

Comanche Independent School District
H.R. Jefferies Junior High School
2021-2022 Campus Improvement Plan

Mission Statement

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

Vision

The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

Value Statement

It is the belief of the Board of Trustees of Comanche ISD that the following statements express the fundamental values and core principles to guide all decision-making, planning, organization and administration of the school district. All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential. Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high expectations, and supported by parents and community committed to the pursuit of educational excellence. Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student body by Race/Ethnicity:

48.7% Hispanic;

47.2% White;

3.2% two or more races;

0.3% African American;

0.3% American Indian; &

0.3% Asian.

Enrollment by Student Group:

63.3% are economically disadvantaged;

15.8% are identified as English Learners; &

11.4% are in special education.

Demographics Strengths

STAAR Performance

Overall

STAAR results in 4 areas for HRJJHS were higher than the state results for the approaches level of proficiency.

STAAR results in 1 area for HRJJHS were equal to the state results for the approaches level of proficiency.

STAAR results in 4 areas for HRJJHS were higher than the state results for the meets level of proficiency.

STAAR results in 2 areas for HRJJHS were high than the state results for the masters level of proficiency.

Student Achievement

Student Achievement Summary

H.R. Jefferies Junior High School conducted a comprehensive needs assessment based on data including the 2021 STAAR results based on performance and attendance rates. Math and reading data were analyzed. Other sources utilized in the comprehensive needs assessment were parental involvement records, federal program guidelines, and district policies. In addition, for general education and special education programs the data was disaggregated for all student groups served by the campus including categories of ethnicity, socioeconomic status, gender, and populations served by special programs including students in special education programs. H.R. Jefferies Junior High School is composed of 63.3% economically disadvantaged students.

The needs assessment analyzed each special program in grades 6-8. Needs were identified in planning, curriculum/instruction, staffing, staff development, school organization, and budgeting. The campus improvement plan from 2020-2021 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2021-2022 campus improvement plan includes all identified priority needs.

Strategies included in the Campus Improvement Plan are research-based and scientifically proven to be effective. Gaps on assessments have closed but we will continue to closely monitor our various subpopulations to insure achievement for all subpopulations remain high to work toward meeting state and federal standards.

The identification of student needs reflected in this needs assessment process was used to identify strategies for continued student improvement. Instructional strategies will be funded by integrating and coordinating the following funds: Local, Gifted and Talented, Special Education, Compensatory Education, ESL, Migrant, ESSER, and Title II Part A.

Student Achievement Strengths

8th Grade STAAR results for Mathematics, Science, Social Studies, and Reading

6th Grade STAAR results for Mathematics

Attendance Rates

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Positive school culture. The campus culture requires a compelling and aligned vision, mission, goals and values, clearly defined behavioral expectations and management system, proactive student support services, and involved families and community.

Performance Objective 1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

HB3 Goal

Evaluation Data Sources: Artifacts reflecting the commitment of H.R. Jefferies to the Comanche ISD mission, vision, and values.

Summative Evaluation: Met Objective









| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Reinforce the mission, vision, and values for Comanche ISD. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Staff demonstrate high expectations for all students to ensure that students succeed. Campus practices and guidelines are revised to incorporate lessons learned through PLC meetings. Staff Responsible for Monitoring: Campus Faculty and Staff ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| No Progress Accomplished Continue/Modify Discontinue | | | | |

Goal 1: Positive school culture. The campus culture requires a compelling and aligned vision, mission, goals and values, clearly defined behavioral expectations and management system, proactive student support services, and involved families and community.

Performance Objective 2: All staff and students are taught, practice, and reinforce behavioral expectations with a common language.

Evaluation Data Sources: Campus student data.


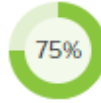














Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Staff demonstrate high expectations for all students ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Effective curriculum and instruction. All students have rigorous learning experiences as the campus will implement an aligned curriculum, effective classroom routines and procedures, and formative assessments which yield the data necessary for teachers to adjust and deliver instruction that meets the needs of each student.

Performance Objective 1: Implementation of the TEKS Resource System.






Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Weekly lesson plans which align to the TEKS Resource System and Implementing the TEKS Resource System. ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Administer short cycle assessments and implement a system for short cycle assessment data analysis. ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will have access to technology which allows students to learn 21st century skills. | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Effective curriculum and instruction. All students have rigorous learning experiences as the campus will implement an aligned curriculum, effective classroom routines and procedures, and formative assessments which yield the data necessary for teachers to adjust and deliver instruction that meets the needs of each student.

Performance Objective 2: Improve STAAR testing outcomes to meet or exceed state averages.









Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|--|---|---|---|
| Strategy 1: Students will receive extra support during Academic Lab. | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | 100% | 100% | 100% |  |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue | |

Goal 2: Effective curriculum and instruction. All students have rigorous learning experiences as the campus will implement an aligned curriculum, effective classroom routines and procedures, and formative assessments which yield the data necessary for teachers to adjust and deliver instruction that meets the needs of each student.

Performance Objective 3: 90% of students will earn a progress measure in reading and mathematics.









Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Students will use the MyPath program to help support student learning. ESF Levers: Lever 4: High-Quality Curriculum | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
| <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> | | | | |

Goal 2: Effective curriculum and instruction. All students have rigorous learning experiences as the campus will implement an aligned curriculum, effective classroom routines and procedures, and formative assessments which yield the data necessary for teachers to adjust and deliver instruction that meets the needs of each student.

Performance Objective 4: By the end of the 2021-22 school year, 90% of all ESL students will increase by one level or maintain an Advanced High rating for their composite progress on TELPAS.

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Student will receive support in reading, writing, listening, and speaking in class and during Academic Lab. | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: Campus Attendance will meet or exceed 97% for the school year.

Performance Objective 1: Campus ADA will meet or exceed 97% for the 21-22 SY.

Evaluation Data Sources: Campus ADA for the 21 - 22 SY

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Student incentives will be given to help support student attendance initiatives. ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Students who have truancy concerns will start services to improve school attendance. ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |