

Brazosport Independent School District
Lake Jackson Intermediate
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

We are on an **EPIC** journey toward success . . .

Educate all students and maximize their potential

Provide a rigorous and relevant curriculum that will prepare students for success

Inspire students to succeed both academically and socially

Collaborate and build relationships between students, educators, parents and community members to foster a culture of learning and respect

Motto

Holding Everyone Accountable - Success for ALL!

Vision

The faculty and staff are dedicated and committed to ensuring that Lake Jackson Intermediate continues to experience high student achievement and that ALL students are successful! LJIS focused on “Engaging Students for 21st-Century Success”! Through sharing a common mission, building positive relationships, and focusing on instruction, the faculty and staff are confident that we moving forward in preparing our students for success in high school and the 21st-Century. Additionally, students have a multitude of co-curricular, extra-curricular, clubs, and organizations to choose from that enhance their learning and better connect them to school and the community. LJIS believes in providing a safe and structured learning environment and will continue to stress the importance of our Positive Behavioral Interventions and Supports, promote anti-bullying, and incorporate the *Character Counts*® education program throughout the school year.

Value Statement

We value:

Diversity

Hard work & Excellence

Integrity & Trust

Positive Attitude & Respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Jackson Intermediate School is a large suburban school located in Lake Jackson, Texas. It is one of three intermediate schools in Brazosport Independent School District in Freeport, Texas and serves 7th and 8th grade students. LJIS is rich in tradition with a strong culture for growing and adding value to students. Included in this summary are tables that give a visual of who our students are and the programs we have in place to better service our students.

School Population

School Year	Student Total	7 Th Grade	8 Th Grade
17-18	895	51.96%	48.04%
16-17	857	49.47%	50.53%
15-16	818	48.78%	51.22%
14-15	809	50.43%	49.57%
13-14	850	47.06%	52.94%

Student Demographics

School Year	White	Hispanic	African American	Two-or-More	American Indian – Alaskan Native	Asian	Native Hawaiian – Pacific Islander	Female	Male
17-18	48.94%	40.22%	5.14%	2.57%	0.34%	2.68%	0.11%	49.94%	50.06%
16-17	52.86%	36.99%	4.67%	1.52%	0.82%	3.15%	0.00%	49.94%	50.06%
15-16	53.79%	35.45%	5.87%	1.71%	0.49%	2.69%	0.00%	48.53%	51.47%
14-15	54.26%	34.49%	6.18%	1.85%	0.37%	2.72%	0.12%	47.34%	52.66%
13-14	55.88%	32.24%	6.35%	1.41%	0.24%	3.41%	0.24%	50.12%	49.88%

Programs & Other Student Information

School Year	SPED	LEP	Gifted/Talented	Homeless	Econ	At Risk
17-18	8.49%	3.24%	13.07%	3.24%	34.08%	44.02%
16-17	7.12%	4.32%	11.09%	1.52%	33.37%	46.21%
15-16	1.59%	2.93%	13.57%	1.59%	32.64%	41.56%
14-15	7.91%	1.61%	14.46%	1.98%	31.77%	47.71%
13-14	8.00%	0.71%	14.47%	1.65%	32.82%	43.76%

At Lake Jackson Intermediate, we value all students and encourage and grow an inclusive campus culture to meet the varying needs of all students populations.

Demographics Strengths

- * All teachers are Highly Qualified to teach their subject/s
- * All core teachers are GT (gifted and talented) certified
- * 90% of LJIS teachers are CKH (capturing kids' hearts) trained and use these strategies to build strong relationships with their students
- * Number of GT students at LJIS is higher than state average
- * Continuous growth in student enrollment and diversity
- * Dropout for 2017-2018 was 0%
- * Increased student enrollment from home-school and private/parochial schools

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rate at 12.2% and comparison group average is 10.3% **Root Cause:** Intra-district transfers, Out of District transfers,

DAEP Placements, and contractors for industry mobility

Problem Statement 2: Decline in student attendance and not meeting our student attendance goal. **Root Cause:** Students that do not live in LJI attendance zone have a more difficult time getting to school. No accountability for children to attend school and no accountability for parents to have their children in school.

Student Achievement

Student Achievement Summary

Lake Jackson Intermediate Met Standard on the State's Accountability Rating System and earned a Distinction for Student Progress. For this distinction a campus has to be in the top 10% of their 40 comparative campuses in the state of Texas. LJI is adding value to our students. This past year, 2017-18, was a benchmark year for the state's new A-F accountability system. Lake Jackson Intermediate was marked an A Campus despite some of the areas we failed to meet standard in and we will address these areas in our plan this year, 2018-2019.

Student Achievement Strengths

Last year, 2017-18 - LJIS exceeded state passing percentage and students scores considerably higher than the state in every area except 8th-grade history.

