

Schertz-Cibolo Universal City Independent School District
Ray D. Corbett Junior High
Campus Improvement Plan
2020-2021

Mission Statement

Corbett Junior High will provide a safe and positive learning environment through teamwork and relationship building. Our goal is to challenge and motivate life-long learners to become responsible citizens.

Vision

Prepare EVERY student to be a productive citizen.

Value Statement

Leadership, Character, Commitment, Service, & Learning

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Comprehensive Needs Assessment

Revised/Approved: August 20, 2020

Demographics

Demographics Summary

See district fact sheet in plan addendums.

<https://drive.google.com/file/d/1MyjllnavY9BgBRdbp8jjiFyvYOlCM9KI/view>

Student Learning

Student Learning Summary

In 2017-2018 school year, Ray D. Corbett's Demographic numbers are as follows:

<i>CJH</i>	A.A	Hispanic	White	Asian	Sped.	Econ.Dis	ELL	Male	Female
7th Rdg-570 ttl	8%	47%	37%	2%	7%	34%	8%	54%	46%
7th Math-570 ttl	8%	47%	37%	2%	7%	34%	8%	54%	46%
7 th Wrtnng-574 tt	8%	47%	37%	2%	7%	34%	8%	55%	45%
8 th Alg -231 ttl	10%	32%	52%	2%	0%	22%	1%	49%	51%
8 th Math									
8 th Sci - 595 ttl	10%	41%	44%	2%	7%	33%	4%	49%	51%
8 th SS- 591 ttl	10%	41%	43%	2%	7%	33%	4%	49%	51%

Student Learning Strengths

Ray D. Corbett's strengths in regards to the campus populations are the following:

- 7th Reading - 30% MASTERED Top %'s (Asian 36%, White 34%)
- 7th Math -19% MASTERED (Asians 36%, White 25%)
- 7th Writing - 12% MASTERED (White 13%, Asian/Hispanic 10%)
- 8th Social Studies -28% MASTERED (Asian 42%, White 36%)
- 8th Science -21% MASTERED (White 29%, AfrAm 20%)
- 8th Reading Eco Dis is performing commensurate with the campus performance.
- Algebra EOC – 100% sped, ELL, Eco Dis both years

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Large percentage of males not successful at passing the STAAR 7th reading assessment. **Root Cause:** Lack of connection to curriculum.

Problem Statement 2: Larger percentage of females not passing the STAAR 7th math assessment. **Root Cause:** Lack of connection/interest in curriculum.

Problem Statement 3: Large percentage of males not successful at passing the STAAR 7th writing assessment. Large percentage of Asian (ESL) students failing. **Root Cause:** Lack of connection to curriculum.

Problem Statement 4: Across the board...low mastery rates in STAAR 8th Math for both genders and all races. **Root Cause:** Lack of rigor.

Problem Statement 5: Across the board...low mastery rates in STAAR 8th Social Studies for both genders and all races. **Root Cause:** Lack of Rigor

Problem Statement 6: Minorities (Hispanics, African Americans) high failure on STAAR 8th Science assessment. **Root Cause:** Lack of connecting the curriculum with our

minority groups.

Problem Statement 7: Large percentage of males not successful at passing the STAAR 8th Reading assessment. Large percentage of Asian (ESL) students failing. **Root Cause:** Lack of ESL strategies being utilized in curriculum.Lack of connection to curriculum.

Problem Statement 8: 7th and 8th Sped Reading performance is declining and significantly lower than the campus average. **Root Cause:** Sped and Gen Ed teachers are not planning instruction and looking at accommodations collaboratively on a regular basis.

Problem Statement 9: Sped 7th and 8th Math performance is declining and significantly lower than the campus average. **Root Cause:** Rigor in inclusion and Basic classes, need to evaluate accommodation effectiveness, ownership from gen ed of sped, sharing and planning together between gen ed and sped

Problem Statement 10: 7th Sped and ELL Writing performance is significantly below campus averages. **Root Cause:** Rigor in inclusion and Basic classes, need to evaluate accommodation effectiveness, ownership from gen ed of sped, sharing and planning together between gen ed and sped

Problem Statement 11: 8th Social Studies. All student groups have decreased in performance at least 5%, and ELL is performing significantly below campus averages. **Root Cause:** Lack of connection to TX and US history prior knowledge for 2nd language learners

Problem Statement 12: 8th Science. All student groups have decreased in performance at least 5%, and ELL and Sped are performing significantly below campus averages. **Root Cause:** Rigor in inclusion and Basic classes, need to evaluate accommodation effectiveness, ownership from gen ed of sped, sharing and planning together between gen ed and sped

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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



Goals



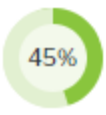

Goal 1: Priority 1: All Graduates will be College and/or Career and/or Military Ready.





