

# **Joaquin High School 2019-2020**

*Campus Improvement Plan*

**2019-2020 School Year**

Campus Improvement Plan  
Joaquin High School 2019-2020

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Worsham, Phil	Business Representative	Joaquin High School	9-2021
Reyes, Monica	Business Representative	Joaquin High School	9-2020
Hooper, Jody	Community Representative	Joaquin High School	9-2021
Lawrence, Mark	Community Representative	Joaquin High School	9-2020
Hughe, Melanie	Parent	Joaquin High School	9-2021
Miller, Jodi	Parent	Joaquin High School	9-2020
Gray, Terri	High School Principal	Joaquin High School	
Westbrook, Reed	Teacher	Joaquin High School	9-2020
Bragg, Mindy	Teacher	Joaquin High School	9-2021
Barton, Lisa	Teacher	Joaquin High School	9-2021
Corrales, Yesnia	Teacher	Joaquin High School	9-2020
Carrington, Kathy	Non-Teaching Professional	Joaquin ISD	9-2021
McCain, Steven	Non-Teaching Professional	Joaquin High School	9-2020

Campus Improvement Plan  
**Joaquin High School 2019-2020**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
	Club Sponsors	Joaquin High School
Barton, Lisa	High School Math Teacher	Joaquin High School
Barton, Sarah	Yearbook Coordinator	Joaquin High School
Barton, Sarah	PLATO Teacher	Joaquin High School
Barton, Sarah	Art Teacher	Joaquin High School
Barton, Sarah	High School Math Teacher	Joaquin High School
Belrose, Carmen	High School Secretary	Joaquin High School
Bonner, Mark	Maintenance Director	Joaquin ISD
Bragg, Mindy	Track Coach - Girls	Joaquin High School
Bragg, Mindy	Head Coach – Girls Basketball	Joaquin High School
Bragg, Mindy	English Remediation/Language Arts Teacher	Joaquin High School
Bumback, Joel	Director of Finance	Joaquin ISD
Carrington, Kathy	Special Education Director	Joaquin ISD
Cockrell, Kathy	Business Teacher/CTE	Joaquin High School
Corrales, Yesenia	ESL Teacher	Joaquin High School
Corrales, Yesenia	Spanish Teacher	Joaquin High School
Cravey, Billy	ISS Teacher	Joaquin ISD
Cravey, Billy	Adaptive Behavior Class Teacher	Joaquin High School
Evans, Melissa	Attendance Coordinator	Joaquin High School
Fuller, Ryan	Superintendent	Joaquin ISD
Fuller, Mindy	Special Education Aide	Joaquin High School
Gaylord, Brett	Agriculture Science Teacher	Joaquin High School
Gibbs, Isabel	Special Education Aide	Joaquin High School
Gray, Terri	High School Principal	Joaquin High School

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Groves, Jennifer	Dyslexia Teacher	Joaquin High School
Hall, Amanda	Family & Consumer Science Teacher	Joaquin High School
Hall, Amanda	FCCLA Teacher	Joaquin High School
Hughes, Trina	Special Education Teacher	Joaquin High School
Harper, Sandra	Special Education Aide	Joaquin High School
Patrick, Anne Marie	Special Education Teacher	Joaquin High School
Jones, Jared	Science Teacher	Joaquin High School
Jones, Jon	Power Lifting Coach - Boys/Girls	Joaquin High School
Jones, Jared	Track Coach - Boys	Joaquin High School
Jones, Jon	Assistant Principal	Joaquin High School
Jones, Madison	High School Math Teacher	Joaquin High School
King, Portia	Nurse	Joaquin ISD
Laster, Jacob	Band Teacher	Joaquin High School
Lawson, Mike	CTE Teacher	Joaquin High School
Lawson, Mike	Head Coach – Baseball	Joaquin High School
Luna, Jessica	Instructional Aide	Joaquin High School
Lawson, Wade	Boys Athletic Director	Joaquin High School
Lawson, Wade	Head Coach - Football	Joaquin High School
Lawrence, Chad	Head Coach – Tennis	Joaquin High School
Lawrence, Chad	Social Studies Teacher	Joaquin High School
Marion, Caitlyn	High School Math Teacher	Joaquin High School
McCann, Jennifer	Webmaster	Joaquin ISD
McCann, Jennifer	Community Liaison	Joaquin ISD
McCann, Jennifer	Accounts Payable Manager	Joaquin ISD

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
McCann, Jennifer	Administrative Assistant	Joaquin ISD
McCann, Steven	Girls Athletic Director	Joaquin High School
McDaniels, Sandra	Life Skills Aide	Joaquin High School
McCann, Steven	Softball Coach - Girls	Joaquin High School
Obregon, Carrie	Social Studies Teacher	Joaquin High School
Owens, Cody	Agriculture Teacher	Joaquin High School
Porter, Cassie	Counselor	Joaquin High School
Porter, Cassie	504 Coordinator	Joaquin ISD
Prnka, Rodney	Head Coach – Cross Country	Joaquin High School
Shanz, Sharon	Special Education Teacher	Joaquin High School
Stewart, Marilyn	Life Skills Teacher	Joaquin High School
Strong, Judy	Director of Food Services	Joaquin ISD
Vergo, Donna	Director of Human Resources	Joaquin ISD
Westbrook, Reed	Head Coach – Boys Basketball	Joaquin High School
Westbrook, Reed	Social Studies Teacher	Joaquin High School
Wilburn, Justin	Technology Administrator	Joaquin ISD
Wilson, Rusty	Science Teacher	Joaquin High School
Wilson, Rusty	U.I.L. Coordinator	Joaquin High School
Windham, Helen	G/T Teacher	Joaquin High School
Windham, Helen	Language Arts Teacher	Joaquin High School
	Classroom Teachers	Joaquin High School

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**Attendance**

**Attendance**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
*All Students*	95.20	94.50	95.20	93.80	93.70	93.80	93.90	93.20	93.30	94.00
African American	92.10	94.70	95.60	90.30	92.90	91.10	96.30	95.90	94.50	93.80
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00	0.00	92.50	92.60	93.50
Hispanic	97.10	95.80	97.60	95.80	95.00	95.50	96.90	95.50	96.20	95.40
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	92.00	92.30	94.00
White	93.60	94.50	95.00	93.90	93.70	93.70	93.70	92.70	92.70	93.70

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**Dropouts**

**Dropouts**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
*All Students*	2.40	1.50	0.50	1.80	0.50	0.50	0.90	1.30	0.40	0.90
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	3.90	3.80	0.00	2.60	0.00	0.90	2.00	1.60	0.80	1.70
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	5.00	0.00	0.00	3.80
Special Education	6.30	6.50	0.00	4.50	0.00	0.00	4.80	0.00	2.80	3.20
White	2.60	1.70	0.60	2.10	0.00	0.00	0.50	1.50	0.50	0.60

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**STAAR**

Grade: **9th-12th**

**All Subjects**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	80.00	85.00	91.00	67.00	70.00	81.00	88.00	92.00	96.00	100.00
African American	76.00	81.00	88.00	38.00	67.00	78.00	92.00	94.67	97.33	100.00
Economically Disadvantaged	73.00	81.00	87.00	59.00	62.00	76.00	84.00	89.33	94.67	100.00
English Language Learners	53.00	64.00	0.00	0.00	0.00	0.00	75.00	83.33	91.67	100.00
Hispanic	75.00	88.00	82.00	62.00	59.00	73.00	87.00	91.33	95.67	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	62.00	74.67	87.33	100.00
White	82.00	85.00	92.00	72.00	72.00	82.00	88.00	92.00	96.00	100.00

Grade: **9th-12th**

**STAAR Mathematics**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	91.00	88.00	81.00	62.00	83.00	89.00	84.00	89.33	94.67	100.00
Economically Disadvantaged	0.00	81.00	70.00	55.00	85.00	90.00	80.00	86.67	93.33	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	89.00	92.67	96.33	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	44.00	62.67	81.33	100.00
White	92.00	86.00	86.00	66.00	79.00	88.00	83.00	88.67	94.33	100.00

Grade: **9th-12th**

**STAAR Reading**

100%



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**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	83.00	81.00	90.00	65.00	64.00	76.00	81.00	87.33	93.67	100.00
African American	70.00	64.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
Economically Disadvantaged	75.00	76.00	89.00	53.00	54.00	69.30	77.00	84.67	92.33	100.00
English Language Learners	0.00	0.00	0.00	0.00	0.00	0.00	57.00	71.33	85.67	100.00
Hispanic	76.00	82.00	86.00	52.00	52.00	68.00	79.00	86.00	93.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	45.00	63.33	81.67	100.00
White	86.00	83.00	90.00	71.00	67.00	78.00	81.00	87.33	93.67	100.00

Grade: **9th-12th**

**STAAR Science**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	86.00	94.00	98.00	92.00	50.00	66.70	100.00	100.00	100.00	100.00
Economically Disadvantaged	80.00	90.00	94.00	89.00	33.00	55.30	100.00	100.00	100.00	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
White	88.00	92.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00

Grade: **9th-12th**

**STAAR Social Studies**

100%

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**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	79.00	85.00	94.00	54.00	83.00	88.70	96.00	97.33	98.67	100.00
Economically Disadvantaged	72.00	81.00	90.00	50.00	75.00	83.30	92.00	94.67	97.33	100.00
Hispanic	75.00	92.00	0.00	0.00	0.00	0.00	92.00	94.67	97.33	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
White	79.00	84.00	94.00	58.00	92.00	94.70	97.00	98.00	99.00	100.00

## About Joaquin High School

### Mission Statement:

Joaquin ISD students will be provided the opportunity to develop the ability to think logically, independently and creatively, and to communicate effectively in a safe environment.