- * 7th-grade writing scores increased from 71% to 74%
- * 7th-grade Reading scores increased from 74% to 76%
- * 7th-grade math scores increased from 61% - 78%
- * 8th-grade math scores dropped from 94% to 91%
- * 8th-grade Algebra I 100% - 100%
- * Students scoring at the "Mastery" level continues to increase - getting students College and/or Career Ready
- * TEA Distinction - Student Progress (LJIS is in the top 10% of their comparison campuses for student progress)
- * ESL
- * Special Education

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 8th grade history scores dropped 21% in one year. **Root Cause:** MOCK STAAR data gave a false sense of accomplishment and we

needed a stronger focus on Essential Standards/Outcomes

Problem Statement 2: Economically disadvantaged students showed achievement gaps that will be addressed this 2018-2019 school year. **Root Cause:** This student group struggles to come to school grade-level ready due to the disadvantages that their families and communities face.

Problem Statement 3: Special education students are under-performing compared to other students at campus **Root Cause:** 1) Not on grade level coming into 7th & 8th grade, 2) many sped. students have modified curriculum and are taking a regular state assessment

Problem Statement 4: Shortage of campus sped teachers to service the increasing number of sped student needs. **Root Cause:** The enrollment at LJIS is gradually increasing, parents want their children at LJIS and many of these students are serviced by Special Education.

Problem Statement 5: ESL students are under-performing compared to other students at campus **Root Cause:** 1) students with little to no knowledge of the English language, 2) parents do not speak English and can not help their children, 3) intensive teacher training for ELLs

Problem Statement 6: 8th grade Reading scores went down 3% from prior year

Problem Statement 7: 8th grade science scores went down 8% from prior year

Problem Statement 8: 7th grade Reading, of At-Risk students, STAAR scores decreased **Root Cause:** Students coming into 7th grade with Reading Deficiencies.

Problem Statement 9: 7th grade students, At-Risk, STAAR scores decreased **Root Cause:** Student coming into 7th grade with math deficiencies.

Problem Statement 10: Low staff attendance **Root Cause:** Outside factors pulling faculty and staff off campus

Problem Statement 11: Number of students beginning school below grade level **Root Cause:** Outside factors beyond our control & teachers need of training to support the many factors contributing to this problem

Problem Statement 12: Number of students that are absent or truant to school **Root Cause:** Parents getting kids to school and getting them to school on time; a lot of student movement

School Culture and Climate

School Culture and Climate Summary

Lake Jackson Intermediate School is rich in traditions and school cultures that value UIL participation in the areas of Fine Arts and Athletics. Currently, we have sponsors for twenty-three different clubs and organizations that students can become involved in to grow them, relax them, or just have fun in. We live and we learn. We have a culture of building meaningful/supporting relationships, with processes in place to ensure everyone knows processes and procedures for success through Positive Behavior Intervention, we have Response to Interventions to fill gaps in the area/s of student academic needs, and we are a Profession Learning Community school that believes all students learn at high levels in a culture of collaboration and we focus on results.

School Culture and Climate Strengths

- * 90% of faculty and staff trained in Capturing Kids' Hearts
- * PBIS campus, with a PBIS leadership team of teachers, administrators, counselors, and paras
- * Panther Bucks to reward and student events to reward making "Right Choices"
- * Hospitality team
- * PBIS Academic Pep Rallies
- * Athletic Pep Rallies
- * TEAM competitions

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Number of students coming into LJI that are not grade level proficient **Root Cause:** Students that need extra supports in place are not being recognized or addressed before entering 7th grade; students coming into BISD from other districts not performing at the same level; increased number of EcoD students at LJIS

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Lake Jackson Intermediate School, we take pride in hiring teachers that we would want to teach our own children. We train, support and invest in recruiting and retaining highly qualified educators/teachers. 100% of LJIS teachers are Highly Qualified to teach in their content area. All core teachers are trained and certified to teach Gifted and Talented children and we use some of those same strategies in all classes to ensure students are learning at high levels. All English teachers are ESL certified.

Staff Quality, Recruitment, and Retention Strengths

- * 100% of LJIS teachers are HQ
- * All core teachers are GT certified
- * All English teachers are ESL certified
- * Quality Staff Development is provided throughout the year
- * Technology is provided to every teacher, as a tool, to support the work they do
- * Feeding teachers at times they have extended work days or lunches during state assessment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Each year, we have teachers that leave our campus **Root Cause:** Promotions, starting a family, husband/wife changing jobs and move, retirement, some teachers change campuses to follow their child to the next level

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

High quality curriculum, instruction, and assessment begins with hiring, training/PD, and the structure of our master schedule. At Lake Jackson Intermediate, we build into our master schedule common planning time for Reading and writing at both 7th and 8th grade. We have common planning time for 7th and 8th grade math teachers to meet. And, finally, common planning time is provided for 7th science, 7th history, 8th science and 8th history. Our curriculum is set by the state of Texas, TEKS, which are aligned with the set state assessment. Autonomy is given to our teachers, through our PLC process, to determine HOW to teach the essential outcomes that every child must know to be ready for the next grade level. Enrichment times are provided during our Prime Time for students that are at or above the Met standards level and RtI is provided, also at Prime Time, for Tier 2 students that need a little more time/support. Tier 3 intervention for students unsuccessful in meeting standard on state assess is provided as a class during the school day and is taught by highly qualified intervention teachers.

Curriculum, Instruction, and Assessment Strengths

Tools for teachers and students:

- * 1:1 technology
- * Digital coach
- * Google classroom
- * ALEKS
- * Instructional math coach
- * Study Island
- * Accelerated Reading Program
- * No Red Ink
- * Remind

- * GoGuardian
- * Read 180
- * Parent Portal
- * PLC time built into Master Schedule
- * Multilayer supports for Special education and ESL students

Parent and Community Engagement

Parent and Community Engagement Summary

Lake Jackson Intermediate affords many opportunities to parents and community to become invested in school activities such as CEIC, PTO, parent/teacher meetings, Fine Arts boosters, Athletic booster clubs, beginning of the year Parent Orientation, student course selection process, Parent Tech Nights, Band booster-Turkey Trot, etc. Our communities are consistently giving to the schools through Back-Pack Buddies, school supplies from industries and churches, LJI Angel Project, and BISD's Educational Foundation. Olan volunteers, engineers, come and work with our Robotics Club and our students. We treasure our relationships with ALL of our partnerships.

Parent and Community Engagement Strengths

- * PTO
- * BISD's Educational Foundation
- * Back-Pack Buddies
- * LJI Angel Project
- * LJI Band fundraiser - Turkey Trot
- * Olan/Robotics Club

School Context and Organization

School Context and Organization Summary

Lake Jackson Intermediate School has trained faculty and staff in processes such as Professional Learning Communities, Response to Intervention, Capturing Kids' Hearts, and Positive Behavior and Intervention Supports. These systems and processes are set in place to ensure all students are learning at high levels, to reward doing the "RIGHT" work, and having an invested adults that knows every student and can speak into their lives to learn and grow. Additionally, LJIS has two full time BISD police officers are on campus to ensure safety and build healthy, respectful relationships with students and staff.

School Context and Organization Strengths

- * Parent/Teacher Organization
- * Master Schedule to ensure students are where they need to be to meet their needs
- * On-line textbooks and literature for staff and students for easy access
- * Campus Educational Improvement Committee
- * Two BISD police officers on campus
- * Industry supports
- * BISD's Educational Foundation

Technology

Technology Summary

Brazosport Independent School District and Lake Jackson Intermediate School has implemented 1:1 technology so that ALL teachers and students have access to a chrome book and teachers, additionally, have a laptop, as a tool for learning. We are entering our third year of this implementation and processes that go with distribution and pick-up. LJIS has a full time Digital Coach and a technician to support our 1:1 initiative to ensure success for all. The district and campus offers technology professional development for on-going training for staff as needed.

Technology Strengths

- * 1:1 implementation for the third year
- * Campus Digital Coach and technician
- * Tools and programs for data collection, teaching, and PD

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: During the 2018-19 school year, the percentage of students in 7th-grade mathematics will perform above the state passing standard with an increase of 7% or better at the Meets level. (Outcome Goal 2)

Evaluation Data Source(s) 1: 7% increase on 7th grade Mathematics STAAR test.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 7th grade math departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes.	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	Ensure focus on the essential outcomes to close student learning gaps and increase student achievement				
	Problem Statements: Student Achievement 8, 9 Funding Sources: 199 - General Fund - 5000.00, Local 24 - State Comp - 3081.00						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide math intervention to 7th grade students during the school day	2.6	Principal & APs	Ensure students in need of Tier 3 instruction received the individual support they need to grow and have value added				
	Problem Statements: Student Achievement 9 Funding Sources: Local 24 - State Comp Personnel - 65000.00						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide Summer School Now for students at-risk of failing math and in danger of not meeting standards on state assessment</p>	2.5, 2.6	administration, lead teachers, counselors	increase number of at-risk students meeting standard on state assessment				
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Implementation of and following district guidelines for use of ALEKS to increase student learning of regular & advanced students in 7th grade math students</p>	2.4, 2.5, 2.6	district math coordinator, administrators, math teachers	Ensures application of discipline-specific knowledge structures for advanced & regular 7th graders students in math to close gaps and to excel.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 8: 7th grade Reading, of At-Risk students, STAAR scores decreased	Root Cause 8: Students coming into 7th grade with Reading Deficiencies.
Problem Statement 9: 7th grade students, At-Risk, STAAR scores decreased	Root Cause 9: Student coming into 7th grade with math deficiencies.







Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: During the 2018-19 school year, the percentage of students in 7th grade Reading will perform above the state passing standard with an increase of 4% or better at the Meets level (Outcome Goal 2).

Evaluation Data Source(s) 2: 4% increase on 7th grade Reading STAAR test.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 7th grade Reading departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes.	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	To close student learning gaps and increase student achievement				
Problem Statements: Student Achievement 8 Funding Sources: 199 - General Fund - 5000.00							
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide Reading intervention to 7th grade students during the school day	2.5, 2.6	Principal	Ensure students in need of Tier 3 instruction received the individual support they need to grow and have value added				
Problem Statements: Student Achievement 8 Funding Sources: Local 24 - State Comp Personnel - 65000.00							
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 3) Provide Summer School Now for students at-risk of failing writing and in danger of not meeting standards on state assessment	2.4, 2.5, 2.6	administrators, counselors, lead teachers	increase number of at-risk students meeting standard on state assessment				

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 4) Provide AR (Accelerated Reader) on-line to monitor student reading practice and progress	2.4, 2.5, 2.6	Reading teachers and administration	increased amount of time students are reading to improve student achievement			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Student Achievement	
Problem Statement 8: 7th grade Reading, of At-Risk students, STAAR scores decreased	Root Cause 8: Students coming into 7th grade with Reading Deficiencies.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: During the 2018-19 school year, the percentage of students in 7th grade Writing will perform above the state passing standard with an increase of 4% or better.

Evaluation Data Source(s) 3: 4% increase on 7th grade Writing STAAR test.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 7th grade writing departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	Ensure focus on essential outcomes and what students must know to advance academically				
Problem Statements: Student Achievement 2, 3, 5 Funding Sources: 199 - General Fund - 4000.00							
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide Summer School Now for students at-risk of failing writing and in danger of not meeting standards on state assessment	2.5, 2.6	administration, counselors, and lead teachers	increase number of at-risk students meeting standard on state assessment				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 3) Provide reading & writing intervention to 7th grade students during the school day	2.5, 2.6	administration, counselors, intervention teachers	reading and writing gaps closed and increased student achievement of identified students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Economically disadvantaged students showed achievement gaps that will be addressed this 2018-2019 school year. **Root Cause 2:** This student group struggles to come to school grade-level ready due to the disadvantages that their families and communities face.

Problem Statement 3: Special education students are under-performing compared to other students at campus **Root Cause 3:** 1) Not on grade level coming into 7th & 8th grade, 2) many sped. students have modified curriculum and are taking a regular state assessment

Problem Statement 5: ESL students are under-performing compared to other students at campus **Root Cause 5:** 1) students with little to know knowledge of the English language, 2) parents do not speak English and can not help their children, 3) intensive teacher training for ELLs

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: During the 2018-19 school year, the percentage of students in 8th-grade mathematics will perform above the state passing standard with an increase of 13% or better at the Meets level (Outcome Goal 2).

Evaluation Data Source(s) 4: 13% increase on 8th grade Mathematics STAAR test.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 8th grade math departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	Ensure focus on the essential outcomes to close student learning gaps and increase student achievement				
Problem Statements: Student Achievement 2, 3, 5 Funding Sources: 199 - General Fund - 5500.00							
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide Summer School Now for students at-risk of failing math and in danger of not meeting standards on state assessment	2.5, 2.6	administration, counselors, and lead teachers	increase number of at-risk students meeting standard on state assessment				
3) Implementation of and following district guidelines for use of ALEKS to increase student learning of regular 8th grade math students		district math coordinator, administrators, math teachers	Ensures application of discipline-specific knowledge structures for regular 8th grader students in math to close gaps and to excel.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Economically disadvantaged students showed achievement gaps that will be addressed this 2018-2019 school year. **Root Cause 2:** This student group struggles to come to school grade-level ready due to the disadvantages that their families and communities face.

Problem Statement 3: Special education students are under-performing compared to other students at campus **Root Cause 3:** 1) Not on grade level coming into 7th & 8th grade, 2) many sped. students have modified curriculum and are taking a regular state assessment

Problem Statement 5: ESL students are under-performing compared to other students at campus **Root Cause 5:** 1) students with little to know knowledge of the English language, 2) parents do not speak English and can not help their children, 3) intensive teacher training for ELLs

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: During the 2018-19 school year, the percentage of students in 8th grade Reading will perform above the state passing standard with an increase of 11% or better at the Meets Level (Outcome Goal 2).

Evaluation Data Source(s) 5: 11% increase on 8th grade Reading STAAR test.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 8th grade Reading departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	Ensure focus on the essential outcomes to close student learning gaps and increase student achievement				
Problem Statements: Student Achievement 6 Funding Sources: 199 - General Fund - 5500.00							
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide Summer School Now for students at-risk of failing Reading and in danger of not meeting standards on state assessment	2.5, 2.6	administration, counselors, and lead teachers	increase number of at-risk students meeting standard on state assessment				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 3) Provide AR (Accelerated Reader) on-line to monitor student reading practice and progress	2.4, 2.5, 2.6	Reading teachers and administration	increased amount of time students are reading to improve student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 6: 8th grade Reading scores went down 3% from prior year

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 6: During the 2018-19 school year, the percentage of students in 8th grade Science will perform above the state passing standard with an increase of 10% or better.

Evaluation Data Source(s) 6: 10% increase on 8th grade Science STAAR test.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 8th grade science departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	Ensure focus on the essential outcomes to close student learning gaps and increase student achievement				
Problem Statements: Student Achievement 7 Funding Sources: 199 - General Fund - 4000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 7: 8th grade science scores went down 8% from prior year

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 7: During the 2018-19 school year, the percentage of students in 8th grade Social Studies will perform at or above the state passing standard with an increase of 10% or better.

Evaluation Data Source(s) 7: 10% increase on 8th Grade Social Studies STAAR test.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 8th grade history departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes	2.4, 2.5, 2.6	Department leaders, principal, assistant principals	Ensure focus on the essential outcomes to close student learning gaps and increase student achievement				
Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 4000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: 8th grade history scores dropped 21% in one year. Root Cause 1: MOCK STAAR data gave a false sense of accomplishment and we needed a stronger focus on Essential Standards/Outcomes

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 8: During the 2018-19 school year the student attendance rate will meet or exceed 96.5%.

Evaluation Data Source(s) 8: 96.5% or better student attendance rate from District Student Attendance Reports.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Create competitions by teams and/or grades for the highest attendance groups	2.4, 2.5, 2.6	Assistant Principals, principal, counselors, attendance clerk, teachers	To impact student attendance and increase the number of students attending school				
Problem Statements: Demographics 2 Funding Sources: 199 - General Fund - 4000.00							

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Decline in student attendance and not meeting our student attendance goal. Root Cause 2: Students that do not live in LJI attendance zone have a more difficult time getting to school. No accountability for children to attend school and no accountability for parents to have their children in school.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 9: By the end of the 2018-19 school year, Lake Jackson Intermediate students taking Algebra I EOC, will exceed the state passing standard at Meets level by 1.5% and Master level by 1.5% or better. (Outcome Goal 3).

Evaluation Data Source(s) 9: Formative assessments; CBAs; Mock STAAR EOC; Alg. 1 End-of-Course

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implementation of and following district guidelines for use of ALEKS to increase student learning of advanced students in 8th grade Algebra I.</p>	2.4, 2.5, 2.6	district math coordinator, administrators, Alg. I teachers	Ensures application of discipline-specific knowledge structures for advanced 8th graders taking Algebra I				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 10: In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

Evaluation Data Source(s) 10: 2019 Domain 3: Closing the Gaps Report

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide Summer School Now resources for students at-risk of failing Reading, writing, & math and in danger of not meeting standards on state assessment	2.5, 2.6	administration, counselors and lead teachers	increase number of at-risk students meeting standard on state assessment				
Problem Statements: Student Achievement 6, 8, 9 - School Culture and Climate 1 Funding Sources: Local 24 - State Comp - 1752.00							
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide AR (Accelerated Reader) on-line to monitor student reading practice and progress	2.4, 2.5, 2.6	Reading teachers and administration	increased amount of time students are reading to improve student achievement				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 3) Increase focus on and monitor use of Prime Time, by setting Priority Days for each of the four core subject areas to ensure focus on Tier 2 student learning and closing gaps	2.4, 2.5, 2.6	Administration, Counselors, Department leaders, and PT teachers	increased number of students passing all core classes and formative assessments				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 10 Problem Statements:

Student Achievement

Problem Statement 6: 8th grade Reading scores went down 3% from prior year

Problem Statement 8: 7th grade Reading, of At-Risk students, STAAR scores decreased **Root Cause 8:** Students coming into 7th grade with Reading Deficiencies.

Problem Statement 9: 7th grade students, At-Risk, STAAR scores decreased **Root Cause 9:** Student coming into 7th grade with math deficiencies.

School Culture and Climate

Problem Statement 1: Number of students coming into LJI that are not grade level proficient **Root Cause 1:** Students that need extra supports in place are not being recognized or addressed before entering 7th grade; students coming into BISD from other districts not performing at the same level; increased number of EcoD students at LJIS



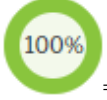



Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: During the 2018-19 school year, LJIS will reduce student discipline referrals by 10% as compared to the previous year.

Evaluation Data Source(s) 1: 10% reduction in office referrals for discipline.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Collaborative threat assessments to determine intent of threats to keep students on campus, when possible.	2.5, 2.6	Principal, Assistant Principals, Threat Assessment Team	Increased student trust and accountability and ensure consistency of essential outcomes for students in four core classes				
Funding Sources: 199 - General Fund - 4500.00							
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 2) PBIS team will disaggregate discipline data to determine time and place of incidents that need to be addressed and reduced	2.4, 2.5, 2.6	Administration, counselors, teachers and PBIS Team	Reduce the number of incidents that occur on campus				
Funding Sources: 199 - General Fund - 1000.00							
Critical Success Factors CSF 1 CSF 6 3) Investigate Bullying incidents within 24 hours or less to determine the reality of to reduce bullying on campus.		APs, counselors, and behavior specialist	Cut down on bullying incidents on campus				
Critical Success Factors CSF 1 CSF 4 CSF 6 4) PBIS team PLC meetings monthly to review data and address current issues at hand to be proactive. Update all expectation videos we show the first 2 weeks of school so all will know and be aware of LJI expectations	2.5, 2.6	Administration, counselors and lead teachers	School expectations followed; staff and student know LJI expectations				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Assistant principals work collaboratively with teachers and attendance clerk To address and reduce student absenteeism and truancy</p>	<p>2.4, 2.5, 2.6</p>	<p>Assistant Principals, counselors, teachers</p>	<p>Reduced absenteeism and truancy</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: During the 2018-19 school year, Lake Jackson Intermediate will successfully conduct 100% of the required crisis/evacuation drills

Evaluation Data Source(s) 2: Documentation of 100% completion.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) Increase Active Shooter drills from 1 a year to 2 a year (1 in Fall and 1 in Spring)	2.5	Assistant principals, principal, BISD PD & LJ PD	Students will have a better understanding of what to do in the event there could be an actual active shooter on campus				
Critical Success Factors CSF 7 2) Train all staff in Crisis Emergency Plan for LJIS.	2.5	Principal and Assistant Principals and Crisis Team	Faculty and staff will be better equipped to respond in the event of a crisis on campus				
Funding Sources: 199 - General Fund - 1100.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: During the 2018-19 school year, Lake Jackson Intermediate will identify key personnel to continue on-going training to keep faculty, staff, and students safe.

Evaluation Data Source(s) 3: Training of certification; parents, staff, and student surveys;

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 3 CSF 6 1) Meet with identified personnel to create and/or update crisis team and crisis team events and responses	2.5	Administration, BISD PD, counselors, identified lead teachers, campus nurse and identified campus clerical	First responders will be trained and knowledgeable of plans in the event of an actual crisis on campus; and remaining campus personnel and students can take appropriate action				
Critical Success Factors CSF 3 CSF 6 2) All faculty and staff will receive training through EduHero and Safe Schools to understand and respond appropriately to a safety need	2.5	Principal and identified district personnel	All campus personnel will respond appropriately to an identified incident				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: During the 2018-2019 school year, Lake Jackson Intermediate will identify key personnel to continue on-going training to ensure the Professional Learning Communities process is moving toward sustainability. (Constraint 1)

Evaluation Data Source(s) 1: Grade level & core department PLC agendas
Data dis aggregation with a focus on essential outcomes are met

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) During the 2018-2019 school year, Lake Jackson Intermediate will identify key personnel to continue on-going training to ensure the PLC process is an embedded process moving from Developing to Sustaining.</p>	2.4, 2.5, 2.6	Principal, Assist. Principals, & Departmental Leaders	<p>*Students' increase knowledge on Essential Outcomes/Readiness Standards</p> <p>*PLC process embedded to move from Developing to Sustaining</p>				
<p>Problem Statements: Student Achievement 1, 2, 5, 6, 7, 8, 9</p> <p>Funding Sources: 255 - Title II, Part A - 4732.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:







Student Achievement
Problem Statement 1: 8th grade history scores dropped 21% in one year. Root Cause 1: MOCK STAAR data gave a false sense of accomplishment and we needed a stronger focus on Essential Standards/Outcomes
Problem Statement 2: Economically disadvantaged students showed achievement gaps that will be addressed this 2018-2019 school year. Root Cause 2: This student group struggles to come to school grade-level ready due to the disadvantages that their families and communities face.
Problem Statement 5: ESL students are under-performing compared to other students at campus Root Cause 5: 1) students with little to know knowledge of the English language, 2) parents do not speak English and can not help their children, 3) intensive teacher training for ELLs
Problem Statement 6: 8th grade Reading scores went down 3% from prior year
Problem Statement 7: 8th grade science scores went down 8% from prior year
Problem Statement 8: 7th grade Reading, of At-Risk students, STAAR scores decreased Root Cause 8: Students coming into 7th grade with Reading Deficiencies.
Problem Statement 9: 7th grade students, At-Risk, STAAR scores decreased Root Cause 9: Student coming into 7th grade with math deficiencies.

Goal 3: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: During the 2018-2019 school year, Lake Jackson Intermediate will ensure that Reading and math teachers are meeting the needs of our ESL learners by using effective researched based instructional strategies incorporated into student learning.

Evaluation Data Source(s) 2: TELPAS scores; formal and informal common assessments; CBAs, and MOCK STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Reading and math teachers will be trained and ESL certified		Principal, district ESL coordinator & director	ESL student learning gaps decrease				
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) During the 2018-2019 school year, Lake Jackson Intermediate will create classes that will teach student reading comprehension with Read 180 for identified students in Sped & ESL</p>	2.4, 2.5, 2.6	Administrators, counselors, lead Sped teachers & ESL teacher	Increase reading comprehension for identified students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: During the 2018-2019 school year, Lake Jackson Intermediate will identify key personnel to continue on-going training to ensure the RtI Response to Intervention process is being used effectively to identify students in need of Tier 3 intervention

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) During the 2018-2019 school year, Lake Jackson Intermediate will identify key personnel to continue on-going training to ensure the RtI Response to Intervention process is being used effectively to identify Tier 3 students in need of intervention.	2.4, 2.5, 2.6	Principal, Assistant Principals, Counselors, RtI teachers, & lead math and ELA teachers	*Gaps closed with identified Tier 3 students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 4: During the 2018-2019 school year, Lake Jackson Intermediate will maintain 100% highly effective teachers.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Through the help and support of BISD's HR department and Lake Jackson Principal, we will ensure highly effective candidates are considered for hire and hire highly effective teachers.	2.4, 2.5, 2.6	principal & hiring committees	highly effective teachers will be at work; have positive expectations for student success; excels at classroom management, & designs lessons for mastery.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 5: During the 2018-2019 school year, Lake Jackson Intermediate teacher attendance rate will improve from 93.8 to 94.2. (Constraint 2)

Evaluation Data Source(s) 5: Teacher attendance in TEAMS; Google summary doc of teacher absentees

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Communicate the importance of teachers being the classroom on Day 1 & track employee absences.	2.4, 2.5, 2.6	Principal	Teacher attendance will increase from 93.85% to 94.20%				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming

Performance Objective 1: During the 2018-19 school year, Lake Jackson Intermediate School will provide effective learning opportunities, in the areas of technology programs and applications, to ensure faculty and staff are effectively using technology, as a resource (Constraint 3).

Evaluation Data Source(s) 1: Wayfind Assessment Results of 100% participation Program & App analysis via reports and student, teacher and parent surveys

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>1) Bi-weekly newsletters with quick resources, tip and digital citizenship and a Learning on the Loo is placed in every adult restroom for reading & learning purposes.</p>	2.5	Principal & Digital Learning Coach	Expected outcomes are that teachers find areas of interest to learn new technology uses.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Digital coach meets with the PLC teams to showcase different ways to use technology to engage and assess student learning.</p>	2.4, 2.5, 2.6	Principal & Digital Coach	*increase teacher and student use of technology *teachers learn different ways to engage & assess student learning				
<p>Critical Success Factors CSF 7</p> <p>3) All certified staff will be assessed through Wayfind to determine level of proficiency</p>	2.5	Principal & Digital Learning Coach	100% participation & a campus average level of Proficient.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 1: During the 2018-19 school year, LJIS will increase parent communication by 2%

Evaluation Data Source(s) 1: Parent Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) All student announcements will be submitted to parents through Peach Jar.	3.1	Principal, principal secretary and Media specialist	Increase amount of parents awareness of activities at LJIS evident by parent surveys				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Provide Reading intervention to 7th grade students during the school day
2	3	1	Meet with identified personnel to create and/or update crisis team and crisis team events and responses

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	7th grade math departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes.
1	1	2	Provide math intervention to 7th grade students during the school day
1	1	3	Provide Summer School Now for students at-risk of failing math and in danger of not meeting standards on state assessment
1	1	4	Implementation of and following district guidelines for use of ALEKS to increase student learning of regular & advanced students in 7th grade math students
1	2	1	7th grade Reading departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes.
1	2	2	Provide Reading intervention to 7th grade students during the school day
1	2	3	Provide Summer School Now for students at-risk of failing writing and in danger of not meeting standards on state assessment
1	2	4	Provide AR (Accelerated Reader) on-line to monitor student reading practice and progress
1	3	1	7th grade writing departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes
1	3	3	Provide reading & writing intervention to 7th grade students during the school day
1	4	1	8th grade math departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes
1	4	2	Provide Summer School Now for students at-risk of failing math and in danger of not meeting standards on state assessment
1	5	1	8th grade Reading departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes
1	5	2	Provide Summer School Now for students at-risk of failing Reading and in danger of not meeting standards on state assessment
1	5	3	Provide AR (Accelerated Reader) on-line to monitor student reading practice and progress
1	6	1	8th grade science departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes
1	7	1	8th grade history departmental PLC will meet weekly to review the 4 critical PLC questions and determine moving students to meets/mastery level on essential outcomes
1	8	1	Create competitions by teams and/or grades for the highest attendance groups

