

# **Cross Roads Jr. High**



## **Campus Improvement Plan 2018-2019**

Approved by School Board: December 11, 2018

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement/Vision for Reform

The staff of Cross Roads Junior High School believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students.

## District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Dara Plunkett	Parent	
Carrie Reynolds	Parent	
April Latham	Business Representative	
Jason Sander	Business Representative	
Jan Elledge	Community Member	
Lanna Meador	Community Member	
Robin Allen	Teacher	
Aundie Gunnels	Teacher	
Summer Hayward	Teacher	
Cheryl Hope	Teacher	
Jill Humphries	Teacher	
Amber Johnson	Teacher	
Christie Long	Teacher	
Lorraine McKean	Teacher	
Elizabeth O'Donnell	Teacher	
Gayle Wren	Special Education Teacher	
Lauren Lampier	Campus Non-Teaching Professional	
Julie Koepf	Chairperson/Principal	

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

## State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this Campus: 7

The process we use to identify students at-risk is: *Cross Roads Junior High uses the State of Texas Student Eligibility Criteria for identifying students who are at-risk.*

The process we use to exit students from the SCE program who no longer qualify is: *Cross Roads Junior High exits students from the SCE program who no longer qualify or meet one of the 13 requirement criteria used for identifying students who are at-risk. Many students are exited by meeting the 110% rule on STAAR Tests, ESL students who meet the criteria and are exited from the program by the LPAC committee or students who are no longer in custody or care of DPRS.*

***Optional for Title I Schoolwide schools:  
At Cross Roads Junior High School, State Compensatory Funds are used to support Title I initiatives.***

## State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	80%	83%	88%	68%	77%	80%	47%	59%	36%	72%	86%	82%	33%	38%	32%
Students Not At-Risk	100%	98%	97%	100%	96%	95%	94%	90%	94%	96%	100%	100%	57%	72%	78%

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk	0%	0%	100%	100%

**The comprehensive, intensive, accelerated instruction program at this campus** *consists of after school tutorials for students at-risk, an additional math lab for 6<sup>th</sup> grade students, a reading, math and writing lab for 7<sup>th</sup> grade students, a reading, science and social studies lab for 8<sup>th</sup> grade students, and before school/during break tutorials for students who are failing or at-risk of failing a class.*

**Upon evaluation of the effectiveness of this program the committee finds that** *the labs are effective, after school tutorials are beneficial for the students who are able to attend (some have transportation issues), and the before school tutorials are effective for kids who attend (some are eating breakfast) because this keeps them caught up. The tutorials during break are effective for students who remember to come or who are able to get to the classroom (some are still changing from athletics).*



## Federal, State and Local Funding Sources

Federal	
Program/Funding Source	Amount of Funding
Title Funds	\$ 14,370
State	
Program/Funding Source	Amount of Funding
State Compensatory Education	\$ 58,881.86
Local	
Program/Funding Source	Amount of Funding
Local Funds	\$ 605,429.30

## Comprehensive Needs Assessment Attendees - June 18, 2018

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Dara Plunkett	Parent	
Carrie Reynolds	Parent	
April Latham	Business Representative	
Jason Sander	Business Representative	
Jan Elledge	Community Member	
Lanna Meador	Community Member	
Aundie Gunnels	Teacher	
Barbara Gunnels	Teacher	
Summer Hayward	Teacher	
Cheryl Hope	Teacher	
Jill Humphries	Teacher	
Amber Johnson	Teacher	
Christie Long	Teacher	
Lorraine McKean	Teacher	
Daniena Seale	Teacher	
Gayle Wren	Special Education Teacher	
Lauren Lampier	Campus Non-Teaching Professional	
Julie Koeppe	Chairperson/Principal	

# Comprehensive Needs Assessment Summary - 2018-2019

## Section 1 – District Profile

Cross Roads Independent School District was established in the 1900's. The school offers K-12 education to students of diverse cultures. Cross Roads ISD is a small, rural 2-A school district with an enrollment of about 560 students. Our Mission is to emphasize the social, emotional, physical and intellectual development of each child and strive to instill high standards for academic integrity. At Cross Roads ISD, we are committed to excellence.