Our 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.

### Grade Span:

9-12

### Enrollment:

191

### Accountability Ratings:

2019 State Accountability

Overall Accountability Rating: B

- Student Achievement Rating: B
- School Progress Rating: B
- Academic Growth Rating: C
- Relative Performance Rating: B
- Closing the Gaps Rating: C

## Comprehensive Needs Assessment (CNA)

### Comprehensive Needs Assessment Process

#### 1. Student Achievement

##### a. Summary of Strengths:

- \* Postsecondary Readiness: Student being work or college ready upon graduation

##### b. Summary of Needs

- \* Increase ACT scores
- \* ESL Teachers
- \* Student progress on assessments

##### c. Possible Actions:

- \* Provide more ACT prep classes and training for students
- \* English teachers getting certified to serve our ESL students
- \* End of Course tested course moved to different grade levels

#### 2. School Context, Organization, Culture and Climate – Reviewed bi-annually

##### a. Data sources reviewed:

- \* Average class size
- \* School climate – Quality of student-teacher relationships, student attitudes toward school, teacher job satisfaction
- \* Student discipline and behaviors – Discipline referrals, suspensions, expulsion, attendance, tardiness
- \* Extracurricular activities and clubs
- \* Classroom management and organization
- \* Students', teachers', parents', and community perceptions of the school – surveys and meetings

##### b. Summary of Strengths:

- \* Positive school climate
- \* Number of discipline referrals decrease over time

##### c. Summary of Needs:

- \* Follow up with graduates
- \* Attendance rate needs to improve
- \* Need to reduce the number of late arrivals to school

##### d. Priorities:

- \* Increase attendance rates
- \* Reduce first period tardies
- \* Graduate follow up

##### e. Possible Actions:

- \* Create a survey to evaluate graduates success and preparedness in college and workforce
- \* Stronger consequences for low attendance
- \* The court system no longer helps with truancy; Continue to closely monitor and assign consequences

3. Technology - Reviewed monthly

a. Data Sources Reviewed

- \* Amount, quality and availability of equipment, software
- \* Extent to which teachers integrate technology into instruction
- \* Type of computer systems available
- \* Up-to-date/out-of-date hardware and software
- \* Barriers preventing effective use of technology
- \* Technology professional development opportunities

b. Summary of Strengths:

- \* Strong infrastructure
- \* Computer Labs available in library
- \* Chromebook and iPad carts
- \* Teachers strong in teach that can train others

c. Summary of Weaknesses/Needs:

- \* Some students lack the ability to work at home
- \* Not all classrooms had computer access without moving to a lab

d. Possible Actions:

- \* Move to a 1 to 1 setting with Chromebooks
- \* Train teachers to use Google Classroom and Go Guardian for monitoring student computer use

## Demographics

### 2015-2016 Enrollment:

48 – Ninth Grade  
54 – Tenth Grade  
53 – Eleventh Grade  
59 – Twelfth Grade

### 2015-2016 Ethnic Distribution:

14 (6.5%) – African American  
29 (13.6%) – Hispanic  
161 (75.2%) – White  
2 (0.9%) – American Indian  
1 (0.5%) – Asian  
0 (0.0%) – Pacific Islander  
7 (3.3%) – Two or More Races

### 2015-2016 Student Groups:

118 (55.1%) – Economically Disadvantaged  
5 (2.3%) – English Language Learners  
5 (2.3%) – Students with Disciplinary Placements  
75 (35.0%) – Students Meeting "At-Risk" Criteria  
23 (10.6%) – Mobility

### 2015-2016 Students per Teacher:

10.9 – English/Language Arts  
16.9 – Foreign Languages  
10.7 – Mathematics  
12.8 – Science  
16.2 – Social Studies

### 2015-2016 Student Enrollment by Program

6 (2.8%) - Bilingual/ESL Education  
204 (85.3%) - Career and Technical Education  
13 (6.1%) - Gifted and Talented Education  
30 (14.0%) - Special Education

## Needs Assessment Summary

Joaquin High School received a State Accountability Rating of B from TEA in 2019. The B Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps and Postsecondary Readiness.

### Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2017 were at Level II.

Reading/ELA: 81% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 100% for African American students to 45% for Special Education students.

Math: 84% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 89% for Hispanic students to 44% for Special Education students.

Science: 100% of All Students met the passing standard in Science. as did all of the other subgroups.

Social Studies: 96% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 100% for Special Education students to 92% for Hispanic and Economically Disadvantaged students.

### Interventions:

Joaquin High School has several programs in place to address the identified needs of its students. Supplemental remediation classes are available for students who need additional assistance in English Language Arts and Math. Supplemental Tutorials are provided before and after school to students in any subject area who are at risk of failing either a class or an End of course exam. A teacher facilitated computer lab is available for credit recovery.

### Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are not performing to district expectations, such as Math and Science. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours. Stipends are available in certain core subject areas to encourage staff retention.

### Attendance:

Overall attendance rates went up slightly in 2015 as the attendance rate at Joaquin High School for all students was at 94.0%, a small increase from the previous year. Two student groups – African American and Hispanic students saw slight decreases in attendance rates. The campus has several activities in place that are designed to encourage attendance.

### Dropout Rate:

The dropout rate at Joaquin High School for 2014-2015 was at 0.9% for all students. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus dropout rate continues to decrease.

### SCE At Risk Profile

Students At Risk of Dropping out of School  
2018-2019

Joaquin High School, Grades 9 – 12  
Enrollment – 195

#### At Risk Criteria

1. Students in grades 7 - 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the current school year:
  - a. Number meeting this criteria: 9
  - b. Percent of population: 5%
2. Students in grades 7 - 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during the current semester:
  - a. Number meeting this criteria: 5
  - b. Percent of population: 3%
3. Students that "Did Not Meet the Standard" and have not scored at or above 110% of the passing score on the same instrument for the following:
  - a. STAAR Reading or EOC English I or II:
    - i. Number meeting this criteria: 38
    - ii. Percent of population: 19%
  - b. STAAR Math or EOC Algebra I:
    - i. Number meeting this criteria: 18
    - ii. Percent of population: 9%
  - c. STAAR Science or EOC Biology:
    - i. Number meeting this criteria: 15
    - ii. Percent of population: 8%
  - d. STAAR Social Studies or EOC US History:
    - i. Number meeting this criteria: 18
    - ii. Percent of population: 9%
4. Students who are pregnant or are parents:
  - a. Number meeting this criteria: 1
  - b. Percent of population: 1%
5. Each student who has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year:
  - a. Number meeting this criteria: 2
  - b. Percent of population: 1%
6. Each student who has been expelled in accordance with Section 37.007 during the preceding or current school year:
  - a. Number meeting this criteria: 2



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b. Percent of population: 1%

7. Each student who was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school:

a. Number meeting this criteria: 3

b. Percent of population: 2%

8. Students of limited English proficiency, as defined by Section 29.052 (Grades PK - 12):

a. Number meeting this criteria: 7

b. Percent of population: 4%

9. Students who are homeless, as defined by 42 U.S.C. Section 11302:

a. Number meeting this criteria: 1

b. Percent of population: 1%

2019-2020

## JOAQUIN JUNIOR HIGH AND HIGH SCHOOL CAMPUS IMRPOVEMENT GOALS

- Establish Attendance Incentives to improve student attendance rates from 94% to 97% at years end:
  1. Short and long-term incentives to include rewards for perfect attendance (3-weeks, 6-weeks, Semester, Year)
  2. Attendance rewards at random intervals may include sno-cones, popcorn, face painting, games, or videos during one class period each six-weeks grading period
  
