

Channelview Independent School District
Aguirre Junior High
2016-2017 Campus Improvement Plan



Mission Statement

To collaboratively create an environment that integrates and promotes 21st century skills, while executing strategies that positively transforms the teaching and learning of the AAJH community. Our educational process engages students in creating a culture of college and career readiness that focuses on establishing a system of ethics, collaboration, and critical thinking which encourages student success.

Vision

As a lighthouse of the community, Lance Corporal Anthony Aguirre Junior High School will be a 21st Century “Beacon of Hope.”

Value Statement

Our Commitment:

We will develop young children, soon to be young adults, with active and creative minds, a sense of understanding and compassion for others. We live in a world of incessant cultural and economic change and we must prepare students to be successful in this environment. For this reason, our education process includes specific skills required for particular disciplines, but also includes skills clustered around ethics, collaboration, communication, and critical thinking. We are committed to fulfilling our mission by:

- Providing innovative, rigorous and relevant curriculum by effective educators
- Offering readily available student-centered services
- Engaging with stakeholders to create an exceptional educational experience

Our Creed:

“Do The Right Thing, In The Right Way, For The Right Reason”

Our Motto:

BULLDOG PRIDE NEVER DIES:

One Vision, One Mission, One Team

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LCPL Anthony Aguirre Junior High began serving students and the Channelview community in August of 2012. In the 2015-2016 school year, Anthony Aguirre Junior High served 1000 students, predominantly Hispanic (78%) and economically disadvantaged (79%) with an increasing number of Limited English Proficient (LEP) students.

Demographic Data

Student Ethnic Distribution:

	2012-2013	2013-2014	2014-2015	2015-2016
African American	16.40%	16%	15%	14%
Hispanic	73.50%	74%	76%	77%
White	7.30%	8%	7%	7%
Native American	0%	0%	1%	1%
Asian/Pac. Islander	2.40%	2%	0%	1%
At Risk	39.20%	59%	58%	55%
Economically Disadvantaged	73.90%	74%	78%	79%
Limited English Proficient	8.5%	10%	13%	18%
Gifted & Talented	3.30%	4%	5%	6%
Special Education	6.5%	8%	9%	10%

The following identifies the number of students and participation rate in each of our special programs.

553 students 55% are identified as At Risk

791 students 79% are identified as Economically Disadvantaged

182 students 18% are identified as Limited English Proficient (LEP)

59 students 6% are identified as Gifted and Talented

105 students 10% are identified as Special Education

Demographics Strengths

Our Leadership Team promotes an environment of open communication between teachers, staff and parents.

Our campus provides daily tutorials throughout the year for identified At Risk students.

Our campus administrative team offers the strength of diverse ethnicity and professional experience.

Our campus provides college and career readiness for all students using AVID strategies.

Demographics Needs

The ethnic population continues to grow at LCPL Anthony Aguirre Junior High. We are predominantly Hispanic (77%). As a result, many of our students come from homes where Spanish is the primary language spoken. Since Spanish is the dominant language at home, the student's ability to read and write English proficiently is limited. In order to best serve these students, the school is faced with the challenge of providing our teachers, students and parents with the necessary training, resources, materials and technology. Having access to the technology needed and necessary materials will enable these students in overcoming the linguistic barriers that impede academic success.

Given the increasing number of Economically Disadvantaged students, the availability of technology will help prepare students for a more successful high school and college education as well as future career paths.

Implement resource classes to provide more individualized support for our SPED students.

Reduce the student to teacher ratio to enable the teacher to provide more one on one instruction.

Student Achievement

Student Achievement Summary

Upon reviewing Accountability data from the 2015/16 school year, Aguirre met standard in all 4 performance indexes. Distinctions were earned in Social Studies for academic achievement, as well as in science. Index 3: Closing Performance Gaps also earned a distinction in the top 25 percent.

The data from the 2015/16 STAAR test revealed:

Subject	Year	All Students	African American	Hispanic	White	Spec. Ed	LEP
Reading	2016	75%	77%	74%	78%	34%	42%
	2015	80%	88%	78%	90%	38%	42%
	2014	82%	78%	82%	90%	66%	58%
	2013	77%	71%	79%	75%	44%	48%
Math	2016	71%	67%	72%	73%	34%	53%
	2015	95% (only EOC)	95% (only EOC)	96% (only EOC)	100% (only EOC)	N/A	78% (only EOC)
	2014	72%	71%	72%	72%	62%	45%
	2013	75%	63%	78%	69%	47%	71%
Writing	2016	64%	67%	63%	62%	14%	28%
	2015	74%	76%	74%	81%	N/A	36%
	2014	69%	80%	67%	65%	77%	40%
	2013	60%	60%	62%	42%	37%	N/A

Science	2016	80%	83%	79%	76%	38%	38%
	2015	61%	62%	59%	94%	N/A	32%
	2014	65%	39%	69%	64%	32%	N/A
	2013	69%	67%	71%	N/A	43%	61%
Social Studies	2016	73%	87%	69%	77%	38%	38%
	2015	63%	66%	62%	75%	60%	39%
	2014	54%	44%	57%	43%	39%	N/A
	2013	64%	55%	66%	N/A	38%	65%
All Tests	2016	73%	75%	72%	74%	32%	43%
	2015	74%	78%	73%	87%	38%	41%
	2014	72%	69%	73%	71%	58%	49%
	2013	72%	65%	75%	64%	43%	60%

Student Achievement Strengths

The strengths in student achievement on the 2015/16 STAAR test include the fact that all students in science and social studies grew tremendously from the 2015 year to the 2016 year.

Student Achievement Needs

The needs that have been identified for the 2016/17 school year include overall academic growth in:

Writing scores with all sub-populations, as well as Special Ed. And LEP scores in all academic areas. Math scores also need to increase in order to show student progress. The performance index #2 scored at a 34 on the accountability summary and the target score was a 30. This in turn proves that each student also needs to show growth as indicated on the STAAR score. 2016 System Safeguards are the ELL sub-population and the special education sub-population. That must be a specific targeted group this year, as well as writing across all content areas.

School Culture and Climate

School Culture and Climate Summary

Students describe Aguirre as having a positive, controlled environment. Students like the rules and structure and feel very safe while on campus. Students feel that teachers and staff are very supportive of their academic achievement. Students describe the teachers as encouraging and motivating and they love the college-going environment. Students like the fact that teachers and staff push them to their limits and challenge them academically. Students are self-disciplined and understand the expectations of the campus. Students feel attendance is extremely important and enjoy attending school daily. Students are pleased with the up-to-date technology (ipads, lap tops and media lab) which allows them to conduct research and achieve their academic goals. Students feel the campus morale is high and teachers have high expectations for all students.

School Culture and Climate Strengths

Our campus has implemented many AVID systems school wide. We have the binder system, which is checked daily during advisory by the teachers in order for students to maintain organization. Every teacher on campus has an essential question posted outside their classroom and every teacher on campus uses WICOR strategies in their daily lessons which are posted inside the classroom on their boards. Aguirre has many student athletes who excel in the classroom. Many of our students are involved in various organizations on campus and enjoy them thoroughly. Every month our campus hosts “Coffee with the Principal,” which promotes community involvement. This meeting allows parents the opportunity to hear and see what is going on at Aguirre while enjoying breakfast.

School Culture and Climate Needs

Even though our students are involved in various athletic organizations, one of the needs of our campus is to implement more student social/academic clubs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As of the 14-15 TAPR report, the staff population at AAJH is 46.4% African American, 16.9% Hispanic, 34.8% white, 39.7% male, and 60.3% female with an average of 5 years' experience and 100% highly qualified teacher and paraprofessionals.

Staff Quality, Recruitment, and Retention Strengths

AAJH employs 100% high qualified staff. New staff members are supported through a district mentor/buddy program, as well as campus specialists, and the administrative team through monthly campus meetings. Staff members are assigned to a specific job assignment according to teacher strengths and student/campus needs. Campus administrators are heavily involved in the campus recruitment process through attendance and recruitment at local job fairs.

Professional development is offered throughout the year from Region 4, Harris County Department of Education, and our local school district. Most of the time, teachers have the ability to attend any professional development session they desire as long as funding is available. During the summer of 2016, a large portion of the staff will be attending the AVID Summer Institute in Dallas to get trained on the AVID framework.

Staff Quality, Recruitment, and Retention Needs

Classroom management training would better assist new teachers at the campus. Through prior teacher observations, specifically on new staff, the number one thing new staff tend to struggle with is classroom management.

Time should be allowed during departmental meetings or before/after school for teachers to share their strengths with others. This time can also be utilized for staff members to train others on items learned through their most recent professional development session they attended.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Anthony Aguirre Junior High campus curriculum teams have been consistently working to develop an aligned curriculum that directly addresses state standardized testing standards as well as Texas Education Agency's curriculum standards (Texas Essential Knowledge and Skills). This process has been ongoing with teacher and district administrative feedback. Through curriculum development, teachers are able to plan regularly with their Instructional Specialist and/or Department Head to plan effective lessons focused on skills based remediation as well as critical thinking and analysis in order to challenge students and enable them to become college and career ready. Various 21st Century Skills have been implemented campus wide through the use of technology and inquiry. Teachers have access to Smart-Board technology, ipads, document cameras, and a host of other instructional resources and strategies designed to elicit critical thinking and analysis. Case Managers and Special Education teachers are available to support the general curriculum as mandated by TEA. This support system is designed to address co-teaching needs and use of supplemental materials that would enhance the learning environment for all special populations.

Curriculum, Instruction, and Assessment Strengths

Aguirre Junior High has excelled in curriculum development through the implementation of Curriculum Development Teams (CDT) and Core Instructional Academies designed to review, revise, and align campus curriculum and assessments to ensure consistency and success for all students. Case Managers and Special Education teachers provide support by reviewing special education documents, working with teachers to develop lessons, and researching Best Practice methods for classroom instruction. Programs such as AVID, Go Math, Edgenuity, and ESL Reading Smart are used to meliorate and foster cross curricular connections throughout core content areas. Thematic plans are utilized to encourage continuity and mastery of objectives while district approved assessment programs provide quantifiable data that seeks to reduce test and culture bias creating equity and autonomy for all students served. Lesson planning is designed to build upon student strengths through instructional differentiation and the use of scaffolding to address students' academic deficiencies thereby creating educational equity across the curriculum.