Cross Roads Junior High currently has 151 students enrolled, consisting of 55 sixth graders, 48 seventh graders and 48 eighth graders. Of these 151 students, 80 are male and 71 are female. Our demographics are 92.2% white, 3.3% Hispanic, 3.3% two or more races, .6% Asian, and .6% American Indian. We currently have 30% At-risk, 54% economically disadvantaged, 3% English Language Learners, 11% Special Education and 7% GT. Sixty percent of the teachers on the junior high campus have ten or more years of teaching experience, ten percent have over five years of experience and 30 percent have less than five years of experience. Cross Roads Junior High met standard on the 2018 TEA accountability rating and earned six out of seven distinctions.

## Section 2 – Data Reviewed

The various data sources examined included the following items: 2018 math, reading, writing, science and social studies STAAR scores for grades 5-8, DMAC data for SY 2017-2018, TAPR report, 2017-2018 benchmark test scores, 2018 TELPAS scores, promotion/retention rates for SY 2017-2018, discipline referrals and consequences for SY 2017-2018, parent involvement activities for SY 2017-2018, Remind parent communication logs and Smore page views for SY 2017-2018, attendance rate for SY 2017-2018, special education referrals for SY 2017-2018, intervention success rates for SY 2017-2018, professional development records for summer 2017 and SY 2017-2018, highly qualified teacher/paraprofessional percentages for SY 2017 and student/teacher ratio for SY 2017-2018.

## Section 3 – Findings/Conclusions

### 5<sup>th</sup> Grade Reading STAAR Results

- All Students = 83%
- Hispanic = 83%
- White = 83%
- Two or more races = 100%
- Male = 83%
- Female = 83%
- EcoDis = 82%
- SpEd = 38%
- At Risk = 74%
- ELL = 100%
- GT = 100%

### 5<sup>th</sup> Grade Math STAAR Results

- All Students = 89%
- Hispanic = 100%
- White = 88%
- Two or more races = 100%
- Male = 83%
- Female = 96%
- EcoDis = 86%
- SpEd = 63%
- At Risk = 81%
- ELL = 100%
- GT = 100%

### 5<sup>th</sup> Grade Science STAAR Results

- All Students = 84%
- Hispanic = 80%
- White = 85%
- Two or more races = 100%
- Male = 78%
- Female = 91%
- EcoDis = 84%
- SpEd = 75%
- At Risk = 73%
- ELL = 0%
- GT = 100%

### Section 3 – Findings/Conclusions, cont.

#### 6<sup>th</sup> Grade Reading STAAR Results

- All Students = 85%
- Asian = 100%
- Hispanic = 60%
- White = 90%
- Two or more races = 67%
- Male = 77%
- Female = 95%
- EcoDis = 76%
- SpEd = 33%
- At Risk = 76%
- ELL = 50%
- GT = 100%

#### 6<sup>th</sup> Grade Math STAAR Results

- All Students = 96%
- Asian = 100%
- Hispanic = 100%
- White = 97%
- Two or more races = 67%
- Male = 92%
- Female = 100%
- EcoDis = 90%
- SpEd = 33%
- At Risk = 90%
- ELL = 100%
- GT = 100%

#### 7<sup>th</sup> Grade Reading STAAR Results

- All Students = 88%
- Native American = 100%
- Hispanic = 20%
- White = 97%
- Male = 78%
- Female = 96%
- EcoDis = 83%
- SpEd = 40%
- At Risk = 64%
- GT = 100%

#### 7<sup>th</sup> Grade Math STAAR Results

- All Students = 88%
- Native American = 100%
- Hispanic = 60%
- White = 92%
- Male = 78%
- Female = 96%
- EcoDis = 86%
- SpEd = 80%
- At Risk = 73%
- GT = 100%

#### 7<sup>th</sup> Grade Writing STAAR Results

- All Students = 79%
- Native American = 100%
- Hispanic = 20%
- White = 86%
- Male = 50%
- Female = 100%
- EcoDis = 72%
- SpEd = 20%
- At Risk = 36%
- GT = 100%

### Section 3 – Findings/Conclusions, cont.

#### 8<sup>th</sup> Grade Reading STAAR Results

- All Students = 98%
- Hispanic = 100%
- White = 97%
- Two or more races = 100%
- Male = 94%
- Female = 100%
- EcoDis = 100%
- SpEd = 100%
- At Risk = 95%
- GT = 100%

#### 8<sup>th</sup> Grade Math STAAR Results

- All Students = 100%
- Hispanic = 100%
- White = 100%
- Two or more races = 100%
- Male = 100%
- Female = 100%
- EcoDis = 100%
- SpEd = 100%
- At Risk = 100%
- GT = 100%

