

**Industrial Independent School District**  
**Industrial Junior High School**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** May 13, 2019  
**Public Presentation Date:** May 13, 2019

# Mission Statement

At IJHS we believe that providing our students with a strong educational background is vital to their future success. We have high expectations of our students. It is our goal to work alongside parents to ensure that our students do their very best academically. We encourage our students to participate in extra-curricular activities as well, believing that their participation will promote a well rounded and active citizenship.

# Vision

The graduates of Industrial ISD will have the personal confidence and ability to succeed at their next level of education or employment. Industrial ISD believes that all students have the ability to acquire lifelong learning skills, discipline, work ethic, good moral values, a strong sense of right and wrong, and the ability to approach problems with optimism and commitment. All of our academic and extra-curricular programs will be aimed at helping our students develop these qualities through student-centered activities. Industrial ISD will provide students and the community with the best possible educational resources we can. The Board of Trustees and the Administrative Leadership Team will work together to facilitate and communicate our vision and mission to the entire Industrial community.

As a result of their experiences at Industrial ISD our graduates will reflect on their school days with pride, humility, and positive memories, realizing that their success was handed down by those who came before. They will become successful wherever they go, but never forget where they are from!

# Value Statement

Because They Think They Can, They Will.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	7
School Processes & Programs .....	9
Perceptions .....	12
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	18
Goal 1: Demographics: Industrial ISD will service all demographic groups and recruit highly qualified teachers. ....	18
Goal 2: Student Academic Achievement: Industrial ISD will provide a quality education to all student in all subject areas. ....	19
Goal 3: District Processes and Programs: Industrial ISD will implement effective programs and process for the district. ....	23
Goal 4: Perceptions: Industrial ISD will engage teachers, staff, parents, students, and community through a variety of strategies. ....	27
PBMAS Intervention Strategies .....	29
Campus Education Improvement Committee .....	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Using data from the 2017-2018 TAPR report:

**1. SCHOOL:** Industrial Jr High is comprised of 294 students ranging in grades 6th-8th. The campus is a public, open enrollment campus.

**2. RACE/ETHNICITY:** In comparison to the state population, the district's population in Hispanic and White students are reversed, while the remaining 5 groups are very similar. Race/Ethnicity demographics for IJHS are as follows:

African American - 1.7% (State - 12.6%)

Hispanic - 30.6% (State - 52.4%)

White - 67.0% (State - 27.8%)

American Indian - .3% (State - .4%)

Asian - .0% (State - 4.4%)

Pacific Islander - 0% (State - .1%)

Two or Mor Races - .3% (State - 2.3%)

**3. STUDENT GROUPS:** In comparison to State data, IJHS consistently falls well below the state percentages in the 5 identified student groups:

Economically Disadvantaged - 36.4% (State - 58.8%)

Non-Educationally Disadvantaged - 63.6% (State - 41.2%)

English Learner (EL) - 4.1% (State - 18.8%)

Migrant - None

Special Education - 11.2% (State - 9.1%)

At-Risk - 23.8% (State - 50.8%)

Bilingual/ESL Education - 4.1% (State - 18.9%)

Gifted & Talented Education - 7.8% (State - 7.9%)

**4. STAFF DATA:** IJHS continues to have a low student to teacher ratio to meet the needs of all learners. Areas of interest remain in minority staff and male teachers.

Total Staff: 25.4

Professional Staff: 20.9 (82.3%) - State - 64.1%

Teachers: 18.9 (74.4%) - State - 50.1%

Total Minority Staff: 3.9% (10.6%) - State - 49.9%

Male Teachers: 4.6 (24.4%) - State - 23.7%

Female Teachers: 14.3 (75.6%) - State - 76.3%

Number of Students per Teacher: 15.5 - State 15.1

**5. PARENT/GUARDIAN/COMMUNITY** - the community served by the district is primarily a rural community covering a large number of square miles. While much of the land in the school district is farmland, there is a small percentage of students who belong to the farming community. The majority of parents work in the chemical, oil, or gas production at one of the many established plants in the surrounding counties. The overall population appears to remain constant over the past decade, meaning very little growth or decline.

Almost half of our families are economically disadvantaged. These families come with unique situations in which basic needs have to be met first.

### **Demographics Strengths**

The strengths in the demographics of IISD remain in the lower numbers (compared to the State) in the identified student groups facing educational challenges.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The number of minority teachers and staff should be closer to mirroring our student population. **Root Cause:** School location, availability to recruit and maintain quality minority teachers willing to relocate to our rural location

**Problem Statement 2:** The number of male teachers is below the state average and should be higher to provide more male role models for students. **Root Cause:** School location, availability to recruit and maintain quality minority teachers willing to relocate to our rural location

# Student Academic Achievement

## Student Academic Achievement Summary

## Student Academic Achievement Summary

Industrial ISD earned a strong B in the overall rating for 2018.