- Targeted Support: Establish and implement an instructional framework to improve student success:
  1. Lesson plans for each subject to include TEKS, instructional methods and strategies
  2. H.O.T.S. to be included and used in required 5-8 minute lesson starter (sponge, bell ringer, focus)
  3. Develop and maintain Curriculum Calendars as a guide for Core Subjects to include all TEKS for the year to reach Mastery Level
  4. Accelerated Instruction Plans developed for any student who has not passed, who is At-Risk, or failed an EOC, or has failing grades in Core Subjects, will require Remediation Classes, Before or After school Tutorials, Boot Camp, STAAR WARS
  5. Teachers of Core Subjects are required to refer unsuccessful students to the

## Student Support Team to determine and implement interventions needed

- Retain New Teachers at the Jr. High and High School Campuses
  1. Assign highly-qualified Mentor teachers to each new employee for the first two years of employment
  2. Provide professional development, support, and assistance through training and Team meetings
  3. Accept student teachers from local college accredited educator certification programs
  
- Offer Teachers and Staff Incentives for:
  1. Personal daily attendance/year
  2. Student attendance % rates per grade level/year
  3. Student passing % rates on state assessments/year
  4. Moral and Team building activities throughout the school year
  
- Involve Parents and Community with Parent Meetings and Activities:
  1. "Meet the Teacher" night
  2. 9<sup>th</sup> grade parent meeting, Senior Meeting, beginning/end of year
  3. Encourage parent volunteers
  4. FFA, FCCLA, and other student organizations/clubs offering opportunities for parent/community support and participation
  5. Band Concerts

- Increase CTE Courses and Industry-Based Certifications:
  1. Career and Tech Classes that offer and conclude with students taking and passing a certification test to become certified in an industry
  2. Offer courses within career pathways in which our students are interested in which include job ready knowledge and skills
  3. Offer Innovative Courses that will teach students employability skills
  4. Offer Career Preparation Classes that are Practicum based and allow our students classroom instruction and employment outside of school
  5. Offer CTE Courses such as, but not limited to Career Portals and Web Communications at the Jr. High levels



## Joaquin High School Campus Improvement Goals



2019-2020

- Review Campus Improvement Plan Goals:

Goal 1 - Parents and community members will become full partners in the education of JHS students.

- Campus events such as "Meet the Teacher"
- Involvement, input and feedback from SBC
- Conferences, School visits, phone calls, parent meetings, conferences, home visits
- School-wide events and programs: FFA, PTO, Athletic Boosters, **Band** Boosters, Tailgate parties, Volunteer opportunities

Goal 2 - Students will be encouraged and challenged to meet their full educational potential, with well-balanced curriculum provided to all students.

- Differentiated Instruction, DMAC data system, BOY, MOY, EOY
- District Developed Curriculum
- Accelerated Reader, Accelerated Math
- In school Math/Reading tutorials (Accelerated Instruction)
- Effective Instructional Strategies
- Adaptive Behavior Class
- ESL classes
- Special education program
- Dyslexia program
- GT Program
- STAAR WARS/EOC Bootcamp

Goal 3 - Through enhanced dropout prevention efforts, all students will remain until they obtain a high school diploma.

- Attendance incentives such as perfect attendance awards, drawings for prizes, individual and class celebrations for best attendance
- Attendance strategies such as student and parent conferences, highlighting HS Student Handbook at meetings with parents
- Desktop Messaging Center informs parent by phone of student absences
- Career Guidance is offered to students to encourage a future field of study or career
- U.1.L. Academics, Athletics, Music, Agriculture (FFA), ART, Theater

Goal 4 - Educators **WUI** 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.

- Career and Guidance counseling
- Classroom instruction which includes activities integrated with career and employment opportunities (Career Prep & Practicum)
- Personal Graduation Planning for all students
- Career interest Screening
- TSI/ACT/SAT testing available

Goal 5 - Qualified and highly effective personnel **WUI** be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

- Texas Teacher Evaluation and Support System (T-TESS) focused on providing continuous, timely and formative feedback to teachers so they can improve their teaching skills



- to evaluate teacher effectiveness in four domains
- Professional development that targets and enhances core subject teaching strategies
- JISD provides Teacher Mentors to all newly hired teachers for training, support, and guidance through the first two years of employment with the district
- Paraprofessional training for special populations
- Staff members participate in SBOMC Involvement in Needs Assessment in PD
- Teachers use proven, research-based strategies and programs to enhance student learning
- Professional Development in Individual and accelerated Instruction and "at-risk
- PD in technology enriched curriculum
- Members of Region VII Math and Science Collaborative
- Specifically trained Special Education teachers meet the individual needs of students
- Section 504 is available to qualifying students
- SST (Student Support Team) is available to qualifying students
- ESL, Dyslexia Program, and Gifted/Talented is available to qualifying students
- JISD participates in the Region VII Personnel Service Collaborative, college job fairs, and TEPSA, to recruit new personnel

Goal 6- Technology will be implemented and **used to Increase** the effectiveness of student learning, instructional management, staff development and administration on the JHS campus.

- Technology rich curriculum
- One-to-One Chromebooks for all students
- Integrating technology as an alternative instructional tool such as: instructional software (STAR-Reading/Math), web-based programs of instruction (United Streaming), interactive SmartBoard or HoverCam lessons, ChromeBook activities to enhance and facilitate the classroom experience for all students
- Instructional management tools such as GradeBook, TeXeis, OMAC, Renlearn
- safety policy in place to protect students while using internet at school for instructional purposes
- Technology training for personnel to provide teachers with knowledge to integrate technology into instruction and enrich the curriculum

Goal 7 -JHS will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and discipline management and character education.

- Coordinated school health program (CSHP), which includes: a nutrition policy which adheres to U.S. Dietary Guidelines and Texas Nutrition Policy, Health services designed to ensure access to primary health care and preventative care, a healthy school environment, health education and fitness activities, counseling services, physical education curriculum, health education curriculum that focuses on personal and social aspects of health, School Health and Related Services Program (SHARS) specified health services for students with disabilities.
- Maintaining a school climate and culture which positively impacts students physical and psychological health.
- Safety and injury prevention with various preventive measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.
- SHAC- local panel established to ensure that local community values are reflected in the health education instruction.
- Physical Education programs designed to promote healthy living
- safety procedures in place for students and staff protection such as fire drills, shelter-in-place, lock-down, evacuations



- Health education curriculum which addresses the physical, mental, emotional and social aspects of health
- School, parent and community involvement through the SBMAC, SHAC, PTO, and various other committees
- Safe School Initiatives: 1.) Campus Safety Rules 2.) Campus Dress Code 3.) Campus Discipline Code 4.) Regularly scheduled fire drills 5.) Crisis Prevention/Intervention Training 6.) Fire Prevention Week 7.) Student Safety Assemblies
- Student Code of Conduct-Adaptive Behavior Class (ABCI, In-School Suspension, Disciplinary Alternative Education Program (DAEP)



Goal B - JHS will focus on regular attendance for all students, through efforts to encourage and incentivize good attendance, by school staff, administration, parents and community involvement.

- Students are rewarded every three and six-weeks for perfect and improved attendance. Incentives such as gift cards, sno-cones, iTunes cards, pajama/hat days, prize drawings, and lunch rewards
- Student attendance is monitored on an individual basis with daily checks by teachers and principals.
- Students absent two days or more (unexcused), are mailed a letter of warning. Students are parents are brought in for a conference to address the attendance Issue and ways to resolve it
- Students with chronic attendance problems are referred to the Deep East Texas Council of Governments STAR Program
- Continued chronic attendance problems result In a Truancy filing with the Shelby County Attorney's Office

**Goal: 1**      **Parents and community members will be full partners with educators in the education of Joaquin High School students. [TEC §4.001 (b)(1)]**

Objective(s): 9th-12th      There will be an overall, year-long increase in Joaquin High School parents and community members participating in the educational process and educational support strategies and activities.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>



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<p>Strategy:</p> <p>Parent and Family Engagement - Joaquin High School will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy. The policy will describe how the district will:</p> <ul style="list-style-type: none"> <li>* involve parents and family members in developing the local plan,</li> <li>* provide the support necessary to assist schools in planning parent and family involvement activities to improve student academic achievement,</li> <li>* conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and</li> <li>* use the findings of such evaluation to design strategies for more effective parental involvement.</li> </ul> <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings.</p> <p>Stakeholders are notified through the publication of a monthly calendar - hardcopy and a post on the JISD website, e-mails, Progress Reports, SBDMC meetings, the online "Shelby County Today.com " the</p>	<p>8/2019 - 5/2020</p>	<p>High School Principal - Terri Gray</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documentation :Parent Involvement Records - Monthly: Increase in parents attending Joaquin High School activities as communication increases between teachers and parents.</p>	<p>Increase in students` achievement, with increased parent and community involvement.</p> <p>Parents and community members will become full partners with educators in the education of their students.</p>	<p>Documentation :Parent Involvement Records - 06/20: 90% of the parents will have attended Joaquin High School Parental Involvement activities, including parent/teacher conferences.</p>



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<p>Activity:</p> <p>Events and Programs - The school will support varied parental involvement activities as it strives to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteer programs at school as well as create a supportive home atmosphere.</p> <p>Parents and Community Members are invited to participate in myriad events, programs and organizations, including the PTO, FFA, Alumni, Band Boosters, Athletic Boosters and Pep Rallies.</p> <p>Joaquin ISD provides parents with a Parent Involvement Newsletter provided by Region XVI, which has parenting tips and discusses ways for parents to become more involved with their student's education.</p>	8/2019 - 5/2020	High School Principal - Terri Gray	Local Funds - Time Contributions of Staff		Parents as full partners in the education of Joaquin HS students.	Documentation :Parent Involvement Records - - 05/20: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Strategy: Building Capacity for Involvement - The district and the High School campus will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement.  Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.  Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options.	5/2019 - 6/2020	High School Principal - Terri Gray	Local Funds - Time Contributions of Parents and Committee Members		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/20: Parent involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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<p>Strategy:</p> <p>Site-Based and Decision-Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Joaquin ISD District Planning and Decision-Making Committee (DPDMC), the SBDMC will play an integral role in the planning, development and evaluation of the educational system of Joaquin High School.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	6/2019 - 5/2020	High School Principal - Terri Gray	Local Funds - Time of Community Members		The SBDMC, using the comprehensive needs assessment data, designed and refined an educational system that served the needs of all students of Joaquin High School.	Documentation :Agendas, Notes, Sign-In Sheets - 05/20: The Board of Trustees and Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency and productivity of the Committees, recommending revisions to Board policies and procedures to ensure a positive impact on student learning and a reduction in dropout rates.

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<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Campus Performance Objectives - The Superintendent and Chair of the DPDMC will assist the Joaquin High School campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Joaquin High School will adopt performance objectives reflective of their students' unique needs.	6/2019 - 8/2019	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/19: 80% of students will be working in line with their potential and moving closer to achieving the required performance.	The Joaquin High School performance objectives will support the needs of the district and the immediate needs of the campus.	Criterion-Referenced Test :STAAR Tests - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR End of Course (EOC) exams.
Strategy: Basic Federal and State Mandated Testing Program - Joaquin High School participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).  The State of Texas Assessments of Academic Readiness (STAAR) program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through 5 End-Of-Course (EOC) assessments. These assessments include Algebra I, Biology, US History, English I and English II.  The STAAR programs are aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate subject-area STAAR tests in line with the state issued Student Assessment Calendar.	1/2020 - 6/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Testing Materials  <b>\$500.00</b>	Informal Assessment :Classroom Assessments - 12/19: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Criterion-Referenced Test :STAAR Tests - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Disaggregation of Test Data - Using the Region VII ESC Disaggregation Program, the Joaquin High School classroom teachers disaggregate STAAR EOC data in order to prescribe accelerated instruction activities for individual students to ensure that TEKS deficiencies are alleviated. Teachers make referrals to student support team for early intervention meeting requirements of Response to Intervention (RTI) legislation.	4/2019 - 5/2020	Counselor - Cassie Porter	State and Local Funds - Contracted Data Mangement and Assessment Program <b>\$2,199.00</b>	Documentation :Agendas, Notes, Sign-In Sheets - - Monthly Principal's Meetings: The High School Principal meets with the classroom teachers and campus Counselor to review and update TEKS status to ensure that TEKS deficiencies are being identified and alleviated.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.
Activity: STAAR Parental Involvement - Parents are invited to a workshop to discuss what they can expect from the STAAR EOC test for ninth through eleventh graders and what they can do to help their child pass these state mandated assessments. This information is disseminated by the classroom teachers to the parents.	1/2020 - 5/2020	Counselor - Cassie Porter	State and Local Funds - Time Contribution of Staff		Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.
Strategy: Foundation Program and Support — Grades 9 - 12 - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Time Contributions of Faculty and Staff <b>\$620,563.00</b>  State and Local Funds - Instructional Resources <b>\$11,000.00</b>  State and Local Funds - Math, Science and Art Supplies <b>\$3,000.00</b>	Informal Assessment :Classroom Assessments - 12/19: 80% of all students will achieve no less than a score equivalent to a numeric grade of 80 on each appropriate TEKS-based assessment.	All students and all student groups academically successful as the educational system meets the needs of all	Criterion-Referenced Test :STAAR Tests - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.

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<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment - Grades 9 - 12 - Spring 2019 STAAR EOC scores for grades 9 through 11 are used to determine students' entry-level TEKS attainment, as are prior semester report card grades.</p> <p>Scheduled Benchmark Testing provides the instructional staff with invaluable information to act upon regarding the success, or lack thereof, of each student to ensure that referrals and intervention are immediate if necessary.</p> <p>Region VII DMAC TEKScores is used by teachers and administrators as part of Student Support Team referrals to analyze student data.</p> <p>Strategy:</p> <p>Accelerated Instruction - Joaquin High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to perform at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2019 or local criteria that have been approved by the school board.</p> <p>"At-Risk" students, and any other student, demonstrating difficulty in the acquisition of TEKS-based knowledge and skills will participate in supplemental Accelerated Instruction learning arrangements.</p>	8/2019 - 5/2020	Counselor - Cassie Porter High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Assessment Instruments and Testing Materials  <b>\$200.00</b>	Informal Assessment :Classroom Assessments - - 12/19: 80% of all students will achieve a passing score on TEKS-based benchmark assessments.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.
<p>Accelerated Instruction - Joaquin High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to perform at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2019 or local criteria that have been approved by the school board.</p> <p>"At-Risk" students, and any other student, demonstrating difficulty in the acquisition of TEKS-based knowledge and skills will participate in supplemental Accelerated Instruction learning arrangements.</p>	8/2019 - 5/2020	Counselor - Cassie Porter	Coordinated Funds - Time Contributions of Faculty and Staff		Increased academic performance by all students and all student groups. Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documentation :Student Records - 05/20: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.



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**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b)**

**(2) (4)]**

Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Tutorial Program - Extra-Duty Pay is paid to teachers staying after school, outside of their contract time, to offer Tutoring services to "At-Risk" students experiencing difficulty in the acquisition of TEKS-based curriculum and the STAAR Objectives.</p>	8/2019 - 5/2020	High School Principal - Terri Gray	<p>State - State Compensatory Education (SCE) - Extra-Duty Pay for Tutorials <b>\$8,226.40</b></p>	<p>Informal Assessment :Classroom Assessments - - Six Weeks: 80% of At-Risk students participating in SCE-funded Tutorials will achieve a passing grade in the tutored subject area.</p>	Increased Student Achievement	<p>Informal Assessment :Classroom Assessments - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.</p>
<p>Activity: PLATO Lab - Students who have failed a previous administration of STAAR EOC will work on the PLATO Lab system every day for 30 minutes. PLATO is an interactive, educational software program that instructs all levels of students in areas covering reading, writing, mathematics, science, social studies, life skills, career skills, and ESL. PLATO courseware modules contain tutorials, drills, applications, problem solving activities, reviews, practice, and mastery tests. PLATO is a user-friendly operation and students have the ability to work at an individual pace.</p>	8/2019 - 5/2020	PLATO Teacher - Sarah Barton	<p>State - State Compensatory Education (SCE) - PLATO Maintenance Agreement <b>\$13,600.00</b></p> <p>State - State Compensatory Education (SCE) - PLATO Lab Facilitator FTE: 0.28 <b>\$13,176.06</b></p>	<p>Computer-Adaptive Test :Prescription Learning Lab - - 12/19: 90% of the "At-Risk" students participating in the PLATO Lab will be performing within their grade-level TEKS objectives.</p>	Increasing number of students being permanently removed from the "At-Risk" Roster.	<p>Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.</p>
<p>Activity: Core Subject Area Remediation Classes - Students who are at risk of either failing a core subject area class or an EOC exam will receive additional assistance through Remediation classes for English Language Arts and Math. Students will participate in small group and individual instruction.</p>	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	<p>State - State Compensatory Education (SCE) - Time Contribution of Remediation Teachers FTE: 0.49 <b>\$23,666.29</b></p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Supplies <b>\$500.00</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 80% of students participating in the class will improve their skills and achieve a passing score on TEKS-based benchmark assessments.</p>	Increase in the number of students passing STAAR EOC tests.	<p>Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Special Education Program - Special education services are provided to eligible students in accordance with all applicable Federal law and regulations, State statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2019 - 5/2020	Special Education Director - Kathy Carrington	State - Special Education Block Grant - Time Contributions of SPED Staff <p style="text-align: right;"><b>\$81,888.00</b></p> State and Local Funds - Special Education Manager <p style="text-align: right;"><b>\$5,000.00</b></p> State and Local Funds - Time Contributions of Special Services Assistant <p style="text-align: right;"><b>\$5,384.00</b></p>	Informal Assessment :Classroom Assessments - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>SPED Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is an English Learner, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. School personnel, parents and professionals will evaluate the student's progress. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2019 - 5/2020	Special Education Director - Kathy Carrington	State and Local Funds - Special Education Testing Materials <p style="text-align: right;"><b>\$1,000.00</b></p> State and Local Funds - Contracted Evaluations <p style="text-align: right;"><b>\$2,000.00</b></p>	Informal Assessment :Classroom Assessments - - 12/19: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/20: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.  Students with disabilities will improve by 1% on the appropriate mandated assessment instrument(s), as prescribed by the individual student's ARD.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Settings - As dictated by their ARDs, Special Education students are served in self-contained or departmentalized Resource settings and/or mainstreamed into the general population for instruction. Instructional Arrangements for students in grades 9-12 include Inclusion with pullout sessions; a Content Mastery center that is available for students who may need additional assistance in any of the core subject areas and a Life Skills class.</p> <p>Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. The Least Restrictive Environment required for academic success is always a main consideration.</p> <p>Activity:</p> <p>Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Auditorially Impaired Services.</p>	<p>8/2019 - 5/2020</p>	<p>Special Education Director - Kathy Carrington Special Education Teacher - Sharon Shanz Special Education Teacher - Trina Hughes Life Skills Teacher - Marilyn Stewart</p>	<p>Federal - IDEA-B Formula Funds - Time Contribution of Life Skills Staff FTE: 2.00 <b>\$95,032.47</b></p> <p>State and Local Funds - Special Education Resources <b>\$1,500.00</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 70% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: 80% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>
<p>Activity:</p> <p>Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Auditorially Impaired Services.</p>	<p>8/2019 - 5/2020</p>	<p>Special Education Director - Kathy Carrington</p>	<p>State and Local Funds - Contracted Speech Therapy <b>\$1,900.00</b></p> <p>State and Local Funds - Contracted Physical Therapy and O&amp;M Services <b>\$1,200.00</b></p> <p>State and Local Funds - Contracted VII Services <b>\$1,300.00</b></p>	<p>Documentation :Student Records - - 12/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.</p>	<p>Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.</p>	<p>Documentation :Student Records - - 05/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Transition Services - Joaquin ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.  1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).  2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.  When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2019 - 5/2020	Special Education Director - Kathy Carrington	Local Funds - Time Contributions of Transition Coordinator		Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Documentation :Student Records - - 05/20: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Adaptive Behavior Center (ABC) -The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior. The ABC is a self-contained behavior classroom where students are provided a free appropriate public education within a structured setting. The classroom program will help students strengthen academic, behavior and social skills needed to make a successful transition back to their home campus.</p> <p>The ABC uses a level system from Entry level to Level 4 that allows students to earn increasing amounts of privileges and points. At Level 4, students begin transition activities, including a behavior contract, which will allow them to return to the home campus.</p>	8/2019 - 5/2020	High School Principal - Terri Gray Adaptive Behavior Class Teacher - Billy Cravey Assistant Principal - Jon Jones	State and Local Funds - Time Contributions of Staff and Faculty		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :Discipline Records - - 05/20: Fewer Discipline Referrals for Special Education students.
<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Joaquin High School offers an ESL Program as needed to enable English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL Program emphasizes the mastery of English language skills, as well as Math, Science and Social Studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school.</p>	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State - Bilingual Block Grant - Supplies and Materials <p style="text-align: right;"><b>\$100.00</b></p> Federal - Title III, Part A - ELA - Region VII Shared Service Arrangement <p style="text-align: right;"><b>\$4,362.00</b></p>	See Activities Below	Students exiting EL designation by LPAC.  Narrowing the achievement gap between EL and non-EL students.	See Activities Below

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  English Learner (EL) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.  Identification assessments are administered to students to provide information needed for identification, placement and re-designation of English language learners (EL). LAS Links (listening, speaking, reading, & writing components) is administered to students in 9th through 12th grade.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an English Learner (EL) who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2019 - 5/2020	ESL Teacher - Yesenia Corrales	State and Local Funds - Time Contribution of Testing Coordinator  <b>\$1,000.00</b>	Informal Assessment :Classroom Assessments - - 12/19: Students have been identified in a legal and timely manner and appropriately place in the ESL program by the LPAC.	Significant increase in EL's oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Informal Assessment :Classroom Assessments - - 05/20: Significant increase in EL oral language proficiency as assessment results help LPAC determine appropriate ESL placement.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  EL Modifications - EL are served in the ESL Program as dictated by TEC Sections 29.053 and 29.063.  The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas and the emotional and social attainment of each student.  Students are served through both through daily, one period, pullout ESL sessions and content-based ESL classes which integrate ESL instruction with subject matter instruction.	8/2019 - 5/2020	ESL Teacher - Yesenia Corrales	State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of the EL will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting EL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.



<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Exit Criteria Exit criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.  The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:  * English Language Proficiency: Grades 9 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.  * English Reading: Grades 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT); Grades 9 – 10: Meet passing standard on the STAAR English I or English II EOC tests.  * the results of a subjective teacher evaluation using the state's standardized rubric.  The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be	8/2019 - 5/2020	ESL Teacher - Yesenia Corrales	State - Bilingual Block Grant - Time Contribution of Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of the EL will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting EL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.





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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Multisensory Teaching Approach (MTA) - Joaquin High School uses MTA for remediation of Dyslexia in a pullout setting. This is a comprehensive language arts program addressing the areas of alphabet/dictionary skills, reading, reading comprehension, cursive handwriting, and spelling.  Guided discovery and multisensory techniques are utilized for introducing, reviewing, and practicing skills in the curriculum areas listed above. This is an approach to teaching reading that combines visual, auditory and kinesthetic instruction.  Joaquin High School will increase its capacity to provide audio books for students with reading difficulties through books on CD and iTunes.  Students previously participating in a Dyslexia program will be monitored by the High School Counselor, ensuring that educational intervention is on-time and appropriate if the student is not meeting grade-appropriate benchmark testing goals due to reading deficiencies.	8/2019 - 5/2020	Dyslexia Teacher - Jennifer Groves	State and Local Funds - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will demonstrate improved reading and comprehension skills.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate STAAR EOC English exams.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include</p> <ul style="list-style-type: none"> <li>- Individual or small group administration</li> <li>- Oral/signed administration</li> <li>- Extra time</li> </ul> <p>Environmental accommodations may also be made for students. These may include</p> <ul style="list-style-type: none"> <li>- Change student seating as needed for the situation</li> <li>- Other accommodations as indicated in the 504 plan</li> </ul> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge (TEKS).</p> <p>The 504 students` progress is monitored by the Student Support Team to ensure that their individual needs have been diagnosed appropriately and that they are receiving timely and appropriate assistance.</p>	8/2019 - 5/2020	Special Education Director - Kathy Carrington 504 Coordinator - Cassie Porter	Coordinated Funds - Time Contributions of Faculty, Staff and Committee Members		504 students receiving an equitable education compared to their non-504 peers.	Documentation :Counselor's Records - 05/20: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Joaquin ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or 3) excels in a specific academic field.	8/2019 - 5/2020	High School Principal - Terri Gray	State and Local Funds - Time Contributions of G/T Staff and Faculty  \$26,504.00	See Activities Below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities Below.
Activity: G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria (both qualitative and quantitative measures) with data gathered by the Identification Committee. The Identification Committee is composed of 3 local district or campus educators who have received training in the nature and needs of gifted students (19 TAC 89.1(4)). Assessment instruments include:  1) G/T Teacher Rating Inventory, 2) Parent Questionnaire, 3) G/T Teacher "Jot Down," 4) Scales for the Rating of Behavioral Characteristics of Superior Students, 5) "Age PR-S" on the Otis-Lennon (score of 90 or above, not less than 84), 6) Nonverbal IQ assessment, 7) Student Interview Questions.	8/2019 - 5/2020	Counselor - Cassie Porter	State and Local Funds - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 05/20: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  G/T Modifications - The G/T Program at Joaquin High School offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation program. G/T students also participate in a daily one period pull out class. Students are assigned independent projects, group projects with G/T peers and projects with non-G/T students, as indicated in teacher Lesson Plans. The G/T Teacher provides supervision for all projects.  Students may participate in Robotics, and Model United Nations as well as the AP and Pre AP classes.  Honors classes that are offered to G/T students include * College English III and IV * Pre-Calculus * Spanish III and IV * Anatomy and Physiology.  Pre Calculus is also offered as a Pre-AP (Advanced Placement) class.	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Time Contribution of Staff  State and Local Funds - G/T Instructional Resources <p style="text-align: right;"><b>\$200.00</b></p> State and Local Funds - Student Travel <p style="text-align: right;"><b>\$150.00</b></p>	Informal Assessment :Classroom Assessments - - Six Weeks: All students will attain and retain a score of no less than 88.	G/T students will graduate within the top 10% of their class.	Criterion-Referenced Test :STAAR Tests - - 05/20: 100% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Dual Credit Classes - Students have the opportunity to obtain dual credit for high school and college through Panola College and Stephen F. Austin State University. Dual Credit Classes that are available include * English IV * Spanish I * Spanish II * Anatomy and Physiology * World History * Government * Chemistry * Accounting II * Sociology * Speech * US History * Fine Art * Pre Calculus * Calculus * Psychology * Astromomy	8/2019 - 5/2020	High School Principal - Terri Gray	State and Local Funds - Time Contribution of Staff  State and Local Funds - Dual Credit College Tuition <p style="text-align: right;"><b>\$10,572.00</b></p>		Students will graduate with college credits.	Informal Assessment :Classroom Assessments - - 05/20: 100% of students attaining dual credit for the courses they participated in.
Strategy: Ancillary Services - Joaquin High School provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill in any gaps in the educational process.	8/2019 - 5/2020	High School Principal - Terri Gray	Coordinated Funds - Time Contributions of Ancillary Staff	See Individual Activities.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	See Individual Activities.