#### 8<sup>th</sup> Grade Science STAAR Results

- All Students = 90%
- Hispanic = 100%
- White = 89%
- Two or more races = 100%
- Male = 81%
- Female = 96%
- EcoDis = 92%
- SpEd = 50%
- At Risk = 82%
- GT = 100%

#### 8<sup>th</sup> Grade SS STAAR Results

- All Students = 53%
- Hispanic = 0%
- White = 55%
- Two or more races = 0%
- Male = 25%
- Female = 71%
- EcoDis = 54%
- SpEd = 0%
- At Risk = 32%
- GT = 100%

### Section 4 – Strengths

#### Students:

- Math STAAR scores 92% or higher
- Science STAAR scores 90%

#### Parents/Community:

- 89% of parents attended Meet the Teacher
- 100% parents allowed their child to attend afterschool STAAR tutorials for science and social studies

#### Staff:

- 100% teachers/paraprofessionals are certified/highly qualified
- All teachers/paraprofessionals completed the dyslexia training

#### Facilities:

- Nightlock Lockdown classroom safety devices
- Lifeskills Unit for our JH/HS kids

### Section 5 – Weaknesses

#### Students:

- Social Studies STAAR scores were 53%
- Writing STAAR scores were 82%

#### Parents/Community:

- Not utilizing Parent Portal to monitor grades & attendance
- Lack of parental assistance at home with test reviews/homework

#### Staff:

- Communication with parents regarding students & classroom
- Attendance not being entered each class period

#### Facilities:

- Roof in several classrooms leaks when it rains
- New carpet is needed in several rooms (copy, workroom, Rm 16)

## **Section 6 – Identified Needs**

*Our needs/priorities include:*

- *Purchase additional eighth grade social studies supplemental materials to improve the Social Studies STAAR scores.*
- *Implement a six weeks attendance contest to improve attendance.*
- *Create student schedules to improve achievement of all students and advance students from approaches to meets to masters.*
- *Focus on student growth to improve the school's STAAR progress measure.*
- *Be the driving force behind our district in becoming a Google school.*

**Goal 1: Academic Achievement Goal** - All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 1:** By May, 2019, 80% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

**Summative Evaluation:** 80% of all students pass all portions of the state tests, meet ARD expectations, and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Continue use of study labs to provide acceleration for the improvement of all students, including race/ethnicity, economically disadvantaged, at-risk, 504, LEP, and special education students in the core subjects to strengthen the academic program.	2	Principal Teachers	Every three weeks	Local Funds Title Funds State Funds	Student Schedules Class Rosters Payroll Reports Report Cards Progress Reports	Improved six weeks grades  Reduced failure rate
Disaggregate data to improve instruction and develop strategies to promote student success	2	Principal Teachers	Every six weeks	Local Funds Title Funds	Benchmark Results STAAR Results DMAC Reports	Improved performance on content-specific aligned assessment
Provide STAAR tutorial classes during the school day, before school or after school, as needed, to increase learning time.	2	Teachers	March - May 2019	Local Funds State Funds Title Funds	Tutorials Schedule Tutorials Roster Extra Duty Forms	Improved performance on STAAR tests
Purchase and utilize supplemental core content area materials to accelerate the curriculum and learning for all.	2	Principal Teachers	Sept. 2018 - June 2019	Local Funds State Funds Title Funds	Purchase Orders Lesson Plans STAAR Results	Improved performance on content-specific aligned assessment and STAAR
Continue PGP-Intervention Plans for any student who is at-risk.	2	Principal	Sept. 2018	Local Funds State Funds Title Funds	PGP-Intervention Plans At-Risk List DMAC Data	At-Risk students will graduate from high school with their peers
Provided summer STAAR tutorials for any 8 <sup>th</sup> grade students who do not pass the STAAR Math and/or Reading Test.	2	Principal Teachers	June 2019	Local Funds	Summer School Roster Extra Duty Invoice Sumer School Payroll	Students will perform satisfactorily on STAAR Reading and/or Math.

**Goal 1: Academic Achievement Goal** - All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 2:** By May, 2019, all Cross Roads Junior High students will have opportunities to utilize technology in the classrooms.