The district is rated in 3 core areas: 1) Student Achievement, 2) School Progress, and 3) Closing the Gaps

Industrial Jr High School's 2018 Accountability Rating was Met Standard.

**Student Achievement includes:** a) STAAR Performance and b) College, Career and Military Readiness - which is measured through attendance at IJHS

The campus earned the following scaled scores in Student Achievement: a) STAAR Performance- 87, b) Attendance Rate of 96.0%

**School Progress includes:** a) Academic Growth, and b) Relative Performance (Eco Dis: 36.4%)

The campus earned the following scores in School Progress: a) Academic Growth - 81, and b) Relative Performance (Eco Dis: 36.4%) - 81

IJHS School Progress:

- All Grades ELA/Reading 72% (State-69%)
- All Grades Math 71% (State - 70%)
- EOC Algebra 93% (State - 72% and District 83%)

## **Closing the Gaps:**

The campus earned the following scaled score in Closing the Gaps - 87

## **Student Academic Achievement Strengths**

### **Student Achievement - Performance Distinctions per the 2017-2018 TEA School Report Card**

1. Earned Academic Achievement Distinction in ELAR
2. Earned Top 25% Comparative Academic Growth Distinction
3. Earned Top 25% Comparative Closing the Gaps Distinction
4. Earned a PostSecondary Readiness Distinction

### **School Progress - Academic Growth Per the 2017-2018 TAPR Report**

1. 6th grade ELAR- 57 (State- 47)
2. 7th grade ELAR- 88 (State- 76)
3. 7th grade Math- 70 (State- 67)
4. 8th grade Math- 88 (State- 81)
5. All grades Both Subjects- 71 (State- 69)

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 56% of 8th grade students on the 2018 STAAR Social Studies test scored at the approaches grade level or above. **Root Cause:** The root cause was professional teaching and organized lessons and continuous collection of data on progress and need for targeted interventions.



# School Processes & Programs

## School Processes & Programs Summary

### 1. Campus personnel policy and procedures:

Campus maintains highly qualified and effective personnel.

Professional positions are hired through site-based committees.

Professional evaluations are conducted via the TEA approved T-TESS evaluation tool.

### 2. Professional Practices:

Professional development is planned with a holistic approach. This means that district and campus professional development is coordinated among district administrators in an effort to meet the needs of individual teachers, campuses, and the district.

Teachers are provided the opportunity to earn two comp days for relevant professional development and training earned during the summer break.

IJHS conducts regular PLC meetings led by campus administrators. These meetings provide teachers the opportunities to review student academic performance, student improvement, RtI data, and the discussion of targeted interventions.

### 3. Programs and Opportunities for Students:

The curriculum and instruction provided at IJHS are:

**Math** research based materials, models, and programs, including but not limited to; IXL Math, Study Island, Learning Farm, Motivation Math and a variety of web based free math review sites. Students are provided additional focused Math instruction during In-School Tutorials/Interventions.

**Reading** programs to encourage independent reading include Accelerated Reader and the LoneStar Program. Academic Reading supports include Reading Plus, Learning Farm and ReadWorks. Identified reading students receive targeted service through the campus Reading Intervention Program. Students are also provided additional reading and writing instruction during the In-School Tutorials/Interventions.

**Science** based enrichment activities are developed and implemented at each grade level. Examples include the Soil and Water Conservation Projects, Science Fair, Unit Projects.

**Social Studies** skills/opportunities, including but are not limited to the; Veteran's Day program, Cultural Heritage Festival, and Unit Projects.

**Targeted Improvement Plan** has been created based on PBMAS indicators 1) SPED STAAR 3-8 Math, Science, and Writing, 3) SPED STAAR EOC Passing Rate in ELA, 8) SPED Regular Class Participation, and 11) SPED Representation for LEP students.

**One-to-one** student participation in district wide program which is integrating technology into every subject.

#### **4. Procedures:**

1. Technology is integrated into instruction with the introduction of the campus one-to-one Chromebook initiative. IJHS has equipped each 7th and 8th grade student with a new Chromebook. 6th grade students have access to Chromebook Carts in each core content classroom.
2. District calendar allows for built in time for teams to meet vertically.
3. Current school condition relevant to improving district procedures include current discussions to make revisions to campus schedules to allow the most effective use of teachers who are assigned to multiple campuses. In an effort to align more closely with neighboring districts and to meet the needs our our community, the academic calendar was also adjusted to allow the academic year to dismiss prior to Memorial Day.
4. IJHS provides students and families with opportunities and supports as students transition from elementary into Jr. High school, and from Jr. High School to High School. These include, but are not limited to, Family/Meet the Teacher nights, Student visits to new school, Summer Orientations, etc.
5. IJHS classroom management remains a strength, primarily due to the low student/teacher ratio and the interventions provided for high-need students. Teachers continuously communicate concerns and needs of students with families.
6. School Safety is a high priority for the IJHS. Every staff member at IJHS went through a training providing the school protocol for an intruder. Each employee participated in a blended learning environment to learn and understand the most current research which provides the highest probability of survival. Students were also trained by ALICE Safety by their teacher and were provided with materials that are housed in every single room and office area.

#### **School Processes & Programs Strengths**

The strengths of the campus include the coordinated, collaborative approach to teaching and curriculum. Campus administrators and teachers work diligently to understand their campus data to effectively provide instructional interventions that are effective. The Curriculum Director continuously provides support to IJHS administration to better serve the faculty to serve the students. Collaboration has been the key to continuous improvement.

The district and campus are committed to school safety and it is evident by the implementation of the ALICE Safety training program and the continued presence of law enforcement officers on campus.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** SPED and LEP students perform lower on state academic assessments and are reflected in PBMAS reporting. **Root Cause:** The root cause may be due to the lack of appropriate and effective interventions targeted for students with disabilities/LEP and the campus RtI process and procedures.

# Perceptions

## Perceptions Summary

### 1. STUDENT ENGAGEMENT -

Attendance Rates: 2015-2016 - 96.4% (Region 3 - 95.5%; State - 95.8%) 2016-2017 - 96.0% (Region 3 - 95.5%; State - 95.7%)

\*\*Lowest attendance rate for IJHS is Economically Disadvantaged - 94.9%

### 2. STAFF ENGAGEMENT -

Teacher turnover rate at IJHS remains consistent with previous years. The campus continues to struggle to attract qualified/certified teachers for openings in key content areas.

The additional requirement from TEA to have all ELA teachers for grades K-12 certified in English as a Second Language has been challenging. The campus has made significant progress in this mandate and is confident all ELAR teachers will meet this requirement, as well as other content area teachers. The district continues to support IJHS teachers by allowing them to attend training at Region 3 and to get reimbursed for the ESL test if they pass and it is posted on the certification record through SBEC.

No new personnel will be hired at IJHS without having the ESL certification.

IJHS provides new teachers with a mentor teacher for the first year of teaching.

### 3. PARENT/GUARDIAN ENGAGEMENT -

IJHS has many programs in place in order to communicate and engage with parents and guardians. These include but are not limited to Registration/Orientation prior to school starting, Meet the Teacher night, School Assemblies and Programs, and ExtraCurricular events that allow for families to experience, firsthand, the school climate and to engage in forming relationships with school personnel.

The district's education foundation also provides opportunities for families to engage with students and school personnel including events such as a Daddy/Daughter dance and the Maroon Ball. The ESL program director consistently attends the Region Center's Parent Engagement Conference with parents from the ESL program. The district pays for the fee for parents to attend and provides transportation.

IJHS communicates with families through posting information on the IJHS Facebook page and Classroom Reminds from the Remind App.

### **Perceptions Strengths**

IJHS has traditionally been considered a campus of both high academic and social emotional quality. The campus works extremely hard to provide open communications with parents and guardians. IJHS operates under a "open door" policy and parents are welcome to visit with administrators and teachers at any time. IJHS teachers conference and email consistently with administrators and parents about needs, concerns and positive feedback.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Attendance Rate below 97% **Root Cause:** The district needs to work harder to keep open lines of communication with these parents/guardians to provide assistance and resources for related causes such as transportation, medical resources, etc.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Equity data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback



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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: Demographics: Industrial ISD will service all demographic groups and recruit highly qualified teachers.**

**Performance Objective 1:** Industrial Jr High School will work to maintain class ratio sizes that are lower than the state average.

**Evaluation Data Source(s) 1:** TAPR Reports

**Summative Evaluation 1:**

**Goal 1:** Demographics: Industrial ISD will service all demographic groups and recruit highly qualified teachers.

**Performance Objective 2:** Students in all demographic groups will be provided the same high quality educational opportunities.

**Evaluation Data Source(s) 2:** Curriculum Resources, STAAR performance data, IMA expenditure reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) 1) Investigate optional bell schedules.	2.4, 2.5, 2.6	Principal Counselor Curriculum Director	Increased class time, lower student:teacher ratio, structured in-school interventions				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 1:** Demographics: Industrial ISD will service all demographic groups and recruit highly qualified teachers.

**Performance Objective 3:** IJHS will attempt to hire teachers that mirror our student population in both demographics and gender.

**Evaluation Data Source(s) 3:** TAPR Report, Human Resource data

**Summative Evaluation 3:**

**Goal 2: Student Academic Achievement: Industrial ISD will provide a quality education to all student in all subject areas.**

**Performance Objective 1:** Students will meet or exceed state assessment requirements.

**Evaluation Data Source(s) 1:** STAAR data, TAPR reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Administer benchmarks and other performance assessments to determine state assessment readiness.	2.4, 2.5, 2.6	Content Teachers Principal Counselor	~Continued improvement of scores on state assessments in all subpops				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide dedicated time for teachers to analyze data and strategically plan strategies to address issues.	2.4, 2.5, 2.6	Principal Counselor Content Teachers	~Meetings scheduled and facilitated ~Continued improvement of scores in all subpops				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							


**Goal 2:** Student Academic Achievement: Industrial ISD will provide a quality education to all student in all subject areas.

**Performance Objective 2:** Students will show academic growth on student assessments.


**Evaluation Data Source(s) 2:** STAAR assessment data

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Increase number of students making a progress measure to 100% through targeted identification and instruction	2.4, 2.5, 2.6	Principal Content Teachers Counselor	~Identify students/provide interventions ~All tested students will reflect a progress measure of 1 or 2	0%	0%	0%	
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide study skills course, summer school, and other remediations options to target instruction to students who do not demonstrate subject mastery	2.4, 2.5, 2.6	Principal Counselor Content Teachers	~Study Skills course in Master Schedule ~Summer School offered.	0%	0%	0%	




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2:** Student Academic Achievement: Industrial ISD will provide a quality education to all student in all subject areas.

**Performance Objective 3:** Students will become Career or College Ready prior to graduation/Attendance improvement for grades K-8.

**Evaluation Data Source(s) 3:** TAPR, Attendance records

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote various incentives to encourage daily attendance	2.5, 2.6	Principal Teachers Counselor	~Establish a variety of tangible incentives for students ~Notify Parents of Attendance issues in a timely manner ~Increase Daily Attendance rate to 97% or higher	0%	0%	0%	

**Goal 2:** Student Academic Achievement: Industrial ISD will provide a quality education to all student in all subject areas.

**Performance Objective 4:** IJHS will show growth and progress in Closing the Gaps measures for students.

**Evaluation Data Source(s) 4:** TAPR, STAAR data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Provide dedicated time for vertical alignment meetings to discuss data, teaching strategies to address deficits	2.4, 2.5, 2.6	Principal Curriculum Director	~Meetings scheduled and facilitated ~Continued improvement of scores in all subpops				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide student assistance services (RTI) for student in need	2.4, 2.5, 2.6	Principal Counselor Content Teachers	~Meetings held to identify ~Services provided ~Increase the number of students earning a progress measure				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

# Goal 3: District Processes and Programs: Industrial ISD will implement effective programs and process for the district.

**Performance Objective 1:** IJHS will provide a well-balanced and appropriate curriculum to all students, in all subject areas.

**Evaluation Data Source(s) 1:** Curriculum funding allocation reports, IMA allocation reports, Curriculum usage reports, STAAR data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Instructional supplies, materials and support services will be purchased to increase student engagement and comprehension	2.4, 2.5, 2.6	Principal Teachers	~100% of students will show growth on state assessments	0%	0%	0%	
<b>TEA Priorities</b> Build a foundation of reading and math 2) IJHS will implement TEKS Resource Guide to plan curriculum and drive instruction	2.4, 2.5, 2.6	Principal Teachers	~Lesson Plans will reflect use ~Student scores on all assessments will reflect growth	0%	0%	0%	


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 3:** District Processes and Programs: Industrial ISD will implement effective programs and process for the district.

**Performance Objective 2:** IJHS will implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Evaluation Data Source(s) 2:** Technology usage monitoring, STAAR data, staff surveys

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) IJHS 7th and 8th grade students will be provided an individual Chromebook as part of the district 1:1 technology initiative. 6th grade students will be provided Chromebook carts in all content classrooms for access to provided campus technology for use during the school day	2.4, 2.5, 2.6	Principal Teachers Counselor	~Students will be provided Chromebook training upon check out ~Students will be highly encouraged to use the Chromebook technology in all subject areas ~Increased familiarity with technology for use with on-line testing	0%	0%	0%	
2) Enhance the 1:1 technology initiative by providing training opportunities to teachers on various applications and strategies for implementing technology use in the classroom.		Principal Curriculum Director	~Increased use of Google Classroom by Teachers and Students	0%	0%	0%	
							



**Goal 3:** District Processes and Programs: Industrial ISD will implement effective programs and process for the district.