Curriculum, Instruction, and Assessment Needs

Although our campus is moving toward the use of technology consistently in the curriculum, we do still have a need for additional technological resources for all struggling learners such as laptop carts.

With the increase of special populations based on our student demographics, additional training for staff related to special education, sheltered instruction, technology instructional use, and mentoring would greatly increase student achievement and allow us to re-evaluate more thoroughly curriculum and assessments for all learners thereby addressing school improvement initiatives. English Language Arts / English as a Second Language need resources and

specific training for instructional skills based remediation for struggling learners as well as GT Training for advanced learners. **Math, Science, and Social Studies core content areas** would benefit from training with regards to implementation of Writing across the curriculum that is recursive within the weekly lesson cycle to enhance instructional students' ability to process, analyze, and reflect upon said core content. With the new textbook adoption in math, science, and social studies, new teachers will need to receive training on the resources and materials.

Funding for after school tutorials based on CBA #1 data and STAAR data from the previous year would be required so that tutorials can start earlier in the year. Instructional pull-outs / drop-ins need to be built into the schedule, as well as assistance from the district coaches to help with lessons, instruction, alignment of curriculum, and pull-outs. Moreover, additional funding for dictionary / thesaurus combo for the Science and Math core content classes are needed to enhance academic language and vocabulary development.

Given the implementation of Curriculum Development Teams, grade level team planning, revision of instructional scope and sequence as well as exemplar lessons, and data analysis we also feel that funding for field studies would benefit our special populations. This will enable at risk students to gain greater exposure using real world relevant experiences to make authentic connections and increase critical thinking support 21st Century skills development. By doing so, the instructional program will be complemented through field studies directly correlated to the TEKS as well as instructional goals of the campus for school improvement.

The following trainings would also be helpful to teachers:

- Content literacy for all new core content teachers
- Sheltered Instruction refresher (seasoned teachers) and initial training for new teachers
- Instructional Technology Training for all core content teachers
- 21st Century Skills Training for all core content teachers

Family and Community Involvement

Family and Community Involvement Summary

Parent and community involvement is an integral factor to the success of Aguirre Junior High School. We provide a number of opportunities for parents and community members to be active participants in our school community. We, at Aguirre Junior High, strive to create a cohesive relationship between our staff and the community in which we serve.

Family and Community Involvement Strengths

The following are family and community involvement activities and events that Aguirre Junior High actively engages in:

- Annual Academic Nights
- ELL parent night
- AVID nights
- Future Bulldog Night
- Donuts with Dads
- Muffins with Moms
- Coffee with the Principal
- SBDM meetings
- Parent/Student Surveys
- Open House
- Parenting Partners

Family and Community Involvement Needs

The following are things that we as a campus could improve upon in the area of family and community involvement:

- Increase attendance at the monthly Coffee with the Principal and Academic Nights
- Have more parent/teacher meetings to help address the needs of our junior high students
- Continue to build upon and grow the Parent-Teacher group (PTO/PTA)

School Context and Organization

School Context and Organization Summary

Having the goal of being a student centered entity; Anthony Aguirre Junior High has taken measures to uphold the integrity of the safety of all individuals on campus. All staff members have been continuously trained and have access to campus policies and procedures via FirstClass, Channelview ISD's email system. In keeping with the tradition of community learning, the students of Aguirre Junior High remain in community pods per grade level for core subjects. Both staff and students are well versed on daily operations.

School Context and Organization Strengths

In alignment with the value statement, Aguirre Junior High engages students in rigorous and relevant curriculum. As necessary, revisions are made to better serve the students. A variety of tutorial options are available for students needing academic support, such as before and after school tutorials and pullout sessions. Each department advocates on the departments behalf. Teacher supply needs are addressed based on the supply budget under the shared supervision of campus administration and departmental leadership. Campus climate surveys are conducted on a regular basis seeking teacher and staff input on campus policies and procedures. Academic assessments are developed at the district and campus level. Both have teacher input. Teachers are also encouraged to have formal and informal assessments as part of their daily instruction.

School Context and Organization Needs

Currently, the Hispanic student population is well over 70%. While Aguirre Jr. High encompasses a range of teacher experience, there is a need for more Hispanic teachers.

Technology

Technology Summary

Anthony Aguirre Jr. High continues to demonstrate its commitment of meeting the technology needs associated with the instructional needs of all community members, including staff, faculty, and students.

In every Core Content Area classroom you will find a desktop computer (teacher), at least 2 student computers, teacher issued HP Laser Jet Printer (with 1 ink cartage), a wall-mounted interactive projector with ceiling-mounted speakers, and a Document Camera to assist with displaying non-electronic materials.

Wi-Fi connectivity is available campus-wide.

There is currently a Media Lab attached to our school's library with additional computers for students use or professional development. The Media Lab is equipped with at 27 computers and a lab printer for teacher and student use.

