond proactively. MAP/DCA data growth MTSS/RTI</p> <p>Staff Responsible for Monitoring: Howard JH Administrators, Interventionists, Instructional Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct regular walkthroughs that focus on desired classroom environments and research based instructional practices. Administration will be transparent each week about the instructional practice being targeted.</p> <p>Strategy's Expected Result/Impact: Increased awareness of instructional expectations Build teaching capacity of teachers through the use of the coaching framework and analyzing walkthrough data weekly. Higher quality instruction that elicits greater engagement from students Increased success in individual student growth throughout the year</p> <p>Staff Responsible for Monitoring: Howard JH Administrators, Department Heads</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Students needing intervention or who are identified At-risk and/or data from state assessments or map indicate intervention is necessary will be served by an interventionist to address learning deficits and support academic achievement.</p> <p>Strategy's Expected Result/Impact: Academic growth</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Salary - Title I (211) - \$74,537</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 5 Details	Reviews			
<p>Strategy 5: Use Title funds to ensure the use of high-quality instructional materials, research-based instructional strategies and ensure fidelity of the written, taught and tested curriculum.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: IXL - Title I (211) - \$16,418.75</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Overall, Student Growth for STAAR was at 62% for all tests and all grades. Students are not showing consistent growth in Math or RLA in any grade level except Algebra I. Root Cause: Inconsistent implementation of the PLC process; high turnover in staff from 2021-2022 to 2022-2023; several long-term staff absences; inconsistent Tier I instruction.</p>
<p>Problem Statement 2: Overall, student performance on STAAR is below the state average at the Meets and Masters levels. Root Cause: Staff focus on "Approaches" and not on growth of individual students; Need to increase rigor of content in the classroom at the level that would increase scores within Tier 1 instruction; Inconsistent implementation of the PLC process; Inconsistency of using data to drive instruction</p>
<p>Problem Statement 3: Data is not being used effectively to drive our instructional practices. Root Cause: Lack of understanding on how to use the data. Teachers are overwhelmed by the dashboard and need additional training.</p>

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all students and staff understand behavior expectations by training all students about procedures for hallway, cafeteria, restroom, assemblies, arrival and dismissal.</p> <p>Strategy's Expected Result/Impact: Increase in positive (expected) student behavior in all areas of the school</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Reinforce the incentive program developed last year and develop a functioning committee that will be in charge of that program.</p> <p>Strategy's Expected Result/Impact: Increase in positive (expected) student behavior in all areas of the school Referral to behavior coordinator for students who need Tier 2 or Tier 3 behavior supports</p> <p>Staff Responsible for Monitoring: Howard JH Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Train staff (and remind staff) of safety protocols as needed.</p> <p>Strategy's Expected Result/Impact: Staff will understand and follow expected safety protocols Staff will receive updates on drills conducted and areas of improvement if needed</p> <p>Staff Responsible for Monitoring: Howard JH Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr





Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure all students understand how to report safety concerns.</p> <p>Strategy's Expected Result/Impact: Tips received on Tip 411 or via Student Safety Forms will be reviewed and responded to in timely manner</p> <p>Staff Responsible for Monitoring: Howard JH Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Howard has the highest number of Skyward behavior referrals from all junior highs. Root Cause: There is not a consistent and uniform way to track interventions for behavior. There is not consistent evidence that teachers have provided support/reteaching of appropriate behaviors before moving to a Skyward referral.</p> <p>Problem Statement 2: There are no incentives for students who display appropriate behaviors at school Root Cause: There is not a consistent or standardized way to recognize and reward positive behaviors on campus. Teachers will recognize students occasionally, but no school-wide PBIS system is evident.</p>
Perceptions
<p>Problem Statement 2: We need to develop and implement initiatives to promote cross-cultural understanding and dialogue among addressing or redirecting students of different ethnicities. Root Cause: Inconsistencies in creating a supportive and inclusive environment where students feel comfortable expressing their cultural identities and engaging in meaningful cross-cultural interactions. Limited initiatives aligned to the specific needs and dynamics of the student body.</p>

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform students and parents of Advanced Academic opportunities via announcements and social media platforms.</p> <p>Strategy's Expected Result/Impact: Students and families will understand Advanced Academic pathways available in JH when selecting courses</p> <p>Staff Responsible for Monitoring: Howard JH Counselors</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Inform students and parents about PSAT opportunities available to eighth graders via announcements and social media platforms.</p> <p>Strategy's Expected Result/Impact: Increase participation in PSAT</p> <p>Staff Responsible for Monitoring: Howard JH Counselors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase exposure and awareness of college, career, and military opportunities through a campus career day.</p> <p>Strategy's Expected Result/Impact: Expand career, college, and military awareness opportunities</p> <p>Staff Responsible for Monitoring: Howard JH Counselors and Administrators</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: We need to provide more opportunities to increase awareness for our minority students to be better represented in advanced academics and by so doing increase their enrollment in those courses. **Root Cause:** Lack of students and parents being well informed about advanced academic opportunities and the impact those courses can have on their educational career moving forward.

Problem Statement 2: Lack of parental involvement from minority and lower socioeconomic families in extracurricular activities on campus outside of athletics. We need a more welcoming environment for all stakeholders that provides those opportunities for parental involvement. **Root Cause:** Communication barriers and inconsistency. Lack of opportunities for events that may reflect our student body and interest these families' participation on our campus.