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**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b)**

**(2) (4)]**

Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Counseling Services - The School Counselor provides the following services:</p> <ul style="list-style-type: none"> <li>* 1:1 and small group counseling sessions,</li> <li>* Focused informal groups- behavior, attendance,</li> <li>* Assistance with testing coordination,</li> <li>* Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues,</li> <li>* STAAR presentations,</li> <li>* Responsive services,</li> <li>* Parent Training, and</li> <li>* Individual student planning.</li> </ul>	8/2019 - 5/2020	Counselor - Cassie Porter	<p>State and Local Funds - Time Contributions of Counselor <b>\$14,503.00</b></p> <p>State - Special Education Block Grant - Counseling Supplies and Materials <b>\$800.00</b></p> <p>State - State Compensatory Education (SCE) - Contracted Counseling Services <b>\$2,500.00</b></p>	<p>Documentation :Counselor's Records - - 12/19: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: Increase in the number of students receiving passing scores on Informal inventories: STAR Assessment, STAAR EOC tests, and Oral Language Proficiency tests.</p>
<p>Activity:</p> <p>Library Services - A comprehensive Library Program is available to all High School students for research, independent study, career investigation, on-line assessments, other Internet access, checking out resources and other library-related activities. The library program also aids with benchmarking process.</p>	8/2019 - 5/2020	High School Principal - Terri Gray	<p>State and Local Funds - Time Contributions of Librarian <b>\$1,171.00</b></p> <p>State and Local Funds - Contracted Software and Services <b>\$1,200.00</b></p> <p>State and Local Funds - Library Books and Supplies <b>\$1,800.00</b></p>	<p>Documentation :School Records - - 12/19: All Joaquin High School students have access to the Library on a regularly scheduled basis.</p> <p>Teacher records indicate that at least 80% of the students have participated in library activities.</p>	<p>The Joaquin High School Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p>	<p>Documentation :School Records - - 05/20: Teacher records indicate that 100% of the students have participated in library activities.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Homeless Services - The Joaquin ISD Homeless Liaison will work with the district administrators, counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.  The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Joaquin ISD will be in compliance with federal Homeless regulations.	8/2019 - 5/2020	Special Education Director - Kathy Carrington	Federal - Title I, Part A - Homeless Resources  <b>\$490.00</b>	Documentation :Agendas, Notes, Sign-In Sheets - - 12/19: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in their education because of homelessness.	Informal Assessment :Classroom Assessments - - 05/20: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.



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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s): 9th-12th Attendance rates for all Students will equal or exceed 97%. 9th-12th Dropout Rate will drop to 0.0%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Dropout Prevention Programs and Activities - In an effort to have a positive impact on the Joaquin ISD dropout rate, Joaquin High School is implementing activities and programs that will help maintain or attain 0.0% dropout rate of "All" students and "All Student Groups." These include offering attendance incentives, enforcing tardy procedures and Guest Speakers.</p> <p>Guest speakers will focus on charges filed and providing information to teachers on an "ethic of care" toward students.</p> <p>Collaborative meetings with county officials will be held to develop a viable juvenile program for offenders.</p> <p>Activity:</p> <p>Personal Graduation Plan (PGP) - A PGP will be prepared for any student in a middle school or high school who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in the 9th grade. The PGP will be designed and implemented by the Guidance Counselor, teacher, or other staff member designated by the Principal. The Plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.</p>	<p>8/2019 - 5/2020</p>	<p>Counselor - Cassie Porter High School Principal - Terri Gray Assistant Principal - Jon Jones</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus benchmark tests in all subjects.</p>	<p>Maintain Joaquin High School dropout rate of 0.0%.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.</p> <p>Documentation :Attendance Records - 05/20: 10% increase in attendance.</p>
<p>Activity:</p> <p>Personal Graduation Plan (PGP) - A PGP will be prepared for any student in a middle school or high school who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in the 9th grade. The PGP will be designed and implemented by the Guidance Counselor, teacher, or other staff member designated by the Principal. The Plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.</p>	<p>6/2019 - 6/2020</p>	<p>Counselor - Cassie Porter High School Principal - Terri Gray Assistant Principal - Jon Jones</p>	<p>State and Local Funds - Time Contributions of Counselor</p>		<p>On-Time Credit Accrual.</p>	<p>Documentation :Student Records - - 05/20: On-time credit accrual.</p>

<b>Goal: 3</b> <b>Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s): 9th-12th      Attendance rates for all Students will equal or exceed 97%. 9th-12th      Dropout Rate will drop to 0.0%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Pregnancy and Parenting Related Services - PEP is an alternative education program for students who are pregnant or who are parents. This program offers basic courses in Language Arts, Mathematics, Social Studies, and GED-Prep.</p> <p>Any student who is pregnant is eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, Nurse, or Counselor); a physician or Nurse Midwife licensed to practice in the U.S.; or a Nurse practitioner. Joaquin ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff, and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>	8/2019 - 5/2020	Counselor - Cassie Porter	State - State Compensatory Education (SCE) - Extra-Duty Pay for PRS/Homebound Services  <p style="text-align: right;"><b>\$1,028.30</b></p>		0.0% Dropout Rate.  On-Time Credit Accrual.	Documentation :Student Records - - 05/20: 0.0% dropout rate.  On-time credit accrual.

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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s): 9th-12th Attendance rates for all Students will equal or exceed 97%. 9th-12th Dropout Rate will drop to 0.0%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities, Clubs, Organizations - Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition and build strong friendships with other students.</p> <p>Historically, engaging students in academic support programs, specifically, extracurricular activities, clubs and quasi-school-related organizations has been instrumental in them becoming engaged in the educational system and its support systems.</p> <p>Eligibility for participation in many of these activities is governed by State law, as well as, rules of the University Interscholastic League (U.I.L.).</p>	7/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Time Contributions of UIL/Other Extracurricular Sponsors <p style="text-align: right;"><b>\$265,169.00</b></p> State and Local Funds - Supplies, Contracted Services-UIL/Other Extracurricular <p style="text-align: right;"><b>\$96,050.00</b></p> State and Local Funds - Travel and Fees-UIL/Other Extracurricular <p style="text-align: right;"><b>\$99,530.00</b></p>		All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :Student Records - 05/20: Increase in the percentage of students engaged in extracurricular activities, clubs, and organizations.  Reduced dropout rate.



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<b>Goal: 3</b> <b>Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s):    9th-12th      Attendance rates for all Students will equal or exceed 97%. 9th-12th      Dropout Rate will drop to 0.0%.						
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Activity:  Band Programs - U.I.L Band activities are available to Joaquin High School students to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.	8/2019 - 5/2020	Band Teacher - Jacob Laster	State and Local Funds - Band Supplies and Capital Outlay <p style="text-align: right;"><b>\$11,000.00</b></p>		Students involved in extracurricular activities and ongoing student success in all academic areas.	Informal Assessment :Classroom Assessments - - 05/20: Students participating in U.I.L. competitions will achieve a score of no less than 70 for their participation in the sports class and no less than 70 in each core academic class the same semester. (No Pass, No Play)



**Goal: 4** 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<b>Goal: 4 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services;  * Career: Need for positive work habits, career awareness and investigations of opportunities;  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.  The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education;  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education; and  5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2019 - 5/2020	Counselor - Cassie Porter	State - CCMR Outcomes Bonus - Career Counseling <p style="text-align: right;"><b>\$6,000.00</b></p> State - CCMR Outcomes Bonus - TSI Coordinator Stipend <p style="text-align: right;"><b>\$1,000.00</b></p>	Documentation :Lesson Plans - 12/19: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documentation :Student Records - 05/20: An increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.