You will also find three iPad carts that are available for teachers to check-out and use in their classrooms. Each iPad cart is equipped with 30 devices, 30 chargers, and can be connected to outlet as a pod for charging. We have added a Laptop Cart with 30 laptops that can also be connected to the pod for charging. There are 2 bins of 30 testing room headphones available upon request.

Each classroom is also equipped with a network connected phone system for easy communication among school and district personnel. Anthony Aguirre JHS is currently working on adding accessibility of the Public Announcement (PA) System using the network phone system.

Our school is a Bring Your Own Device Model School; therefore students are allowed to appropriately use their personal devices (phone, tablet, etc.) during instructional time when allowed by Teacher.

Many of our Core Content Areas have Online Textbooks, which allows students 24/7 access to foundational content concepts and practice.

All student computers (classroom and Media Lab) are accessible using a generic login for easier usage.

Technology Strengths

Wi-Fi Connectivity - Not only is Wi-Fi access readily available campus-wide, but connectivity is experiencing less errors and faster speeds this year.

Communication - This year we are using the following to maintain strong communication with our community: digital marquee, auto-call phone system, campus/teacher websites, and Remind (school-wide and individual teacher-student-parent text message service).

CTE electives – We currently have sections of Touch Key Systems which is providing our 8th students with both computer training and high school credit. We also have a STEM (Science, Technology, Engineering, and Mathematics) and Robotics related elective course for both 7th & 8th grade students. This year we have added Career Investigations to help assist students in Career Plans and technology usage within their selected career pathways.

Instructional Technology - Technology based Professional Development assisted in implementation of online and electronic assessment and classroom management tools. Students really enjoy and are engaged when using Edgenuity, Kahoot!, BrainPop, Prezi, Nearpod, and Socrative within the classroom setting. We are currently collaborating with the District Technology Department to implement Educational/Instructional Technology programs and systems Professional Development during planning periods and after school trainings.

Student's Say - Math and Science classes are the courses most likely to use technology applications during instruction, tutorials, projects, and homework. Students use or would like to use Teacher Websites to access missing work and/or tutorials on concept assistance.

Technology Needs

Being a BYD campus, more students need the opportunity to use technology in the classroom; either with their own device or campus supplied devices (iPads, Computers, Chromebooks, etc). High need for Teacher geared Professional Development regarding ways to implement Education Technology during lessons.

Digital Curriculum Resources - We need to ensure that we are maximizing the use of our recently adopted textbooks (and the digital resources that come with them) in both math and science classes. To take full advantage of the resources available we will provide every student with their own account to access online.

Supplemental Resource Needs: to maintain and/or update current technology resources including, but not limited to- Batteries for Calculators, Projector Pens, Flashlights, etc; Toner for teacher printers and workroom printers; Cables, and replacements parts/items as needed.

Content Area Software Needs: Flocabulary (all Content Areas), Prodigy (Math), Scientific Minds (Science), DynaNotes (STAAR Review all content areas).

As we continue to training and update our technology systems are needs may be adjusted to better update our Digital Resources with additional Programs, Software, and Resources.

Teacher Websites - Ensure that all teachers create and maintain Teacher Instructional Websites with up-to-date information including, but not limited to: Contact information, Tutorial Times and Dates, Updated Class Calendar.

iPad Headphones – Purchase additional sets of Headphones for each Mobile Technology Cart (iPad and Laptop), so there are better capabilities to access and gain more personal understand and comprehension of oral/audio information. Many applications use audio and students cannot hear with the background sound. The ones available are upon request and allowed only when not being used during testing.

Professional Development - Increase Content Area Professional Development in Technology Applications that are applicable in that specific content area, as well as overall electronic assessment and classroom management tools. Additional training on classroom usage of SmartBoard systems needed.

Mobile Laptop Carts – Because Aguirre has added more CTE elective courses that have placed a burden on the availability of our current computer labs. To better prepare our campus for this scenario we need to acquire additional mobile laptop carts (with a class set of 30 laptops), so that teachers are allowed a mobile computer lab to better meet their students’ instructional needs.

Digital Citizenship Training (Students and Teachers) - Students are not aware of Cyber Bullying and/or Digital Citizenship related to proper and responsible usage of the internet and electronic devices. Because of the integration of the Bring Your Own Device (BYOD) campaign, student must be aware of possible dangers and responsibilities related to this opportunity. The online curriculum CommonSenseMedia.org allows students to get informed about Digital Citizenship while interacting with engaging lessons. This curriculum is free to schools and allows teachers to print out certificates of completion. The implementation of this curriculum could be completed in the Technology Electives Classes or at the beginning of the year during the course introduction period.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals






Goal 1: Improve academic performance for all students.

Performance Objective 1: Improve academic performance of all students in English Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

Evaluation Data Source(s) 1: State assessment STAAR results, TAPR Report, and District assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
State System Safeguard Strategy 1) Provide after school targeted tutorials to at-risk to identified students during after-school tutorials, as well as SSI pull-out tutorials during school hours.	1, 2, 3, 8, 9, 10	Assistant principals, Teachers, Reading Specialist, Dept. Head	Benchmarks, informal assessments, tutorial sign in sheets, student performance data				
				Funding Sources: 299 - Title I & II Pooled Funds - \$6000.00, 199 - SCE - \$9000.00			
State System Safeguard Strategy 2) Utilize the campus Specialists to provide instructional coaching for core content teachers and assist students as needed to engage learning.	1, 3, 9	Asst. Principal and Dept. Head	ACT Planning Minutes, and Sign Sheets				
				Funding Sources: 299 - Title I & II Pooled Funds - \$64666.00, 299 - Title I & II Pooled Funds - \$1091.00, 299 - Title I & II Pooled Funds - \$624.00, 299 - Title I & II Pooled Funds - \$4850.00, 199 - SCE - \$123036.00, 199 - SCE - \$2473.00, 199 - SCE - \$3300.00, 199 - SCE - \$1236.00, 199 - SCE - \$7382.00, 199 - SCE - \$4552.00, 299 - Title I & II Pooled Funds - \$3300.00			
State System Safeguard Strategy 3) Purchase instructional research based materials & supplies to be utilized in the classroom by students	1, 9, 10	Asst. Principal, Reading Specialist, Teachers, and Dept. Head	Walkthroughs to observe instructional materials use in the classroom.				
State System Safeguard Strategy 4) Utilize district developed Reading/Math/Science/SS and Writing STAAR tests to be used as Pre-Test (benchmark), mid-year assessments, 9 weeks CBAs, and 4-weeks before STAAR.	8, 9	Teachers, Asst. Principals, Principal, Secondary Curriculum Coordinator	Eduphoria AWARE Data				

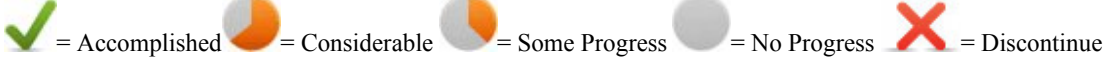
<p align="center">State System Safeguard Strategy</p> <p>5) Campus teachers & specialists will continue to write and implement rigorous lessons through participation on the Curriculum Development Team as well as through the assistance of outside professional services (NASA Discovery Dome).</p>	3, 5, 8, 10	Teachers, Asst. Principals, Principal, Secondary Curriculum Coordinator, Coaches, Specialists	Published Scope and Sequence				
Funding Sources: 299 - Title I & II Pooled Funds - \$1250.00							
6) Host annual academic night to include students, parents, and community to engage and support student learning.	6	Assistant Principals, Reading Specialist, Dept. Head, and Teachers	Parent Sign In logs, Parent Surveys, and student feedback				
7) Purchase supplies for At-Risk Facilitator as well as incentives to reward academic achievement for all students.	2, 9, 10	Principal, Assistant Principals, Counselors, Specialists	Improvement in Student Performance on CBAS, Report Cards, Benchmarks, and Attendance Data				
Funding Sources: 199 - SCE - \$1085.00							
<p align="center">State System Safeguard Strategy</p> <p>8) Procure substitutes for pull-outs, SSI, professional development, meetings, and program initiatives to support campus and district goals.</p>	1, 9	Principal, Assistant Principal, and Specialists	Sign-in Sheets				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Improve academic performance for all students.

Performance Objective 2: Increase GT/AP and AVID programs implementation and participation in the district.

Evaluation Data Source(s) 2: TAPR, Class rosters and PEIMS

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Purchase technology and supplies for AVID so we can continue to participate in the AVID/Rice college readiness initiative and maintain updated AVID Memberships.	2	Assistant Principals, AVID teacher, Counselors	staff feedback				
				Funding Sources: 299 - Title I & II Pooled Funds - \$5000.00, 299 - Title I & II Pooled Funds - \$2100.00			
2) Enhance the Gifted and Talented Program to increase the number of students enrolled in high school credit courses and in 8th grade Algebra	10	Specialists, AP's, District GT staff	Increase in Enrollment				
				Funding Sources: 199 - GT/AP - \$10216.00			
3) GT Professional Development for Staff	4	Administrators, Teachers	Certificate of Attendance, GT Hours				
				Funding Sources: 199 - GT/AP - \$15000.00			
4) AVID training opportunities are provided for teachers to engage students in classroom (Rice Initiative, Summer Institute, etc.)	2, 4, 10	AVID Site Team, AVID Coordinator, Administrators	Certificate of Participation				
				Funding Sources: 299 - Title I & II Pooled Funds - \$12000.00			
5) Participate in College Campus Tours as part of the AVID program.	2	AVID Site Team, AVID Coordinator, Administrators	Student Surveys				
							

Goal 1: Improve academic performance for all students.

Performance Objective 3: Students who are served through intervention programs will be monitored for progress and improvement of performance on state assessment.

Evaluation Data Source(s) 3: STAAR Test Results, TAPR

Summative Evaluation 3:






Goal 1: Improve academic performance for all students.

Performance Objective 4: Hire and retain highly-qualified employees.