Goal	Objective	Strategy	Description
1	10	1	Provide Summer School Now resources for students at-risk of failing Reading, writing, & math and in danger of not meeting standards on state assessment
1	10	2	Provide AR (Accelerated Reader) on-line to monitor student reading practice and progress
1	10	3	Increase focus on and monitor use of Prime Time, by setting Priority Days for each of the four core subject areas to ensure focus on Tier 2 student learning and closing gaps
2	1	1	Collaborative threat assessments to determine intent of threats to keep students on campus, when possible.
2	1	2	PBIS team will disaggregate discipline data to determine time and place of incidents that need to be addressed and reduced
3	2	2	During the 2018-2019 school year, Lake Jackson Intermediate will create classes that will teach student reading comprehension with Read 180 for identified students in Sped & ESL
3	3	1	During the 2018-2019 school year, Lake Jackson Intermediate will identify key personnel to continue on-going training to ensure the RtI Response to Intervention process is being used effectively to identify Tier 3 students in need of intervention.
3	4	1	Through the help and support of BISD's HR department and Lake Jackson Principal, we will ensure highly effective candidates are considered for hire and hire highly effective teachers.

State Compensatory

Personnel for Lake Jackson Intermediate:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Perk	Math Interventionist	Lake Jackson Intermediate	1
Tiffany Whipple	Reading Interventionist	Lake Jackson Intermediate	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Susan Wood	Principal
Administrator	Sheri Minter	Asst. Principal
Administrator	Jeff Kinney	Asst. Principal
Classroom Teacher	Lorissa Bailey	Sped. Teacher
Classroom Teacher	Tara Rice	8th ELA Teacher
Non-classroom Professional	Kennea Shields	Principal's Secretary
Parent	Amelia Bone	PTO Member
Classroom Teacher	DyAnn Herrera	8th Math Teacher
Paraprofessional	Ashlyn Hendricks	Sped. Para
Classroom Teacher	Luke Elliott	8th History Teacher
Classroom Teacher	Kathryn Towery	CTE Teacher
Classroom Teacher	Karis Watson	7th Science Teacher
Non-classroom Professional	Candyce Miller	Counselor
Non-classroom Professional	Joey Bryson	Counselor
Classroom Teacher	Victoria Heckendorn	8th ELA Intervention Teacher
Classroom Teacher	Javian Baugh	7th Math Teacher
Classroom Teacher	Justin Faith	7th History Teacher
Classroom Teacher	Romelia Rodriguez	7th & 8th ESL Teacher
Non-classroom Professional	Cheryl Wood	Librarian
Classroom Teacher	Nathan Tamborello	8th ELA Teacher
Non-classroom Professional	Elizabeth Merritt	Campus/district Digital Coach

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Supplies		\$5,000.00
1	2	1	Reading Supplies		\$5,000.00
1	3	1	Writing Supplies		\$4,000.00
1	4	1	Math Supplies		\$5,500.00
1	5	1	Reading Supplies		\$5,500.00
1	6	1	Science class Supplies		\$4,000.00
1	7	1	Social Studies Supplies & Tech Programs		\$4,000.00
1	8	1	Reward for Attendance Competition per semester		\$4,000.00
2	1	1	Computer Monitors, Cameras, Professional Development for Threat Assessment Team		\$4,500.00
2	1	2	Discipline Forms		\$1,000.00
2	2	2	Vsoft Visitor Sign in and Raptor Badges		\$1,100.00
Sub-Total					\$43,600.00
Budgeted Fund Source Amount					\$75,000.00
+/- Difference					\$31,400.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials		\$3,081.00
1	10	1	Instructional Materials		\$1,752.00
Sub-Total					\$4,833.00
Budgeted Fund Source Amount					\$3,081.00
+/- Difference					\$-1,752.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	2			\$65,000.00
1	2	2	7th grade Reading Interventionist		\$65,000.00
Sub-Total					\$130,000.00
Budgeted Fund Source Amount					\$130,000.00
+/- Difference					\$0
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Training in the Professional Learning Communities model		\$4,732.00
Sub-Total					\$4,732.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$0
Grand Total					\$183,165.00