Perceptions

Problem Statement 1: We need to better involve or communicate with parents and the community towards impacting our students' social, emotional, and academic needs. **Root Cause:** Inconsistencies with teacher-to-parent communication. Lacking the ability to get parents on campus to educate them on initiatives that are being implemented on campus that focuses on SEL and academic performance.

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Explore opportunities to provide additional enrichment activities through clubs and service opportunities. Strategy's Expected Result/Impact: Additional activities/clubs will be available for students Staff Responsible for Monitoring: Howard JH Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Inform students and parents of UIL, extracurricular, and co-curricular enrichment activities via announcements and social media platforms Strategy's Expected Result/Impact: Increase participation in UIL, extracurricular, and co-curricular enrichment activities Staff Responsible for Monitoring: Howard JH Administrators</p> <p>Title I: 2.5, 4.2 Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 1: We need to provide more opportunities to increase awareness for our minority students to be better represented in advanced academics and by so doing increase their enrollment in those courses. Root Cause: Lack of students and parents being well informed about advanced academic opportunities and the impact those courses can have on their educational career moving forward.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

High Priority





Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
Strategy 1: Establish and sustain a regular system of staff recognitions Strategy's Expected Result/Impact: Outstanding staff will be honored monthly Staff members will be able to recognize other staff via shoutouts on school announcements Staff Responsible for Monitoring: Howard JH Administrators	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Invite PTO and community partners to honor and celebrate staff members with notes of encouragement, meals, treats, etc. Strategy's Expected Result/Impact: Staff members will feel supported and honored Staff Responsible for Monitoring: Howard JH Administrators, TLT Committee, and Party People Committee	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for staff to express concerns throughout the year (including a mid-year staff survey). Strategy's Expected Result/Impact: Increase faculty and staff satisfaction (and staff participation in EOY staff survey) Staff Responsible for Monitoring: Howard CEIC Committee and Howard Administrators Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: Staff struggle with change in education and a perception of not being supported at times. This can lead to some amount of turn over and dissatisfaction. Root Cause: As a district we are implementing new curriculum rather than having teachers develop their own and are more heavily focused on data to better inform our instruction. This is a new shift in thinking.</p>

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.





Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Build and protect PLC time for teachers. Strategy's Expected Result/Impact: A consistent PLC culture with a commitment to collaboration Staff Responsible for Monitoring: Howard JH Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and monitor high leverage TEKS during PLC data digs to ensure student growth. Strategy's Expected Result/Impact: TEKS documents and four guiding questions are incorporated into PLC team meetings Staff Responsible for Monitoring: Howard JH Administrators, Department Leads, PLCs</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all staff meeting provide targeted professional development and encourage and provide funding for content specific PD.</p> <p>Strategy's Expected Result/Impact: Built leadership capacity in staff members Instructional staff will achieve instructional goals that will have a direct impact on student growth/achievement</p> <p>Staff Responsible for Monitoring: Howard JH Administrators Lead Teachers</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 3: Staff struggle with change in education and a perception of not being supported at times. This can lead to some amount of turn over and dissatisfaction.</p> <p>Root Cause: As a district we are implementing new curriculum rather than having teachers develop their own and are more heavily focused on data to better inform our instruction. This is a new shift in thinking.</p>

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.





Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students and families to express concerns throughout the year through satisfaction survey.</p> <p>Strategy's Expected Result/Impact: Increase parent and family satisfaction Efficient and prompt response to parent and student concerns</p> <p>Staff Responsible for Monitoring: Howard JH Administrators</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide various parent and family education events.</p> <p>Strategy's Expected Result/Impact: Increase parent and family satisfaction</p> <p>Staff Responsible for Monitoring: Howard JH Administrators, Counselors, Various Staff Committee</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.





Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for community and stakeholders to participate in outreach activities (guest speakers, volunteers) on campus.</p> <p>Strategy's Expected Result/Impact: Increased community and stakeholder involvement</p> <p>Staff Responsible for Monitoring: Howard JH Administrators, Howard JH Counselors</p> <p>Title I: 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Build relationships with local churches and businesses to provide enriching service opportunities for students to participate with their community.</p> <p>Strategy's Expected Result/Impact: Greater community buy in Increased student awareness and involvement to meet community needs.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency.





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being encumbered.</p> <p>Strategy's Expected Result/Impact: Guidelines and laws will be followed</p> <p>Staff Responsible for Monitoring: Howard JH Principal and Principal's Secretary</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: The CEIC committee will meet together to discuss and determine campus spending needs.</p> <p>Strategy's Expected Result/Impact: This will help to focus funding on the most impactful products or services that will enhance teacher satisfaction and student learning.</p> <p>Staff Responsible for Monitoring: Administrative Team: Principal/Assistant Principals/Counselors/Principal's Secretary</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop staffing priorities and plans based on proposed funding projections to meet student needs. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Howard JH Principal</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrative team will address the facility needs for upkeep and enhancement through continued communication with the district facilities teams on the needs of the campus. Strategy's Expected Result/Impact: Ensure we maintain a clean, safe, and presentable educational environment for all stakeholders. Staff Responsible for Monitoring: Principal/Assistant Principals/Principal's Secretary</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.</p> <p>Strategy's Expected Result/Impact: Increased student performance Efficient and effective spending</p> <p>Staff Responsible for Monitoring: Howard JH Principal, Department Leads</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth McCullough	Interventionist	Title I	1.

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Salary		\$74,537.00
1	1	5	IXL		\$16,418.75
Sub-Total					\$90,955.75