**Summative Evaluation:** 80% of all students pass all portions of the state tests, meet ARD expectations, and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Integrate technology such as laptops, Smartboards, Elmos and virtual desktops within the classroom curriculum for the improvement of instruction.	2	Teachers	August 2018 - May 2019	Local Funds State Funds Title Funds	Lesson Plans	Improved six weeks grades
Purchase equipment, software and resources, including training, for the improvement of instruction and student success.	2	Tech Director Principal Teachers Region 7 EduHero	August 2018 - May 2019	Local Funds State Funds Title Funds	Purchase Orders MULive2.0 Reports Staff Development Records	Improved six weeks grades
Update the junior high laptop carts for student use and possibly purchase a new set of laptops.	2	Tech Director	August 2018 - June 2019	Local Funds State Funds Title Funds	Purchase Orders Needs Assessment	Utilization of more laptops that work correctly.
Provide access to staff development for the improvement of teaching math, ELA, social studies and science for all students.	2	Superintendent Principal Region 7 EduHero	Aug. 2018 - July 2019	Local Funds Title Funds	Staff Development Records Inservice Records Training Certificates	Improved instruction in the core content areas which benefit all students.



**Goal 1:** Academic Achievement Goal - All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 3:** By May, 2019, special populations at Cross Roads Junior High will receive services and support necessary to increase academic progress.

**Summative Evaluation:** 80% of all students pass all portions of the state tests, meet ARD expectations, and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Continue to provide the Multisensory Teaching Approach (MTA) for students identified with dyslexia.	2	Dyslexia Teacher	August 2018 - May 2019	Local Funds State Funds Title Funds	Lesson Plans Teacher's Notes Student Progress	Students make progress and work towards exiting the MTA program  Students perform satisfactorily on STAAR tests.
Monitor referrals and services for dyslexia students.	2	Principal Teachers	August 2018 - May 2019	Local Funds State Funds Title Funds	Student Referral Records Lesson Plans Student Progress	Students make progress and work towards exiting the MTA program  Students perform satisfactorily on STAAR tests.
Monitor, review and implement 504 accommodation plans.	2	Principal Teachers	August 2018 - May 2019	Local Funds State Funds	504 Acknowledgement Form Documented Accommodations Progress Reports Report Cards	Improved grades  Reduced failure rate  Students perform satisfactorily on STAAR tests.
Ensure all student populations have access to assessment, and if identified, are offered GT services.	2	Counselor Principal	Fall 2018 Spring 2019	Local Funds State Funds	Assessment Results GT List	Opportunities for enrichment are provided.
Plan enrichment opportunities for GT students throughout the year.	2	Principal GT Teachers	Sept. 2018 - May 2019	Local Funds State Funds	Lesson Plans Guest Lecturer Trip Permission Forms	Enrichment opportunities provided a deeper understanding of content.

**Goal 1:** Academic Achievement Goal - All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 3:** By May, 2019, special populations at Cross Roads Junior High will receive services and support necessary to increase academic progress.

**Summative Evaluation:** 80% of all students pass all portions of the state tests, meet ARD expectations, and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Monitor GT program for effectiveness.	2	Principal Teachers	June 2019	Local Funds	Program Evaluation	Improved GT program.
Monitor individual progress of special education students based on grades, benchmarks and STAAR/STAAR Alt 2 results and make recommendations to the ARD committee.	2	Principal Teachers SpEd Teacher SpEd Aide SpEd Director	August 2018 - May 2019	Local Funds State Funds	ARD Meeting/IEP Progress Reports Report Cards Benchmark Results STAAR/STAAR Alt 2 Results	Progress made on goals and objectives listed in the student's IEP.
Provide staff training in serving students with special needs.	2	Principal SpEd Director Region 7 EduHero	June 2019 - May 2019	Local Funds State Funds	Staff Development Records Inservice Records CPI Certificates	Staff responds appropriately to students with special needs.
Purchase additional supplemental resources for Math, Science, SS and ELA to service the special populations, including at-risk students.	2	Principal	June 2018 - May 2019	Local Funds State Funds Title Funds	Purchase Orders	Improved grades  Reduced failure rate  Students perform satisfactorily on STAAR tests.
Review updated data and utilize list of at-risk students for tracking and monitoring.	2	Principal	Every three weeks	Local Funds	At-Risk List Progress Reports Report Cards	Improved grades  Reduced failure rate
Support the designated homeless liaison in coordinating activities and services with other agencies.	2	SS Director Principal	August 2018 - May 2019	Local Funds Title Funds	TxEIS Registration PEIMS Reports	Students attend school regularly and graduate from high school.