Performance Objective 1: 85 % of all students will meet or exceed minimum STAAR standards combined over all tested subject areas.




Evaluation Data Sources: Leading Data: District Common Assessments
2019-20 STAAR Testing Data - Index 1
2019-2020 TAPR report









Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Corbett faculty and staff will assist students with instructional strategies for both remote and face to face instruction through the use of LMS and PLC lesson planning.</p> <p>Strategy's Expected Result/Impact: All identified students will receive appropriate services which will progress their overall learning. Teachers will increase rigor in the classroom and provide proof be demonstrating for each other the implementation of at least one strategy from each PLS. The expected outcome will be at least a 3% higher achievement on Common Assessments (by the end of the year) as compared with last year's data.</p> <p>Staff Responsible for Monitoring: Principal Lead Teachers Intervention Teams</p> <p>Funding Sources: Professional development, travel, and subs - 199 - General Fund - \$5,400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Teachers will utilize smart TVs (technology, IPAD). Core teachers will participate in technology PLCs monthly to enhance student engagement.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance instructional practices and increase student comprehension and engagement. All ELA students will create an interactive portfolio and submit a minimum of 2 final products.</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Technology Committee Dept (grade) Lead Teachers District Tech Support Team</p> <p>Funding Sources: professional development and subs - 199 - General Fund - \$16,400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 3: Corbett Junior High will employ PBIS. Employ the discipline matrix and low level referral process to reduce classroom behavior referrals.</p> <p>Strategy's Expected Result/Impact: Reduction in classroom disruptions while improving classroom experiences.</p> <p>50% reduction in discipline referrals</p> <p>Reduction of missed class (instructional) time</p> <p>Staff Responsible for Monitoring: Principal Vice Principals PBIS Committee Faculty & Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Corbett staff will build systematic approach(s) to ensuring a guaranteed and viable curriculum,. They will implement PLC's within content area , disaggregate student data to inform decisions, and plan lessons guided by the FPG Focus Planning Guides.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on CUAs, benchmarks, and STAAR assessments. Increase the amount of students at the meets, and masters category.</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Dept (grade) Lead Teachers SAS Support</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 5: Build a balanced assessment plan which includes: District Common Unit Assessments and Clear/Transparent Grading Guidelines.</p> <p>Strategy's Expected Result/Impact: Increase overall student performance on CUAs, benchmarks, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Dept (grade) Lead Teachers District Stdnt Academic Srves</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: Utilize the Texas-Teacher Evaluation System (T-TESS) in a way that aligns to four critical questions (PLC) and SCUC Belief Statements.</p> <p>Strategy's Expected Result/Impact: Positive adjustments in instruction and delivery of instruction, which will impact student achievement.</p> <p>Staff Responsible for Monitoring: Principal Vice Principal</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 7: Teachers will collaborate with the Special Education and English as a Second Language teacher to provide SPED and LEP students additional academic support according to their IEP's and language proficiency.</p> <p>Strategy's Expected Result/Impact: Teachers will increase rigor and relevance in the classroom and provide proof by demonstrating appropriate knowledge of IEPs and differentiation in the classroom. The expected impact will be at least a 3% higher achievement on the Common Assessments (by the end of the year) as compared with last year's data.</p> <p>Staff Responsible for Monitoring: Principal-Mr. Ray SPED department led by Kelley King ESL teacher-Ashley Miller Assistant Principals- Renee Altamirano Mary Garcia Windi Hughes</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 8: 100% of 8th grade Social Studies teacher will use DBQs to Increase the vocabulary awareness of the ESL population.</p> <p>Strategy's Expected Result/Impact: The expected outcome will be a 2% increase in the department's STAAR scores over the previous year for ESL students.</p> <p>Staff Responsible for Monitoring: SAS Social Studies Coordinator Donna Ulveiling-Lead 8th grade SS teachers and Basic teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 9: The Corbett 7th Grade History Department will work with the District Social Studies Coordinator and teachers from Dobie to modify the current DCUA to reflect a fair number of questions to assess mastery of critical content standards, as well as revise daily activities and instruction to support those same standards.</p> <p>Strategy's Expected Result/Impact: Tests and exit tickets will be revised to reflect an emphasis on and fair number of questions needed to assess whether students approached, met, or mastered the critical content. SMART Goal: 70% of students will meet the passing standard with 70% of the critical content questions answered correctly.</p> <p>Staff Responsible for Monitoring: Rashad Ray, 7th grade History teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 10: As measured by the 8th Grade Math STAAR test, the 8th grade math team, will increase the percent of special ed students who are making Expected Progress by 10%.</p> <p>Strategy's Expected Result/Impact: The expected impact will be a 10% increase for sped students in expected progress</p> <p>Staff Responsible for Monitoring: Rashad Ray Principal Windi Hughes-AP Amanda Heavyside-Gr Lead</p> <p>8th grade teachers and Basic Math teacher</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 11: As measured by the Algebra I EOC STAAR test, the Honors Algebra I team, will increase the percent of students who are scoring Masters level to 75%.</p> <p>Strategy's Expected Result/Impact: Teacher's will increase rigor in the classroom and provide example of success during weekly PLCs. Teachers will identify enrichment activities to provide for students who are performing at a level that is above their peers. The expected impact will be at least a 10% increase in masters level on both unit common assessments and with the Algebra EOC as compared with how they performed last year on the 7th grade STARR test.</p> <p>Staff Responsible for Monitoring: Rashad Ray Principal Windi Hughes-AP Amanda Heavyside-Gr Lead</p> <p>8th grade Math teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 12: The 7th grade science team will use district developed lesson plans and team created lessons to show growth for all students with a focus on subpops: ELL/SPED using... Virtual platforms such as Google classroom, Flipgrid, GoFormative, Padlet, Quizzes, Think Central, Stemscoptes, and Nearpod to show student growth of 3-5% from pre-assessments to post assessments for individual students. Both remote and in person will use the same virtual platforms to complete assignments. Differentiated assignments will be present in virtual/in-person for on-level and honors.</p> <p>Strategy's Expected Result/Impact: Student growth of 3-5% from pre-assessments to post assessments for individual students</p> <p>Staff Responsible for Monitoring: Rashad Ray Principal</p> <p>7th grade Science teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 13: As measured by the math STAAR test, the 7th grade math team, will increase the percent of economically disadvantage ,special ed and LEP students who are approaching grade level by 3-5% by using cheat sheets.</p> <p>The math dept. will implement social and emotional learning opportunities through the nine weeks to build peer to peer relationships</p> <p>Strategy's Expected Result/Impact: 3-5% increase in approaches for sub pops.</p> <p>Staff Responsible for Monitoring: Mr Ray Principal Ms. Hughes AP Ms Casiano Lead 7th grade math teachers and Basic math teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 14: To increase the Eco Dis meets percentage of 38.3% on STAAR reading 2020-2021 by 7%.</p> <p>* Analyze QPA data to target skill specific TEKS that are lower than 60% with our RTI embedded strategies * Analyze benchmark data with skill specific TEKS that are lower than 60% with our RTI embedded strategies * Invite Tier 2 students to after school tutoring for enrichment.</p> <p>Strategy's Expected Result/Impact: 5% Growth on Reading Benchmark 9% Growth on Reading STAAR</p> <p>Staff Responsible for Monitoring: Mr. Ray Principal Ms. Garcia-AP Mrs. Moore, K Lead 8th grade elar teachers and basic and co teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 15: 7th grade ELAR Department Goal:</p> <p>Our goal for the 2020-2021 school year is to raise our BOY MAP RIT scores to show 5%growth for all students by the EOY MAP tests.</p> <p>This growth will be measured using data from MAPS. We will use the MOY scores to target students who remain the same or decline. Interventions for these students will be used based on individual needs.</p> <p>Strategy's Expected Result/Impact: 5%growth for all students by the EOY MAP tests.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 16: The 8th grade Science department goal is to increase the percent of LEP students mastering readiness TEKS by 5%. Our strategy to accomplish this will be to focus on planning and creating a vocabulary-rich environment that will help our English Language Learners attain a better understanding of academic vocabulary.</p> <p>Strategy's Expected Result/Impact: 5% increase in mastery on CA</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 17: ELAR 8 students will increase percentage passing on STAAR Reading for Economically Disadvantaged students to 76%.</p> <p>Strategy's Expected Result/Impact: 3% Growth on Reading Benchmark 3% Growth on Reading STAAR</p> <p>Staff Responsible for Monitoring: Principal-Mr. Ray Assistant Principal- Ms. Garcia 8th grade ELAR teachers-Ms. Alves, Ms. Moore, Ms. Reeves, Ms. Tillinghast, Ms. Balderas, Ms. Perez</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Goal 1: Priority 1: All Graduates will be College and/or Career and/or Military Ready.

Performance Objective 2: Learn and implement new remote and on campus attendance procedures campus wide to maintain weekly attendance above 90%

Evaluation Data Sources: Daily attendance reports
Weekly attendance report from district
TAPR

Summative Evaluation: None





<p>Strategy 1: Attendance committees Leaver committees review information on quarterly basis. Parent engagements to address attendance procedures and concerns</p> <p>Strategy's Expected Result/Impact: 2% increase in student attendance. 10% Reduction of students skipping class</p> <p>Staff Responsible for Monitoring: Principal -Mr. Ray Counselors-Guastella, Arredondo, Villarreal Attendance clerk-Ms. Sorola</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Counselors will hold 1-1 meetings with students to develop Individual Attendance Plan.</p> <p>Strategy's Expected Result/Impact: Increase student daily attendance Referrals for assistance as needed</p> <p>Staff Responsible for Monitoring: Ms. Arredondo, Ms. Guastella, Mr. Villarreal</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Attendance updates, concerns, and training will be addressed during weekly PLC meetings. Updates on movements from on campus to remote.</p> <p>Strategy's Expected Result/Impact: Provide clear communication between attendance clerk and teachers.</p> <p>Staff Responsible for Monitoring: Principal-Mr. Ray Counselors-Ms. Arredondo, Ms. Guastella, Mr. Villarreal Nurse-Ms Broome Assistant Principals - Ms. Altamirano, Ms. Garcia, Ms. Hughes Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: High-performing and Engaged Workforce.

Performance Objective 1: 1-2 items from the staff survey to increase based on percentage and scoring bands.

Evaluation Data Sources: Staff Engagement Survey

Summative Evaluation: None

<p>Strategy 1: Implementation of Staff Development request form to encourage staff to seek out professional development. Strategy's Expected Result/Impact: Improved instructional strategies, which are utilized/implemented in the classroom and incorporated into lesson plans to effectively achieve academic growth for all students Staff Responsible for Monitoring: Principal-Mr. Ray Vice Principal-Ms. Altamirano, Ms. Garcia, Ms. Hughes District SAS Support Funding Sources: Professional development - 199 - General Fund - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Increase flow of communication with staff and faculty through, leadership meetings, weekly message, admin roles and responsibilities, office staff roles and responsibilities, and staff handbook. Strategy's Expected Result/Impact: Understanding of roles, responsibilities and expectations in regards to critical issues and situations. Staff Responsible for Monitoring: Principal Vice Principal Counselors Funding Sources: Postage - 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Adhere to district guidelines in regards to hiring. Utilizing best practices of forming a committee with teachers. Also ensure candidates interviewed have appropriate certifications. All ELA teachers hired will have an ESL cert. Strategy's Expected Result/Impact: The hiring of the most qualified staff who are able to meet the needs of a diverse population. Staff Responsible for Monitoring: Principal-Mr. Ray Assistant Principals- Ms. Altamirano, Ms. Garcia, Ms. Hughes</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Coordination of staff development for teachers. SAS coordinators will attend at a minimum 1 PLC per semester. Strategy's Expected Result/Impact: Increased content alignment, assessment alignment resulting in an increase in STAAR performance. Staff Responsible for Monitoring: Mr. Ray Principal SAS Coordinators Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: High-performing and Engaged Workforce.

Performance Objective 2: Increase campus communication between district, campus admin and staff regarding district initiatives. Every 9 weeks a campus huddle will occur to disseminate and gather information.

Evaluation Data Sources: Energage survey

Summative Evaluation: None





Goal 3: Priority 3: Highly Satisfied Students, Parents and Community

Increase parent communication responses to 4 on survey.

Performance Objective 1: Increase percentage of respondents to District Questions on the community and student engagement survey(s) responding with overall satisfaction.

Evaluation Data Sources: Parent/ Community Satisfaction Survey, Student Satisfaction Survey

Summative Evaluation: None

<p>Strategy 1: Develop and maintain a systematic process designed to offer positive reinforcement to our students and stakeholders through student recognition.</p> <p>Strategy's Expected Result/Impact: Continue to build positive relationships with community and parents.</p> <p>Provide positive reinforcement/feedback to our students.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Funding Sources: Office supplies and postage - 199 - General Fund - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Develop and maintain a systematic process designed to share the district's success stories of our students and community with internal and external customers and stakeholders.</p> <p>Strategy's Expected Result/Impact: Continue to build positive relationships with community and parents.</p> <p>Utilize social media resources to share positive activities and events with our stakeholders.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop and deploy systematic processes to provide opportunities to listen, learn, learn and respond to customer and stakeholder feedback.</p> <p>Strategy's Expected Result/Impact: Transparency through effective/timely communication with our stakeholders.</p> <p>Transparency through effective communication with our staff on stakeholder feedback.</p> <p>Provide effective communication with our Spanish speaking/reading stakeholders by providing translation on shared documentation.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Highly Satisfied Students, Parents and Community

Increase parent communication responses to 4 on survey.

Performance Objective 2: Increase parent and student information through the communication platforms to include, blackboard, zoom, office hours, remind, google voice, and google classroom. Weekly info letter to parents regarding academic and extra curricular, and club information.

Evaluation Data Sources: 2% Parent/Community satisfaction survey

Summative Evaluation: None





Goal 3: Priority 3: Highly Satisfied Students, Parents and Community

Increase parent communication responses to 4 on survey.

Performance Objective 3: Campus will employ SEL methods to teach social injustice, self awareness, and traits of a graduate.

Evaluation Data Sources: 2% Parent/Community satisfaction survey

Summative Evaluation: None





Strategy 1: Counselors will release SEL Lessons schoolwide to address weakness identified through panarama survey.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Social injutive professional development with faculty through out the school year. Strategy's Expected Result/Impact: Raise awarenes Staff Responsible for Monitoring: Principal Mr. Ray Assistant Principals- Ms. Altamirano, Ms. Garcia, Ms. Hughes Counselors-Ms. Arredondo, Ms. Guastella, Mr. Villarreal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Priority 4: Efficient District and Campus Operations.

Performance Objective 1: Increase staff attendance rates from 90% to 95%.

Evaluation Data Sources: SAMS quarterly reports

Summative Evaluation: None





<p>Strategy 1: Develop and implement a process for driving improvement in staff attendance</p> <p>Recognition for 95% and above for staff members quarterly.</p> <p>Quarterly review of attendance and coaching of staff members below 95%</p> <p>Strategy's Expected Result/Impact: Increase of 3% in staff attendance.</p> <p>Staff Responsible for Monitoring: Mr. Ray Mrs. Altamirano Mrs. Garcia Mrs. Glunt</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create an environment to address staff health and wellness.</p> <p>Update faculty lounge to include blood pressure monitoring information and blood pressure check station, magazines on healthy eating, encourage on campus administration of the flu shot, and relaxation stations.</p> <p>Strategy's Expected Result/Impact: 3% increase in staff attendance</p> <p>Staff Responsible for Monitoring: Nurse Sullivan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Priority 4: Efficient District and Campus Operations.

Performance Objective 2: Increase employee retention from 88% to 92%.

Evaluation Data Sources: TAPR report

Summative Evaluation: None

<p>Strategy 1: Include staff members in the decision making process, staff recognition and awards, and staff appreciation.</p> <p>Soliciting staff feedback through a staff engagement survey and addressing staff concerns and making necessary adjustments quarterly.</p> <p>Strategy's Expected Result/Impact: 4% increase in employee retention.</p> <p>Staff Responsible for Monitoring: Mr. Ray Mrs. ALtamirano Mrs. Garcia Mrs. Glunt Leadership team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Allow for staff choice of professional development aligned to TTESS and TPESS</p> <p>Strategy's Expected Result/Impact: 4% increase in staff retention.</p> <p>Staff Responsible for Monitoring: Mr. Ray</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Ray D. Corbett Junior High

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
6118	6118 Extra Duty Stipend - Locally Defined	\$1,600.00
6141	6141 Social Security/Medicare	\$96.00
6146	6146 Teacher Retirement/TRS Care	\$124.00
6100 Subtotal:		\$6,820.00
6300 Supplies and Services		
6399	6399 General Supplies	\$780.00
6300 Subtotal:		\$780.00
6400 Other Operating Costs		
6494	6494 Reclassified Transportation Expenses	\$2,980.00
6400 Subtotal:		\$2,980.00

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development, travel, and subs		\$5,400.00
1	1	2	professional development and subs		\$16,400.00
2	1	1	Professional development		\$1,500.00
2	1	2	Postage		\$1,000.00
3	1	1	Office supplies and postage		\$500.00
Sub-Total					\$24,800.00
Grand Total					\$24,800.00

Addendums