Evaluation Data Source(s) 4: Evaluation Reports, CEOP Certifications, Increased teacher retention rate, Evaluation Reports, EOY Survey, EOY Evaluation, Results/Recommendations, Monthly Observations, Evaluation Results, Eduphoria Report, NCLB Report, EOY Eduphoria Report, NCLB Compliance Report, District Educational Improvement Committee Recommendations, updated curriculum and professional development plan

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Teaching staff will attend various professional development sessions: Specific Content Area Academies, ELAR Writing Conference, Region IV Professional Development Sessions, Lead4ward, Harris County Department of Education, Rice University, Flipped Learning, AVID Sessions, Humanities Texas, Istation, PLATO, Rosetta Stone, CREST Conference, CAMT Conference, SpringBoard, TTM, Sheltered Instruction Plus, Pre-AP training, Math workshops, Science workshops, ELA and SS workshops-LTF training, and Rice/AVID initiatives.	1, 3, 4	Assistant Principals, Principal, C&I Department, staff	Sign-In sheets, staff feedback, staff presentations				
Funding Sources: 199 - SCE - \$600.00, 299 - Title I & II Pooled Funds - \$2970.00, 299 - Title I & II Pooled Funds - \$2000.00, 199 - Bilingual - \$2000.00							
2) Back to school and ongoing professional development sessions will include mini sessions based on campus needs assessment, campus initiatives, campus policies/procedures, Sheltered Instruction Plus, AVID etc. (Cultural Awareness and Responsiveness, AVID Strategies, Campus Initiatives, and Technology in the classroom)	1, 3, 4	Principal, Assistant Principals	Sign-in sheets, agendas				

3) Administrative team members (principals, assistant principals, counselors, and at-risk facilitator) will maintain updated memberships to job specific organizations.	3, 4	Principal	survey, feedback				
	Funding Sources: 299 - Title I & II Pooled Funds - \$30.00						
4) Administrators and counselors will attend professional development sessions to stay up to date on the latest trends in education. Counselors will attend conferences hosted by the Texas Counseling Association and other organizations which reflect the diversity of interest, practice, and talent in their profession. (The Annual Professional Growth Conference).	1, 3, 4	Administrators, Counselors	surveys, sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Improve academic performance for all students.

Performance Objective 5: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

Evaluation Data Source(s) 5: Student Performance Data, Improved Scores on Assessed TEKS, District Assessment Results, State Assessment Results, Campus Visitation Forms Data, Teacher Walk-through Forms Data, End of Year Inventory/Evaluation Data, School and Community and Engagement Tool, CNA

Summative Evaluation 5:

Goal 1: Improve academic performance for all students.

Performance Objective 6: Provide a safe and healthy learning and working environment for students, employees and parents.

Evaluation Data Source(s) 6: Training Records, Campus Raptor Records, Number and Location of AEDs Training Records, List of Crisis Team Members, Training schedules and records, Discipline Data, Sign-In Sheets, Decrease drop-out rate, Increase completion rate, List of Out-of-School Students Enrolled in Tutorials, Dropout/Completion Data, Sign-In Sheets, Recommendation for Summer School Programs, LEP/Special Education Performance Data, PBMAS Report, DVM Report, PEIMS Data Report, Committee List, TAPR

Summative Evaluation 6:

Goal 1: Improve academic performance for all students.

Performance Objective 7: Effectively utilize counselors to promote social, emotional, and academic health of the students.

Evaluation Data Source(s) 7: Meeting, Agenda, Student Schedules, Registration, AVID Implementation Plan, Certificate of training completion, TAPR

Summative Evaluation 7:

Goal 1: Improve academic performance for all students.

Performance Objective 8: Implement and monitor State/Federal Program requirements to maintain district compliance

Evaluation Data Source(s) 8: NCLB Compliance Report, Campus Title I Documentation Checklist, EOY Program Evaluation Results/Recommendations, Plan4Learning EOY Assessment Results


Summative Evaluation 8:

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Students in Special Education shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 1: PBMAS, TAPR

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
State System Safeguard Strategy 1) After school/Saturday tutorials will be provided to special service students needing support	1, 2, 3, 9	Assistant Principals Special Ed. Staff	student sign in logs, student feedback				
State System Safeguard Strategy 2) Purchase instructional materials and/or technology for use in the Special Education classrooms	1, 8, 9	Assistant Principal Special Education Staff	student input, student data				
							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: Staff serving students in special education shall provide high quality instruction and evaluation services

Evaluation Data Source(s) 2: The State Performance Plan will reflect at least 95% compliance with all indicators for Special Education, and the TAIS report will reflect progress for students served by Special Education.

Summative Evaluation 2:

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 3: Reduce Drop-out and Retention rates.

Evaluation Data Source(s) 3: Increased access to post-secondary employment, increased rate completion of graduation requirements and mandated state assessment within four years of the student's entrance into high school, and increased percentage of students served by special education graduating on the recommended and distinguished or the foundation plan with endorsement.

Summative Evaluation 3:






Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 4: The Bilingual/ESL department will provide services that will improve academic performance to meet all Performance Based Monitored Assessment System (PBMAS) indicators at 0 or 1 and address system safeguards missed in Reading/ELA, Math, Science and Social Studies.

Evaluation Data Source(s) 4: PBMAS, TAPR

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May






<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) After school/Saturday tutorials will be provided to students needing support</p>	1, 2, 3, 9	Assistant Principals ESL teacher	student sign in logs, student feedback				
Funding Sources: 199 - Bilingual - \$2500.00							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>2) Purchase instructional materials and/or technology for use in the ESL classroom (ie: Rosetta Stone, Presenters, ReadSmart or other software).</p>	1, 8, 9	Assistant Principal ESL teacher	student input, student data				
Funding Sources: 199 - Bilingual - \$5026.00, 263 - Title III - \$1875.00, 263 - Title III - \$3317.00							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>3) Host annual ESL parent night to elicit suggestions, comments, concerns from ESL parents. Will distribute campus ESL/LEP information and share with parent the current status of the program.</p>	6	Assistant Principal ESL teacher, ESL Director	parent survey, student survey, sign-in sheets				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 5: The Bilingual/ESL department will provide professional development to all campus personnel in Sheltered Instruction Plus and the ELL Monitoring Process to impact performance in Reading/ELA, Math, Science, and Social Studies.

Evaluation Data Source(s) 5: TAPR, TELPAS Report, PBMAS, PEIMS data

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) Initiate the district Sheltered Instruction Plus system and building academic vocabulary training in all classrooms. This will support the ESL students campus-wide and assist teachers with instructional delivery</p>	1, 2, 3, 4, 9	Assistant Principal, Dept. Head, and Principal, ESL Director	student feedback, staff input and feedback				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 6: The department will review, evaluate, and research Instruction/Instructional Planning/Instruction Materials/Other Resources for the purpose of improving teacher delivery of instruction for students to impact academic performance and to address system safeguards missed along with PBMAS indicators.

Evaluation Data Source(s) 6: Rosetta Stone End-of-year Report, TELPAS, TAPR, PBMAS, DRA/EDL Reading Report


Summative Evaluation 6:

Goal 3: To provide plentiful, diverse, and pertinent opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 1: Increase the overall attendance in school-wide parental involvement events by 50% in an effort to promote college and career ready courses.

Evaluation Data Source(s) 1: Sign In sheets, agendas, updated policies

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) The campus will employ strategies to increase parental participation, including but not limited to growth of the PTO, Future Bulldog night, Parenting Partners, parent orientation, Open House, Coffee with the Principal (Monthly), academic night, ELL parent night, AVID parent night, Donuts with Dads, Muffins with Moms, Grandparents breakfasts, Texas Public Schools week, Choir performances, Annual Title I meeting, Movie Nights, Veterans Day Recognition, Award Assembly, and Peer Assistance and Leadership (PAL) mentoring.	2, 6	Principal, Assistant principals, department heads, counselors, specialists, At-Risk Facilitator, Federal Programs Director	Sign in sheets, agendas, more partental involvement, growth of PTO				
Funding Sources: 299 - Title I & II Pooled Funds - \$2843.00, 299 - Title I & II Pooled Funds - \$2500.00							
							

Goal 3: To provide plentiful, diverse, and pertinent opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 2: Provide a quality career guidance program for all students that promotes career awareness, exploration and preparation.

Evaluation Data Source(s) 2: TAPR, PBMAS, Career Assessments, 4-6 Year Plans, Stakeholder Feedback


Summative Evaluation 2:

Goal 3: To provide plentiful, diverse, and pertinent opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 3: Increase career and college planning activities and resources for high school grades

Evaluation Data Source(s) 3: 4-6 Year Plans, PER, State and Federal Accountability Reports , PSAT/SAT/ACT results, Student & Speaker Evaluation, Evaluation & Feedback Survey, PBMAS results

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) 8th grade students will be administered the PSAT test in October to give feedback on career readiness. Students will enter into the early participation agreement that will lead to taking the PSAT in high school. Follow-up presentation will take place in January 2014 to explain results.	1, 2, 9, 10	At Risk Facilitator, Counselors, AP's	Results from Readiness-step				
							

Goal 3: To provide plentiful, diverse, and pertinent opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 4: Increase student enrollment in CTE courses

Evaluation Data Source(s) 4: E-School, PER, Updated Promotional Materials, Sign In Sheets, Program Evaluations and number of industry partnerships,
Completed Secondary Course Guide

Summative Evaluation 4:

Goal 3: To provide plentiful, diverse, and pertinent opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 5: Continue to provide multiple proven pathways to graduation and credit recovery

Evaluation Data Source(s) 5: PEIMS, 4-6 Yr. Plans and Exposure to various career opportunities, Reports from the National Student Clearinghouse, End of year attendance rate

Summative Evaluation 5:

Goal 3: To provide plentiful, diverse, and pertinent opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 6: Create and build a Health Science Academy that allows multiple pathways to Healthcare fields

Evaluation Data Source(s) 6: Signed MOU's and Agreements

Summative Evaluation 6:

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology.

Performance Objective 1: Provide infrastructure and network resources to support the effective use of technology.

Evaluation Data Source(s) 1: Included in Tech Plan Status Summative Review

Summative Evaluation 1:

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology.

Performance Objective 2: Integrate technology into teaching and learning.