<b>Goal: 4 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.</p> <p>Strategy:</p> <p>Career and Technical Education - Joaquin High School offers CTE programs in Agriculture Science, Family and Consumer Science, Business and Technology. Admission to these programs is based on classification, pre-requisite course completion and career interest.</p> <p>Joaquin ISD also offers courses for students to obtain Vocational Certifications through Panola College.</p> <p>Joaquin High School students can participate in Future Farmers of America (FFA) and Future Career and Community Leaders of America (FCCLA).</p>	8/2019 - 5/2020	Counselor - Cassie Porter	State - Career and Technology Block Grant - Time Contributions of CTE Staff <b>\$215,276.00</b>  State - Career and Technology Block Grant - CTE Resources <b>\$20,450.00</b>  State - Career and Technology Block Grant - Counselor Supplies for CTE <b>\$100.00</b>  State - Career and Technology Block Grant - Time Contributions of CTE Staff <b>\$596,762.00</b>  Federal - Carl Perkins Grant - Carl Perkins CTE Consortium <b>\$9,609.00</b>	Informal Assessment :Report Card Grades- Six Weeks: 90% of CTE participants with six-weeks CTE report card grades equivalent to a numeric score of 80.	Average CTE Semester scores equal to at least a numeric score of 80.	Informal Assessment :Report Card Grades - 05/20: 90% of CTE participants with six-weeks CTE report card grades equivalent to a numeric score of 80.

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<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th 100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Professional Development Program - Joaquin ISD provides districtwide and campus-level programs and activities for developing a professional staff to effectively meet the needs of "All" students, i.e. students meeting the State-adopted "at-risk" criteria, 504 students, English Learners, students with disabilities, G/T, etc., training that few received in college, developing professionals with the prerequisite skills for working with and teaching Joaquin High School students.  Annual Needs Assessment results indicate a need for:  * Training and mentorships for new teachers;  * Professional development in specialized areas - i.e., teaching limited English proficient students, G/T students, students meeting the State-adopted "at-risk" criteria, students with disabilities;  * Periodic training for teachers in how to identify difficulties and to provide assistance to individual students;  * Pay incentives;  * Job fair early postings;  * Effective mentoring of new staff; and  * Effective and comprehensive induction of new staff.	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Staff Development Supplies <p style="text-align: right;"><b>\$400.00</b></p> State and Local Funds - Professional Development Travel <p style="text-align: right;"><b>\$10,250.00</b></p> State and Local Funds - Contracted Professional Development <p style="text-align: right;"><b>\$12,569.00</b></p> State - State Compensatory Education (SCE) - Contracted Professional Development <p style="text-align: right;"><b>\$100.00</b></p> State - State Compensatory Education (SCE) - Professional Development Travel <p style="text-align: right;"><b>\$200.00</b></p>	Informal Assessment :Classroom Assessments - 12/19: An increase in each student's score, on appropriate assessment instruments, as dictated above under the Campus' Assessment Program, demonstrating the special skills of professionals and paraprofessionals.	Increase in student performance as professional development activities focus on weaknesses in the educational system--faculty, students and resources.	Criterion-Referenced Test :STAAR Tests - 05/20: 80% of students will achieve a passing score on the appropriate subject-area STAAR EOC tests.

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<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th 100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Academic Content Professional Development - Joaquin ISD is a member of the Region VII, ESC Academic Content Consortium. The faculty has access to all of the ELA, Social Studies, Math, and Science seminars, workshops and lectures presented through this consortium. The ESC's programs focus on scientifically research-based strategies and activities.	6/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Academic Content Coop <b>\$2,464.00</b>  Federal - Title II, Part A - Region VII Professional Development <b>\$871.00</b>	Informal Assessment :Classroom Assessments - - 12/19: An increase in each student's score, on appropriate assessment instruments, as dictated above under the Campus' Assessment Program, demonstrating the special skills of professionals and paraprofessionals.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.
Strategy: Evaluation of the Professional Development Program - The Joaquin High School Professional Development program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Professional Development Records		Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.
Strategy: Recruitment and Retention Initiatives - Faculty recruitment strategies are primarily implemented at the Central Administration level. Teachers will be recruited through University and College Job Fairs, networking through Principal's Academy and through TEPSA, as well as through the ESC.  Teacher Certification Fees may be paid by the district to help ensure a 100% fully certified faculty in critical areas.  Joaquin High School offers stipends in high need areas such as Science and Spanish.  An Instructional Coach and Mentor teachers will also provide support for new teachers.	8/2019 - 5/2020	Director of Human Resources - Donna Vergo	Federal - Title II, Part A - Science Stipend <b>\$5,000.00</b>  Federal - Title II, Part A - Spanish Stipend <b>\$10,000.00</b>  State and Local Funds - Time Contributiosn of Mentors and Coaches <b>\$12,254.00</b>	Documentation :Human Resources Records - 08/19: 100% Certified Faculty.	100% Fully Certified and Highly Effective Faculty.	Documentation :Human Resources Records - 05/20: 100% Certified Faculty.

**Goal: 5**      **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]**

Objective(s): 9th-12th      100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Enriched Curriculum - Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few. DMAC is used for Data Disaggregation.	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Technology Supplies and Materials <span style="float: right;"><b>\$4,500.00</b></span>  State and Local Funds - Time Contributions of Technology Coordinator <span style="float: right;"><b>\$17,224.00</b></span>  State and Local Funds - Time Contributions of Desktop Support Personnel <span style="float: right;"><b>\$40,006.00</b></span>		Increased Student Achievement  The educational system of Joaquin High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documentation :School Records - 05/20: Appropriate hardware and software will be available in classrooms, labs and library to assist teachers with integrating technology into instruction.
Strategy: Technology Policies - Every Joaquin High School faculty member, student and parent having access to Joaquin High School computers, networked, Internet connected—or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.  Joaquin High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Joaquin High School has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Joaquin ISD School Board Policy CQ (Local).	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Acceptable Use Policy	Documentation :School Records- 08/19: 100% of the students at Joaquin High School that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :School Records - 06/20: No incidents of students breaking the Acceptable Use Policy.

**Goal: 7**      **A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s): 9th-12th      The percentage of students with disciplinary placements will not exceed the 2018-2019 rate.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>



<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th The percentage of students with disciplinary placements will not exceed the 2018-2019 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program - The Coordinated School Health Program CSHP is designed to promote healthy behaviors, helping students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:  1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;  2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;  3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;  4. Counseling services designed to improve the mental, emotional and social health of students;  5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;  6. School, parent and community involvement in the health and well-being of students;  7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and	8/2019 - 5/2020	High School Principal - Terri Gray	State and Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/19: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/20: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.

<b>Goal: 7      A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th      The percentage of students with disciplinary placements will not exceed the 2018-2019 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
social development; and  8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.  Activity: School Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin High School offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.  Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.	8/2019 - 5/2020	Nurse - Portia King	State and Local Funds - Time Contributions of Nurse <b>\$10,724.00</b>		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - - 05/20: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.

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Strategy: Safe Schools Initiatives - In an effort to promote "Safe Schools", Joaquin High School will promote special initiatives and activities that support the Safe School environment. Activities include: * Campus Safety Rules * Campus Dress Code * Campus Discipline Code * Regularly scheduled fire drills * Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior. * Fire Prevention Week * Student Assemblies to enhance student safety and help students to make healthy choices Activity: Emergency Action Plan - The Emergency Action Plan will continue to be practiced by staff and necessary refinements made to meet all safety needs of the HS campus.	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - School Security <b>\$300.00</b>  State - School Safety Allotment - Security Resources <b>\$6,026.00</b>		Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :School Records - 06/20: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.
	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State and Local Funds - Time Contribution of Staff	Documentation :School Records - - 04/19: The Emergency Action Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed have been made and that all of the staff has had the prerequisite practice to ensure each feels comfortable with the Plan.	Emergencies will be addressed in a professional, expeditious and effective manner.	Documentation :School Records - - 05/20: Joaquin High School will continue to have an effective Emergency Action Plan and Crisis Response Team to meet all safety needs.