**Goal 1:** Academic Achievement Goal - *All students will attain maximum student achievement through relevant and rigorous instructional programs.*

**Objective 3:** *By May, 2019, special populations at Cross Roads Junior High will receive services and support necessary to increase academic progress.*

**Summative Evaluation:** *80% of all students pass all portions of the state tests, meet ARD expectations, and the campus will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Monitor and coordinate pregnancy related services, as needed.	2	Nurse Principal Counselor	August 2018 - May 219	Local Funds	Nurse's Records TxEIS Reports PEIMS Reports	Students attend school regularly and graduate from high school.

**Goal 1:** Academic Achievement Goal - All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 4:** By May, 2019, Limited English Proficient students at Cross Roads Junior High will perform at or above the state standard in all areas on the 2019 STAAR tests.

**Summative Evaluation:** 80% of all students pass all portions of the state tests, meet ARD expectations, and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Monitor ESL requirements of services and provided teachers with effective strategies for the regular classroom.	2	ESL Teacher Principal LPAC Committee	August 2018	Local Funds State Funds Title Funds	TELPAS Results STAAR Results Report Cards Progress Reports	Students make progress and work towards exiting the ESL program  Students perform satisfactorily on TELPAS and STAAR tests.
Utilize curriculum materials and the supplemental Rosetta Stone instructional program.	2	ESL Teacher	August 2018 - May 2019	Local Funds State Funds Title Funds	Lesson Plans	Students perform satisfactorily on TELPAS and STAAR tests.
Review and evaluate ESL program materials and continue ESL immersion strategies for LEP students in the regular classroom.	2	ESL Teacher Teachers Principal	August 2018 - May 2019	Local Funds State Funds Title Funds	Progress Reports Report Cards TELPAS Results STAAR Results	Students perform satisfactorily on TELPAS and STAAR tests.

**Goal 2: Staff Quality Goal** - *In Cross Roads Junior High, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained. (TEA Priority #1)*

**Objective 1:** *100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.*

**Summative Evaluation:** *100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide a yearly staff development stipend of \$1,000 to teachers complete 18 hours of professional development and \$400 to paraprofessionals who complete 6 hours of professional development.	1	Principal HR Department	Nov. 1, 2018 - Oct. 31, 2019	Local Funds	Bank records; Signed Stipend Form	100% core academic classes taught by certified teachers;  100% paraprofessionals meet ESSA requirements
Conduct a needs assessment with staff regarding professional opportunities to increase student engagement.	1	Principal Teachers Staff Members	May 2019	Local Funds	Needs Assessment Results	Increased professional development opportunities based on needs to improve student engagement.
Follow the SBEC in-field certification requirements and ESSA paraprofessional requirements and assist staff in meeting those requirements.	1	Principal Region 7	October 2018	Local Funds	SBEC Certificates	100% core academic classes taught by certified teachers;  100% paraprofessionals meet ESSA requirements
Provide T-TESS teacher training for all new teachers.	1	Principal	August 2018	Local Funds	Staff Development Records	100% teachers are T-TESS trained
Conduct T-TESS teacher observations and evaluations.	1	Principal	October 2018 - April 2019	Local Funds	Signed Observations Signed Evaluations	Teachers are continually improving and working toward distinguished.
Assign a mentor for new teachers to provide support and assist in planning.	1	Principal	August 2018	Local Funds	Record of Mentor	New teachers receive support and plan relevant and rigorous lessons.

**Goal 2: Staff Quality Goal** - *In Cross Roads Junior High, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained. (TEA Priority #1)*

**Objective 1:** *100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.*

**Summative Evaluation:** *100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide opportunities for ongoing, high quality training in curriculum and technology, with emphasis on Google workshops/sessions.	1	Principal Tech Director Region 7 EduHero Teachers	August 2018 - July 2019	Local Funds Title Funds	Absence from Duty Report Staff Development Records Inservice Records	Improved student performance on assessments and integration of technology in classroom lessons.
Assist teachers in obtaining their GT certification and six hour update yearly.	1	Principal Teachers Region 7 EduHero	June - August 2019	Local Funds State Funds Title Funds	Staff Development Records GT Certification	GT students receive enrichment opportunities in the classrooms taught by GT teachers.
Encourage and assist ELA teachers in obtaining their ESL certification.	1	Principal Teachers Region 7	June - August 2019	Local Funds Title Funds	Staff Development Records ESL Certification	ESL students receive additional supports and services in the ELA classrooms.