**Performance Objective 3:** IJHS will recruit, develop, and retain highly qualified and effective personnel.

**Evaluation Data Source(s) 3:** TTESS evaluations, STAAR data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Focus hiring on mirroring our student population especially in the hiring of males and Hispanics.		Principal	~Faculty ratios will mirror student populations	0%	0%	0%	
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Consistently utilize social media and the IISD and IJHS website for advertising teacher openings		Principal	~Attract and recruit highly qualified applicants	0%	0%	0%	
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Attend job fairs and increase the visibility and interest through strategies such as: improved booth (new tablecloths, digital signage, handouts), sell our story, interview on site		Principal	~Increase Applicant pool	0%	0%	0%	
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) All IJHS Teachers will be encouraged to become ESL certified. IJHS/IISD will reimburse the cost of certification test		Principal	~100% of IJHS Teachers will become ESL certified	0%	0%	0%	
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Implement a strong mentoring program to help new and newly hired teachers become acclimated to the policies, procedures, and culture of IJHS		Principal	~Low Teacher turnover	0%	0%	0%	

**Goal 3:** District Processes and Programs: Industrial ISD will implement effective programs and process for the district.

**Performance Objective 4:** IISD will promote safe and healthy schools.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) IJHS will conduct routine safety drills including but not limited to Fire, Tornado, Shelter in Place and ALICE	2.5	Principal Counselor Teachers	~Students will be highly familiar with drill procedures to apply in real case scenarios and will minimize negative effects of an emergency situation	0%	0%	0%	
2) IJHS will provide training to students, teachers and parents on Anti-Bullying, Cyber Safety, and Vaping policies/consequences	2.5	Counselor Principal	~Decrease number of reported cases of bullying or cyber safety infractions	0%	0%	0%	
3) Enhance the surveillance camera system		Principal	~Minimize possible security threats	0%	0%	0%	
4) Promote acceptance of diversity and discourage views of intolerance and disrespect by counseling referrals and group counseling.		Counselor Principal	~Counselor available for guidance ~Reduced number of Counselor referrals	0%	0%	0%	

# Goal 4: Perceptions: Industrial ISD will engage teachers, staff, parents, students, and community through a variety of strategies.

**Performance Objective 1:** Parents will be full partners with educators in the education of their children.

**Evaluation Data Source(s) 1:** Parent participation sign-in's, Attendance records

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize social media and the IHS webpage to provide information in a timely and efficient manner	3.2	Principal	~Increased number of posts and views	0%	0%	0%	
2) A variety of campus events will be scheduled to encourage Parent, School and Community partnerships: Including but not limited to; Orientation Meetings, Meet the Teacher times, Open House, Drug and Bully Free Weeks, Veteran's Day Tribute, Texas Public School Week Activities, ExtraCurricular Events, End-of-Year Awards Ceremonies.	3.1, 3.2	Principals Counselor Sponsors	~Timely information posted ~100% Parent attendance ~Increase of student participation of extracurricular activities	0%	0%	0%	
3) All IJHS classrooms will maintain a Remind app to communicate with Parents/students regarding classroom assignments and notifications	3.2	Teachers Principal	~Increased number of communications on Remind App	0%	0%	0%	

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 4:** Perceptions: Industrial ISD will engage teachers, staff, parents, students, and community through a variety of strategies.

**Performance Objective 2:** Through enhanced dropout prevention efforts, all students will remain in school until they graduate from and obtain a high school diploma.

**Evaluation Data Source(s) 2:** TAPR reports, Attendance records

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Investigate and implement possible extracurricular clubs/classes to encourage diversity, acceptance and creativity for all students	2.5	Counselor Teachers Principal	~Variety of clubs/classes will be available to all students ~Engaging activities to encourage participation within each club/class				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	2	1	1) Investigate optional bell schedules.

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kim Schaefer	Principal
Non-classroom Professional	Brandy Bowers	Counselor
Business Representative	Shad Estes	Business
Parent	Sherry Leita	Parent
Classroom Teacher	Stacey Bain	Teacher
Classroom Teacher	Brandi Davis	Teacher
Classroom Teacher	Kali Ellison	Teacher
Classroom Teacher	Stacy Hudson	Electives Teacher
Classroom Teacher	Shelley Marek	Special Programs Teacher
Classroom Teacher	Alan Fellers	Teacher