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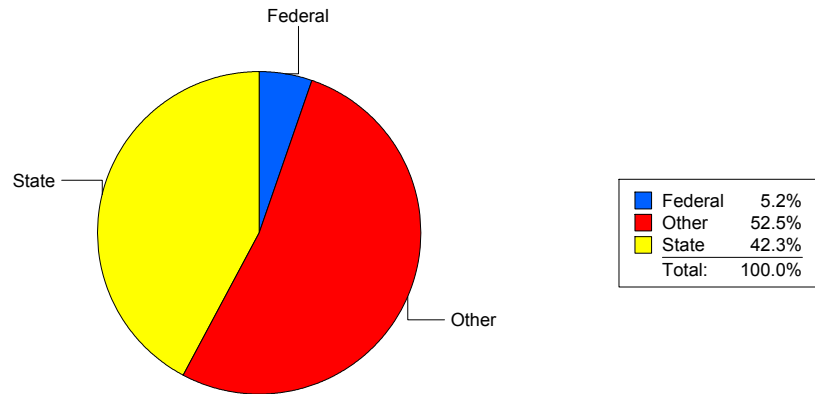
<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b>						
<b>Objective(s):</b> 9th-12th The percentage of students with disciplinary placements will not exceed the 2018-2019 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - Annual review of tobacco, alcohol and other drug use incident data will be conducted by the School Counselor and Principal, using the data to plan specific programs and activities. Activities include:</p> <ul style="list-style-type: none"> <li>* Dating Violence Policy (see Board Policy FFH-Local),</li> <li>* Great American Smoke Out,</li> <li>* Red Ribbon Week,</li> <li>* Drunk Goggles</li> <li>* Movie and Discussions on drugs,</li> <li>* Health and Science Lessons on drug use.</li> </ul> <p>The campus also has drug and alcohol prevention programs.</p> <ul style="list-style-type: none"> <li>* Alcohol Tester which is used to detect alcohol in beverages brought to school</li> </ul> <p>* K-9 Detection through Interquest Detection Canines will do random drug detection visits to the campus</p> <p>The campus coordinates with community-wide efforts to achieve drug and violence prevention goals, as well as with other federal, state and local programs. Joaquin ISD has a Health Advisory Committee in which the campus participates.</p>	8/2019 - 5/2020	Counselor - Cassie Porter Assistant Principal - Jon Jones	State and Local Funds - Time Contributions of Staff	Documentation :Agendas, Notes, Sign-In Sheets - - 08/19: Appropriate campus stakeholders will have held meetings to plan the programs and services for the current school year.	A Drug-Free Student Body, Faculty and Staff	Documentation :Counselor's Records - - 05/20: Counselor's summary report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

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<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b>						
<b>Objective(s):</b> 9th-12th The percentage of students with disciplinary placements will not exceed the 2018-2019 rate.						
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<p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>DAEP serves grades 9th – 12th and younger as needed. Joaquin High School students who have violated the district code of conduct may be assigned to the DAEP facility in Center, Texas - Center ISD.</p> <p>In-School Suspension (ISS) is available to students who are habitually tardy, are a disruption in class or on campus and who do not complete classroom assignments, etc.</p>	8/2019 - 5/2020	High School Principal - Terri Gray Assistant Principal - Jon Jones	State - State Compensatory Education (SCE) - DAEP Share Services Arrangement <b>\$22,000.00</b>	Informal Assessment :Classroom Assessments - - 12/19: The students assigned to alternative programs are meeting the minimum expectations of the district in the acquisition of the TEKS objectives.	Dropout rate remains at 0%.  Students will stay and succeed in school.	Criterion-Referenced Test :STAAR Tests - - 05/20: 80% of students will meet minimum expectations on the appropriate subject-area STAAR EOC exams.

<b>Goal: 7      A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th      The percentage of students with disciplinary placements will not exceed the 2018-2019 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2019 - 5/2020	Counselor - Cassie Porter	State and Local Funds - Time Contributions of Counselor		Students with positive goals, successful social skills and a positive outlook on life.	Documentation :Counselor's Records - 05/20: Reduction in Counseling referrals for Responsive Services.

## Funding Values By Program



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**Funding Values By Program**

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Carl Perkins Grant</b>		
Carl Perkins CTE Consortium	0.00	\$9609.00
<b>IDEA-B Formula Funds</b>		
Time Contribution of Life Skills Staff	2.00	\$95032.47
<b>Title I, Part A</b>		
Homeless Resources	0.00	\$490.00
<b>Title I, Part C Migrant</b>		
Migrant Co-op	0.00	\$4069.00
<b>Title II, Part A</b>		
Science Stipend	0.00	\$5000.00
Spanish Stipend	0.00	\$10000.00
Region VII Professional Development	0.00	\$871.00
<b>Title III, Part A - ELA</b>		

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title III, Part A - ELA</b>		
Region VII Shared Service Arrangement	0.00	\$4362.00
		<u>\$129,433.47</u>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Faculty, Staff and Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
<b>Local Funds</b>		
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Parents and Committee Members	0.00	\$0.00
Time of Community Members	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Transition Coordinator	0.00	\$0.00
<b>State and Local Funds</b>		
Staff Development Supplies	0.00	\$400.00
Professional Development Travel	0.00	\$10250.00
Contracted Professional Development	0.00	\$12569.00
Professional Development Records	0.00	\$0.00
Time Contributions of UIL/Other Extracurricular Sponsors	0.00	\$265169.00
Supplies, Contracted Services-UIL/Other Extracurricular	0.00	\$96050.00
Travel and Fees-UIL/Other Extracurricular	0.00	\$99530.00



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<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contributions of Truancy Officer	0.00	\$6374.00
Attendance Awards	0.00	\$2000.00
Time Contributions of Mentors and Coaches	0.00	\$12254.00
Technology Supplies and Materials	0.00	\$4500.00
Time Contributions of Technology Coordinator	0.00	\$17224.00
Time Contributions of Desktop Support Personnel	0.00	\$40006.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
School Security	0.00	\$300.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Testing Materials	0.00	\$500.00
Time Contributions of Faculty and Staff	0.00	\$620563.00
Instructional Resources	0.00	\$11000.00
Math, Science and Art Supplies	0.00	\$3000.00
Special Education Manager	0.00	\$5000.00
Time Contributions of Special Services Assistant	0.00	\$5384.00
Time Contributions of G/T Staff and Faculty	0.00	\$26504.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Coaching Staff	0.00	\$0.00
Contracted Cheer Judges/Twirling Instructor	0.00	\$0.00
Band Supplies and Capital Outlay	0.00	\$11000.00
Academic Content Coop	0.00	\$2464.00
Time Contributions of Nurse	0.00	\$10724.00
Time Contribution of Staff	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contributions of Staff	0.00	\$0.00
Special Education Resources	0.00	\$1500.00
Contracted Speech Therapy	0.00	\$1900.00
Contracted Physical Therapy and O&M Services	0.00	\$1200.00
Contracted VII Services	0.00	\$1300.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of Testing Coordinator	0.00	\$1000.00
Time Contributions of Staff	0.00	\$0.00
SpecialEducation Testing Materials	0.00	\$1000.00
Contracted Evaluations	0.00	\$2000.00
Contracted Data Mangement and Assessment Program	0.00	\$2199.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$200.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
G/T Instructional Resources	0.00	\$200.00
Student Travel	0.00	\$150.00
Time Contribution of Staff	0.00	\$0.00
Dual Credit College Tuition	0.00	\$10572.00
Time Contributions of Counselor	0.00	\$14503.00
Desktop Messaging Center	0.00	\$0.00
TXConnect Technology	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Librarian	0.00	\$1171.00
Contracted Software and Services	0.00	\$1200.00
Library Books and Supplies	0.00	\$1800.00
		<b><u>\$1,304,660.00</u></b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Block Grant</b>		
Supplies and Materials	0.00	\$100.00
Time Contribution of Staff	0.00	\$0.00
<b>Career and Technology Block Grant</b>		
Time Contributions of CTE Staff	0.00	\$596762.00
Time Contributions of CTE Staff	0.00	\$215276.00
CTE Resources	0.00	\$20450.00
Counselor Supplies for CTE	0.00	\$100.00
<b>CCMR Outcomes Bonus</b>		
Career Counseling	0.00	\$6000.00
TSI Coordinator Stipend	0.00	\$1000.00
<b>Dyslexia Allotment</b>		
Dyslexia Resources	0.00	\$37856.00
<b>School Safety Allotment</b>		
Security Resources	0.00	\$6026.00
<b>Special Education Block Grant</b>		
Counseling Supplies and Materials	0.00	\$800.00

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**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Special Education Block Grant</b>		
Time Contributions of SPED Staff	0.00	\$81888.00
 <b>State Compensatory Education (SCE)</b>		
Contracted Professional Development	0.00	\$100.00
Professional Development Travel	0.00	\$200.00
Extra-Duty Pay for Tutorials	0.00	\$8226.40
PLATO Maintenance Agreement	0.00	\$13600.00
PLATO Lab Facilitator	0.28	\$13176.06
Time Contribution of Remediation Teachers	0.49	\$23666.29
Supplemental Instructional Supplies	0.00	\$500.00
Contracted Counseling Services	0.00	\$2500.00
Extra-Duty Pay for PRS/Homebound Services	0.00	\$1028.30
DAEP Share Services Arrangement	0.00	\$22000.00
		<u>\$1,051,255.05</u>
<b>Grand Total:</b>		<b>\$2,485,348.52</b>