

Jasper Independent School District
Jasper High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 9, 2017

Mission Statement

The Mission of Jasper High School is to provide an excellent education for all students.

Vision

The Vision of Jasper High School, in partnership with parents and the community, is to educate with compassion and dedication so that every child can be successful.

Value Statement

" Teaching Tomorrow's Leaders Today"

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Comprehensive Needs Assessment

Demographics

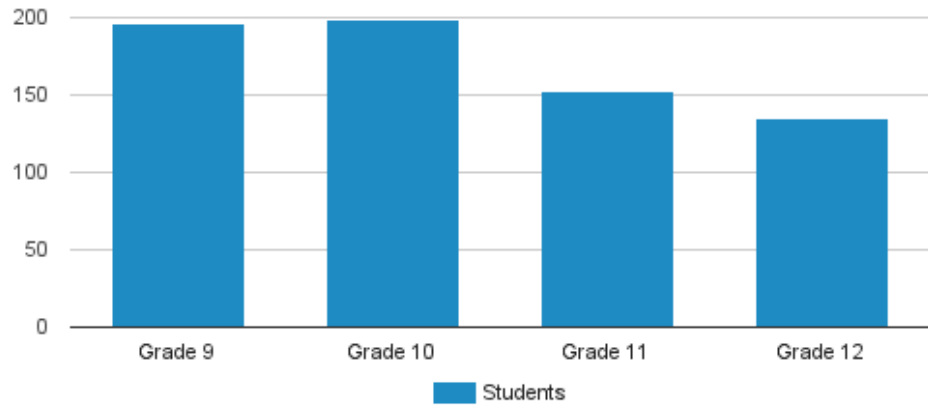
Demographics Summary

Jasper High School student enrollment has remained relatively consistent for the past three years. Currently, 730 students are enrolled in grades 9-12 for the 2017-2018 school year. Jasper has a diverse student body, with the majority of the population identifying as African American, Caucasian, or Hispanic. Jasper High School also has smaller numbers of other ethnic groups, including Asian, American Indian, Pacific Islander, and students of two or more races.

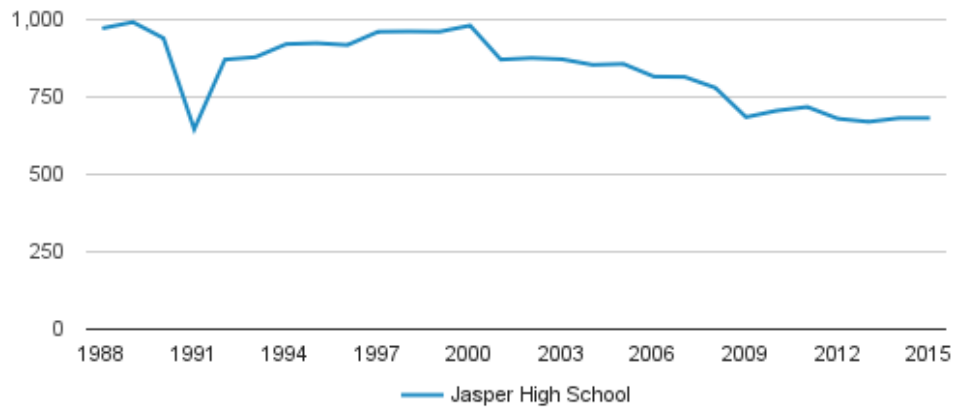
Jasper High School teachers are highly qualified professionals. The 2015 TEA federal report card states that 15.6% of Jasper High School teachers have a Master's Degree. All other high school teachers have a Bachelor's Degree.

The number of students in special populations is fairly high, with 63.1% being economically disadvantaged, 3.2% are English Language Learners, and 13.5% are enrolled in Special Education. It is Jasper High School's belief that reducing the student to teacher ratio could improve the success rate of all students, and bring the dropout rate down from the current level of 0.6%. As the population of Jasper High School continues to grow and change, it is important that the staff is equipped to meet those changing needs.

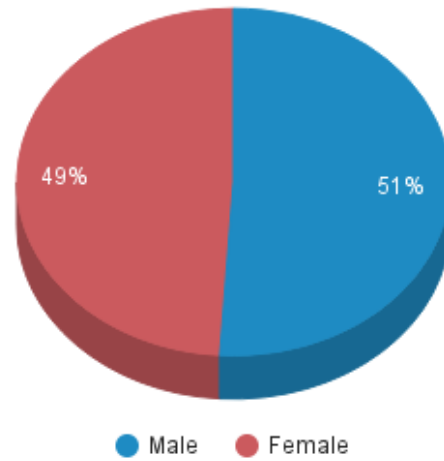
GRADE	NUMBER OF STUDENTS
9	205
10	175
11	191
12	159
2017 CAMPUS CURRENT ENROLLMENT 730	



730 Students Grades 9-12



GENDER %

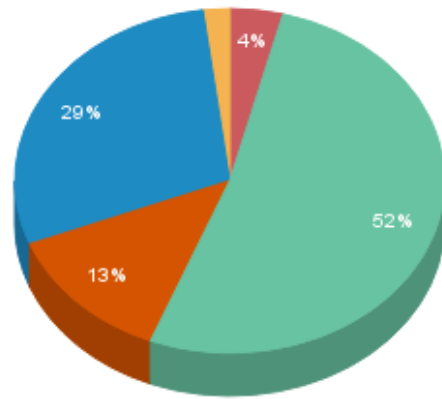
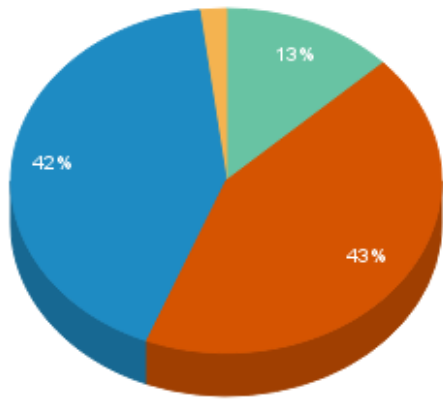


The following are the demographics of Jasper High School. Our ethnic distribution as reported on the 2015-2016 Texas Academic Performance Report

JASPER HIGH SCHOOL ENROLLMENT DEMOGRAPHICS	
African American	41.8%
Hispanic	13.8%
White	41.3%
American Indian	0.1%
Asian	0.7%
Pacific Islander	0.8%
Two or More Races	1.4%
Economically Disadvantaged	63.2

All Ethnic Group Jasper High School

(Texas) School Average



● Hispa...
 ● Black
 ● White
 ◀ 1/2 ▶
● Asian
 ● Hispa...
 ● Black
 ◀ 1/2 ▶

2016-2017 TARP Report

Professional Staff	65.6
Teachers	58.9
Professional Support	4.2
Campus Administration	2.5

Demographics Strengths

The Class of 2016 Graduation Rate: 94.4%

Jasper High School incorporates and embraces the school's community with various clubs and diverse activities which include:

- Extra Curricula Clubs which meets students interest
- Celebration of Holidays
- Meet In The Middle
- Inclusion Teachers
- Spanish/English Communication Systems

Problem Statements Identifying Demographics Needs

Problem Statement 1: Jasper High School has a diverse student body population. The ethnic backgrounds and experiences of Jasper High School's teaching staff does not match the diversity of our student body population. . **Root Cause:** There is not a focus on developing an effective system to recruit and hire staff.

Problem Statement 2: JHS student to teacher ration is approximately an average of 1-29. **Root Cause:** The teacher turn over rate is consistently high every year.

Student Academic Achievement

Student Academic Achievement Summary

Jasper High School 2017 State accountability rating target scores have increased by a score of 1 to 3 points higher than the 2016 State accountability ratings.

A school-wide scheduled tutorial activity period which enhances the curriculum and includes best practice in every discipline. **AVID** strategies are utilized in all classes by adding essential questions (**EQ's**), writing, inquiry, collaboration, organization, and reading (**WICOR**) strategies to the lesson design. Students are given the opportunity to participate in the University Interscholastic League (**UIL**). Jasper High School also offers Pre-Advanced Placement (**PAP**) and Advanced Placement (**AP**) classes. Dual credit is available for junior and senior students who meet the criteria. Students can earn certification in the Career Technical Education (**C T E**) Department.

Jasper High School uses **DMAC** data software that enables all teachers to view student's test scores and summary data. Teachers can compare their students to the campus, the district, and the state. Item analysis is also available. The data enables teachers to get nearly immediate results on unit tests. Teachers are able to use the data to drive instructional decisions on a daily basis to target and improve results in areas of need. The main source of data used to identify needs at the district level is STAAR and STAAR EOC scores.

Jasper High School Received an accountability rating of Met Standard for 2017

<i>Standards</i>	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Target Scores	60	17	30	60
2017 Jasper High	64	19	37	76
2016 Jasper High	63	17	35	73
Rating	All-Met Standard	All-Met Standard	All-Met Standard	All-Met Standard

DMAC SNAPSHOT

STAAR Scores	2015	2016	2017
English I EOC	64%	58%	50%
English II EOC	69%	55%	52%
Algebra EOC	85%	73%	68%
Biology EOC	92%	82%	78%
US History EOC	80%	78%	77%

Student Academic Achievement Strengths

JASPER HIGH SCHOOL MET STANDARD

2017 TEA Student Achievement Index 1:

- 697 Students scored Approaches Grade Level Standard
- **Target Score 60~JHS Scored 64**

2017 TEA Student Progress Index 2:

- 114 Students Met or Exceeded Progress
- 37% of Students Met or Exceeded Progress
- 6 Students Exceeded Progress
- 2% of Students Exceeded Progress
- Total Points 187
- **Target Score 17~JHS Scored 19**

2017 TEA Closing Performance Gap Index 3:

- 887 Students scored Approaches Grade Level Standard
- 98 Students scored Approaches Grade Level Standard
- 42% Approaches scored Grade Level Standard
- 5 Students scored Approaches Grade Level Standard
- 2% Mastered Grade Level in Reading
- **Target Score of 30~JHS Scored 37**

2017 TEA Student Progress Index 4:

- 41.0% Students scored Meets STAAR Grade Level ~Total Points 164.0 Points
- 95.0% Students scored Meets 4-year Graduation Rate~Total Points 283.0 Points

- 79.5% Students scored Meets Graduation Plan Component~Total Points 234.2 Points
- 87.9% Students achieved Post-Secondary Component~Total Points 266.6
- **Target Score 60~JHS Scored 76**

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students scored 8%-16% lower than the State Standard in English I, English II, Algebra, and US History. **Root Cause:** Performance Gaps have increased for some students.

School Processes & Programs

School Processes & Programs Summary

The Jasper High School 2017-2018 school year personnel consists of approximately 58 classroom teachers, 3 principals, 3 counselors, 5 clerical positions, 10 paraprofessionals, 4 custodians, and 6 cafeteria staff. All staff is highly qualified. The campus leadership team work diligently to organize and analyze data to access needs, weaknesses, and strengths of the overall campus.

This year we have eleven teachers that are new to the school. New teachers are assigned a mentor to guide and assist them. PLC meetings are held weekly.

JHS will implement Professional Learning Communities (**PLC's**) in all core **STAAR** Testing areas several times each six weeks period to ensure students success, examine the alignment of curriculum and assessment practices. JHS core teachers will also engage in cultural collaboration planning periods to plan for implementation of best practices.

School Processes & Programs Strengths

- TEKS are 100% incorporated into the teacher's curriculum and lesson designs.
- JHS Teacher Mentors
- PLC Weekly Meetings
- Department Meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 49% of the JHS student population is economically disadvantaged. **Root Cause:** There has not been consistency in the curriculum program due to the high turnover rate of administrators.

Perceptions

Perceptions Summary

Jasper High 2017-2018 school year planning starts before the 2016-2017 school year ends. Teachers taught summer school, attended workshops, conferences, and enrolled in classes to become better prepared to meet the needs of the students. Compared to previous years, Open House attendance increased approximately 80%. Parents and students picked up class schedules, supply lists, and an overview of class procedures and expectations.

The 'District Spotlight Night' is an open invitation to parents and the Jasper Community. The JHS annual 'Open House/Meet the Teacher' is a way to keep the lines of communication opened. Teachers are encouraged to make positive contact with the parents at least once a week via telephone, e-mail, or face to face conferences. **AVID** College/Career Readiness class hosts an '**AVID** Parent Night.' The Parent Liaison committee meets with parents to encourage involvement.

May of 2016-2017 school year, parents and staff were given an opportunity to participate in the annual School Quality Survey. The survey provided valuable data and highlight strengths and areas for improvement. Overall, the parents felt:

- The school is safe
- Teachers set high expectations for all students.
- The school has high learning standards for all students.
- Students can go to teachers, counselors or other staff members for help.

Jasper High School Parent Liaison Team is actively pursuing continuous parental involvement through the PRIDE organization. Parents and stakeholders in the community can become involved by attending the annual Open Houses, JISD Spotlight Night, and AVID Parent Night. Senior Parents are involved in monthly planning meetings, and Junior parents are members of the prom committee.

Teachers are consistently in contact with parents via e-mail, phone, or personal conferences. Teachers are available in morning and afternoon tutorials.

Students are aware of school safety through the use of:

- Fire Drills
- Shelter In Place Drill
- Tornado Drills
- Lock Down Drill

Perceptions Strengths

- 80% of Open House Parental Involvement
- 75 % of Parent, Teachers, and Students perceived the campus to be safe

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have limited knowledge of ways they can become involved at JHS. **Root Cause:** Specific involvement needs are not clear and precise.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups


Goals

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 1: 100% of Core Teachers will implement Professional Learning Communities (PLCS) in all core STAAR Testing areas several times each six weeks period to ensure student success, and to examine the alignment of curriculum and assessment practices. JHS core teachers will also engage in cultural collaboration planning periods planning for implementation of best practices.

Evaluation Data Source(s) 1: STAAR EOC End of Year Results.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal/Assistant Principals will conduct and document classroom walk-through each week focusing on effective instructional methods, classroom management, effective implementation of TEKS Resource.		Principal, Assistant Principal, and Department Head	PLCs weekly meetings. Students will have higher grades and increased success on STAAR.				
2) Rebels with Applause from Grace Dearborn. Paid for by district funds.	1, 3, 4, 9	Principal	Staff starts to have an understanding about how to motivate the student population.				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Lack of training for staff on cultural differences and instructing students from an economically disadvantaged background. Root Cause 1: Instructional staff has not been trained within the past 5 years.

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 2: 100% of JHS will fully incorporate TEKS Resource Curriculum across the grade-levels and content areas.

Evaluation Data Source(s) 2: Lesson Plans Documentation, Principal and Assistant Principal Walk Through Observation

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use effective instructional, techniques.		Principal, Assistant Principal, Department Chair	Observation, Evidence of Daily Instructional Strategies				
2) Lesson Plans Documentation. TEKS Posted on white board		Principal, Assistant Principal, Department Chair	Observation				
							

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 3: Implement Professional Learning Communities once a week to encourage collaboration among content areas.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher's will implement best practices techniques and strategies.		Principal, Assistant Principals, Academic coordinators, Teachers	Chairperson will provide sign in documentation as well as minutes of meetings, DMAC data and spreadsheets.				

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 4: Special education and 504 coordination days for teachers to ensure that students are receiving accommodations and modifications as outlined in their IEPs. 100% of teachers will participate.

Evaluation Data Source(s) 4: Sign In Sheets-documentation of accommodation and modification

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS will work with the Special Education Department to develop an integrated plan to address Performance Based Monitoring Analysis System Stage 3 deficiencies (Deficient areas are CTE, Special education, STAAR passing rate, special education least restrictive environment, recommended High School Plan Diploma Rate, special education representative, special education DAEP placements, special education out of school suspensions).		Principal Assistant Principal, Core Team, special Education Coordinator	Documentation				

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and the use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 5: Implement RTI to target at-risk and struggling students.

Evaluation Data Source(s) 5:

Summative Evaluation 5:







Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

Performance Objective 1: JHS will meet or exceed the campus attendance rate for 2016-2017 of 96%

Evaluation Data Source(s) 1: Skyward attendance data report.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The JHS attendance officer will make contact with students and parents after excessive absences. Truancy proceedings will be filed on students who have excessive absences		PEIMS Clerk	Improvement in attendance/JHS will design and implement a plan to provide incentives to reward students for 96% and above attendance. (Continue)Component 9				
2) Jasper High will encourage good attendance by contacting parents of those students who are frequently being absent and rewarding those students who have perfect attendance each six weeks.		PEIMS Clerk	Phone calls though JHS automotive phone system				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

Performance Objective 2: Provide interventions and support for Tier 3 attendance students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn, and teachers can educate, in facilities that are conducive to learning.

Performance Objective 1: Jasper High will have procedures in place to teach and model those procedures to the student body.

Evaluation Data Source(s) 1: Teacher expectations and lessons on procedures.
Fire drill documentation.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS will conduct the necessary Drills and procedure for a safe environment. JHS will practice emergency drills with students as required by law. JHS will have a plan for the following incidents: fire inclement weather, utility outages, hazardous materials, lock-down, etc. District Emergency Operations Plan (EOP)		Principal, Assistant Principals, Classroom Teachers	Evidence Documentation of Crisis Team meetings agenda minute, sign in sheet.				
2) Counselors will receive training on bullying, sexual abuse of children, and suicide prevention as required by legislation. Each counselor will train staff through a delivery system best suited for the campus.		Principal, Counselors	Student sign in sheets with counselors, Documentation of Blue Ribbon Week				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn, and teachers can educate, in facilities that are conducive to learning.

Performance Objective 2: PBIS will be implemented school wide.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

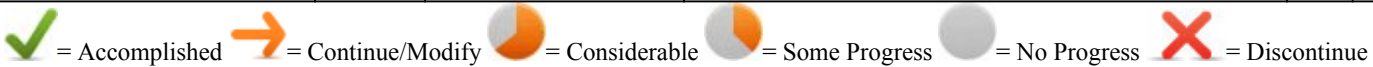
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will implement a proactive approach to establishing the behavioral supports and social culture that's needed for all students.		Principals, Assistant Principals, and Teachers	Discipline Referrals decreased. Consistency in following School-Wide Procedures				

Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 1: Bi-Weekly newsletter to parents about current and upcoming events on campus.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS will actively promote positive communications throughout the Campus, local government, businesses, and beyond. Media relations, the District Website, and all other appropriate avenues		Principals, Assistant Principals, Librarian	Articles posted and published				
2) JHS will improve the campus website by providing a revised homepage that is dedicated to communicating Campus information to parents and the community at large.		Principal, Teachers, Technology Director, Instructional Technology Coordinator	Documentation				
							

Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 2: Jasper High school messenger, Face Book, campus/district website to communicate news and events on campus.

Evaluation Data Source(s) 2: Documentation, evidence of postings

Summative Evaluation 2:

Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 3: Jasper High will implement a STAAR/EOC night to inform parents about the expectations for testing.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communication through the Media, Newspaper, Brochure		Principal, Assistant Principals, Teachers	Attendance of high numbers of parents				
2) Communication through the Media, Newspaper, Brochure		Principal, Assistant Principals, Teachers	Attendance of parents				

Goal 5: Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.

Performance Objective 1: JHS has implemented a hospitality committee to incorporate and integrate celebrations throughout the school year.

Evaluation Data Source(s) 1: Monthly Calendar Planner

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS will participate in a monthly staff recognition program to recognize staff members for outstanding performance		Principal, Hospitality Committee	Calendar Documentation				
							

Title I

Schoolwide Program Plan

Note: Until TEA makes a formal decision about how we will interpret the 10 Schoolwide Components, Plan4Learning will leave them exactly as they were under NCLB. Each component should include a customized explanation of how it is addressed by the school.

Jasper High School has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Jasper High School has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and then root causes were identified and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

Writing Tip: *These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

3: Instruction by highly qualified professional teachers

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. Procedures in use at Jasper High School to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

Writing Tip: *Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teachers strategies. Also, there is no requirement stating how many strategies are needed.*

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Jasper High School utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.

2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the procedures information located in the addendum.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Jasper High School spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The campus also provides a structured school-wide tutorial program that specifically targets the needs of each student who attends. All support systems are evaluated on a quarterly basis to ensure that they continue to meet students' needs.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.