**Goal 3: School Climate/Safe & Healthy School Goal** - All Cross Roads Junior High students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May, 2019 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.

**Summative Evaluation:** There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct an assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.		Principal Counselor	August 2018 Monitor: end of each six weeks	Local Funds	Agenda Assembly Schedule Campus Calendar	Reduction in PEIMS and discipline referrals
Provide appropriate drug awareness and anti-bullying education programs.		Principal Counselor ETCADA	August 2018 - May 2019 Oct. 2018	Local Funds	Activity Schedule ETCADA Presentation Drug Dog Report Drug Testing Results Bullying Presentation	Reduction in the number of drug related offenses and bullying reports.
Enforce Student Code of Conduct and refer repeat discipline referrals to the counselor to address each individual student's need.		Principal Teachers Counselor	August 2018- May 2019 Monitor: end of each six weeks	Local Funds	Office Referrals ISS/DAEP Attendance Records Counseling Records	Reduction in PEIMS and discipline referrals
Train and practice response and contingency safety plans.		Principal Teachers Maint Director	Monthly	Local Funds	Inservice Records Record of Drills	Staff and students respond appropriately to safety situations.
Provide abstinence program for students.		Principal Help Center	Jan. 2019	Help Center Local Funds	Program Schedule and Materials	Reduction in teen pregnancies.
Utilize the Bullying Report forms to address issues of bullying and provide counseling for students affected by bullying.		Principal Teachers Counselor	August 2018 - May 2019 (as needed)	Local Funds	Submitted Bullying Report Forms TxEIS Discipline Reports Counseling Records	Reduction in PEIMS and discipline referrals

**Goal 3: School Climate/Safe & Healthy School Goal** - All Cross Roads Junior High students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May, 2019 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.

**Summative Evaluation:** There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide students internet safety training via EduHero.		Principal Teachers	Nov. 2018	Local Funds	Student Sign-In Sheets	Students recognize the dangers of the internet and respond appropriately if in danger.
Provide resources and information regarding health safety awareness.		Nurse	Sept. 2018 - May 2019	Local Funds	Nurse Records Shot Clinic Records	Reduction in sickness and improved attendance.
Increase staff, student and parent awareness and responsibility through training and policy of the sexual abuse of children and provide counseling options for students affected by sexual abuse.		Principal Counselor Help Center CPS	August 2018	Local Funds	Handbook Policy Information Inservice Records Counseling Records	Staff confidently report suspected abuse.



**Goal 4: College & Career/Graduation/Dropout Reduction Goal - All Cross Roads Junior High students will graduate from high school.**

**Objective 1:** *By May 2019, Cross Roads Junior High will increase attendance from 95.7% to 96.4% and continue a dropout rate of 0%.*

**Summative Evaluation:** *Attendance rate of 96.4% and dropout rate of 0%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Educate parents and students about tardies and attendance laws.	3	Principal Secretary Paraprofessional	August 2018	Local Funds	Handbook Welcome Back Packet Attendance Letters Daily Attendance Report	Reduced number of students having to make up time each six weeks.
Use incentives to improve attendance.	3	Principal Secretary	Every three weeks	Activity Funds Local Funds	Daily Attendance Report 3-week Attendance Report 6-week Attendance Report	Increased number of students with perfect attendance each six weeks.
Utilize the attendance committee which reviews absences and tardies each six weeks to address the needs of each individual student.	3	Student Support Teacher Principal Paraprofessional	Every six weeks	Local Funds	TxEIS Truancy Report Attendance Committee Decision	Students receive credit each semester.
Place phone calls daily to students who are absent and send home attendance warning letters.	3	Secretary	Daily	Local Funds	Daily Attendance Report Parent Contact Sheet Signed Attendance Notice	Reduced number of students who have to make up time
Provide after school or Saturday school for students who are below the 90% attendance requirement.	3	Principal Staff	Every six weeks	Local Funds	Student Sign-In Sheet Extra Duty Pay Form	Students receive credit each semester.
Continue posting attendance daily and grades weekly in Gradebook for parents to monitor.	3	Teachers Secretary	Daily	Local Funds	Daily Attendance Report Progress Reports	Increased parent awareness of their child's attendance and grades.
Continue the three week incentive program to encourage positive attendance, grades and discipline.	3	Principal Teachers Secretary	Every three weeks	Local Funds Activity Funds	Progress Reports Report Cards Attendance Reports Discipline Reports	Reduced number of students with failing grades and discipline reports and increased attendance.

**Goal 4: College & Career/Graduation/Dropout Reduction Goal - All Cross Roads Junior High students will graduate from high school.**

**Objective 1:** *By May 2019, Cross Roads Junior High will increase attendance from 95.7% to 96.4% and continue a dropout rate of 0%.*

**Summative Evaluation:** *Attendance rate of 96.4% and dropout rate of 0%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Involve students and parents in creating a personal graduation plan for high school.	3	Counselor	March - April 2019	Local Funds	Personal Graduation Plans	Schedules created for 9 <sup>th</sup> graders based on PGP.
Provide college and career investigation lessons to provide a well-rounded education for all junior high students.	3	Counselor	Every six weeks	Local Funds	Lesson Plans Career Survey Results	Students are informed about career choices, endorsements and PGP.
Provided information to parents about higher education preparation, admissions and financial aid.	3	Counselor	March - April 2019	Local Funds	Program Materials Parent Sign-in Sheet	Parents receive higher education information.
Provide orientation for 5 <sup>th</sup> grade students transitioning to junior high.	3	Principal	May 2019	Local Funds	Signed Course Selection Sheets Jr. High Info to Know Pamphlet	Schedules created for 6 <sup>th</sup> graders based on course selection sheet.

**Goal 5: Parent/Community Engagement Goal** - *Parents and community will be partners in the education of students in Cross Roads Junior High.*

**Objective 1:** *By May 2019, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

**Summative Evaluation:** *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	2	Principal	Within 10 days of receipt of reports	Local Funds	Copy of reports Sign in sheet	Parents receive reports of assessment results.
Provide parents a copy of the Parent/School compact at enrollment and Parent Involvement Policies via the handbook.		Principal	August 2018	Local Funds	Signed Compact Signed Handbook receipt	Increased parent participation in school activities.
Provide timely information to parents and family members about activities and student progress.		Principal Teachers Student Support	Local Funds Title Funds	August 2018 - July 2019	Title I Newsletter, Website, Marquee, Parent Portal, Blackboard Connect, Facebook, Remind, Smore, Newspaper and Notes	Documentation of responses and participation in activities.
Provide parents the opportunity to view their child's grades and attendance.	2	Secretary	Local Funds	August 2018 - May 2019	Completed Registration Forms	Parent provide support at home for their child's education.
Provide technology director information needed for the website.		Principal	Local Funds	August 2018 - July 2019	Updated Website Emails with attachments	Parents easily access information when needed.
Participate in Meet the Jr. High and Open House/report card pick-up.	2	Principal Teachers	Local Funds	August 2018 October 2018	Schedule Pick-Up Sheet Parent Sign-In Sheets	Increase the open lines of communication between school and home.
Contact parents of students who are absent from school.		Secretary	Local Funds	Daily, as needed	Daily Attendance Report Parent Contact Sheet Signed Attendance Notice	Reduced number of students who have to make up time

**Goal 5: Parent/Community Engagement Goal** - *Parents and community will be partners in the education of students in Cross Roads Junior High.*

**Objective 1:** *By May 2019, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

**Summative Evaluation:** *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct a comprehensive needs assessment involving all stakeholders.		Principal	June 2019	Local Funds	CNA Results for 2018-19	Accomplished the goals for the year.
Provide annual Title I meeting for all parents (ESSA, Section 116(b)).		Principal Student Support	Oct. 15, 2018 at 5:00 PM Nov. 1, 2018 at 6:00 PM Dec. 12, 2018 at 9:30 AM	Local Funds	Parent Sign-In Sheet	Increase parent involvement
Involve parents in planning, reviewing and the improvement of programs.		Principal	June 18, 2018 at 10:00AM Aug. 17, 2018 at 1:00 PM	Local Funds	Sign-In Sheet	Review of CIP, CNA and Parent & Family Engagement Policy
Collaborate with parents to discuss student needs.		Teachers Principal Secretary Counselor	Aug. 2018 - May 2019	Local Funds	Sign-In & Out Sheet Call Log Emails	Improvement in attendance, behavior and academic success.

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