Evaluation Data Source(s) 2: Included inTech Plan Status Summative Review, Technology Integration Survey Results


Summative Evaluation 2:

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology.

Performance Objective 3: Provide the necessary technology tools for effective teaching and learning.

Evaluation Data Source(s) 3: Included inTech Plan Status Summative Review

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Purchase Technology (Laptops, document Cameras, Student Response Systems, Calculators, iPads, Kindles, electronic dictionaries / thesaurus) and technology accessories (bulbs, cables, ink, connection devices, data collection devices, ink cartridges, data storage components, presentation remotes) for use as instructional resources for specialized populations during the school year, as well as for SSI, Summer School, tutorials, etc.	1, 2, 3, 9, 10	Administrators, Dept. Chairs, and Teachers	Walkthroughs to observe technology use in the classroom.				
				Funding Sources: 299 - Title I & II Pooled Funds - \$27116.00, 199 - SCE - \$18183.00			
<p align="center">State System Safeguard Strategy</p> 2) Purchase instructional research based materials & supplies to be utilized in the classroom by students to provide 21st century skills and opportunities. (smarpals, software, consumables, ancillary technology software, etc.)	1, 9, 10	Asst. Principal, Reading Specialist, Teachers, and Dept. Head	Walkthroughs to observe instructional materials use in the classroom.				
				Funding Sources: 299 - Title I & II Pooled Funds - \$15153.00, 299 - Title I & II Pooled Funds - \$597.00			
							

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology.

Performance Objective 4: Support effective communication utilizing technology resources.

Evaluation Data Source(s) 4: Number of completed teacher webpages posted, Number of calendars and conferences in use in First Class, Included in Tech Plan
Status Summative Review, Number of users

Summative Evaluation 4:

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology.

Performance Objective 5: Achieve an average at or above the Advanced Tech level on the Texas Teacher STaR (State Technology and Readiness) Chart by the end of the 2017-18 school year.

Evaluation Data Source(s) 5: Teacher STaR results.

Summative Evaluation 5:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide after school targeted tutorials to at-risk to identified students during after-school tutorials, as well as SSI pull-out tutorials during school hours.
1	1	2	Utilize the campus Specialists to provide instructional coaching for core content teachers and assist students as needed to engage learning.
1	1	3	Purchase instructional research based materials & supplies to be utilized in the classroom by students
1	1	4	Utilize district developed Reading/Math/Science/SS and Writing STAAR tests to be used as Pre-Test (benchmark), mid-year assessments, 9 weeks CBAs, and 4-weeks before STAAR.
1	1	5	Campus teachers & specialists will continue to write and implement rigorous lessons through participation on the Curriculum Development Team as well as through the assistance of outside professional services (NASA Discovery Dome).
1	1	8	Procure substitutes for pull-outs, SSI, professional development, meetings, and program initiatives to support campus and district goals.
2	1	1	After school/Saturday tutorials will be provided to special service students needing support
2	1	2	Purchase instructional materials and/or technology for use in the Special Education classrooms
2	4	1	After school/Saturday tutorials will be provided to students needing support
2	4	2	Purchase instructional materials and/or technology for use in the ESL classroom (ie: Rosetta Stone, Presenters, ReadSmart or other software).
2	4	3	Host annual ESL parent night to elicit suggestions, comments, concerns from ESL parents. Will distribute campus ESL/LEP information and share with parent the current status of the program.
2	5	1	Initiate the district Sheltered Instruction Plus system and building academic vocabulary training in all classrooms. This will support the ESL students campus-wide and assist teachers with instructional delivery
4	3	2	Purchase instructional research based materials & supplies to be utilized in the classroom by students to provide 21st century skills and opportunities. (smartpals, software, consumables, ancillary technology software, etc.)

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	4	1	After school/Saturday tutorials will be provided to students needing support
2	4	2	Purchase instructional materials and/or technology for use in the ESL classroom (ie: Rosetta Stone, Presenters, ReadSmart or other software).
2	4	3	Host annual ESL parent night to elicit suggestions, comments, concerns from ESL parents. Will distribute campus ESL/LEP information and share with parent the current status of the program.
2	5	1	Initiate the district Sheltered Instruction Plus system and building academic vocabulary training in all classrooms. This will support the ESL students campus-wide and assist teachers with instructional delivery

State Compensatory

Personnel for Aguirre Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dalia William	Science Specialist	SCE	1
Tracye Thomas	Reading Lab	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kirsten Days	Math Specialist	Title I	1

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Eric Lathan	Principal
Administrator	Samantha Poullard	Member
Administrator	Angie Pulido	Member
Administrator	Keon Wortham	Member
Business Representative	Alberto Estrada	Community Member
Classroom Teacher	Jerry Elledge	Member
Classroom Teacher	Jennifer Tunink	Member
Non-classroom Professional	Kirsten Days	Member
Non-classroom Professional	Tyra Gary	Member
Non-classroom Professional	Pamela Hurts	Member
Non-classroom Professional	Catherine Johnson	Member
Non-classroom Professional	Tracye Thomas	Member
Non-classroom Professional	Dalia William	Member
Parent	Lakisha Daniels	Member