

## **Specific Results: Year 2 (January 2021 - July 2021)**

**Campus Name:** Junior High

### **2.1 Establish professional learning that promotes the implementation of authentic assessments and feedback.**

Action Steps:

- Identify and work to eliminate barriers to progress in design and implementation of authentic assessment and feedback.
- Spotlight teachers or groups implementing different approaches
- Permission to “Try it and see.”

Evidence:

- Implementation of new grading practices/policies
- Implementation of authentic student outcomes/products
- Departments collaborating in PLCs on authentic assessment and feedback among departments
- One page slide with pictures and synopsis of example of authentic learning/assessment

### **3.2 Engage teachers to design professional learning that promotes the district call to action.**

Action Steps:

Campus: Build capacity in teachers to lead learning at FJH.

- Vital Visionaries chosen and created learning for Leading Learners
- Leading Learners group with facilitate learning within their departments/grade level
- Provide time for grade level or subject area groups to collaborate on assessment and feedback
- Provide time for learning walks in pilot groups

Evidence:

- Documentation of professional learning and shift in practices in classrooms as related to authentic learning, assessment, and feedback.
- End-of-year reflection through final PLC days/summative conferences

#### **5.4 Strategically allocate resources that support targeted learning outcomes.**

**No action required- take care of with bond**

#### **6.1 Provide strategic opportunities for students to explore and create individual pathways of success.**

Action Steps:

- Research courses and pathways that are not offered in FJH APG.
- 8th grade 4-year planning meetings with interest survey, etc. in Naviance leading up to it

Evidence:

- Students prepared with interests going into 4-year planning meetings
- Proposed courses or pathways to implement into 2022-2023 APG

#### **7.5 Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies.**

Action Steps:

- Reimagine effective communication for the SEL team by June 2021 for August 2021 implementation
  - Research how neighboring schools utilize their problem solving teams for identification of their Tier II and Tier III students struggling socially and emotionally
  - Create team procedures, goals, and schedule of meetings (bi-weekly). In meetings, we will discuss students, Tier levels and interventions
- Restructure Referral Process for RTI of social-emotional Tier II and Tier III students by June 2021 for implementation and share with staff in August 2021
- A list of shared interventions and strategies to support Tier II and Tier III students in the classroom for August 2021 implementation

Evidence:

- Schedule of meetings, list of interventions, identification of students, procedures

**Friendwood Jr High will maintain compliance with State and Federal requirements.**

Action Steps	Lead? Assisting?	Evidence of Completion
Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction	Guzzetta Campus Leadership Teams	Identified any missed System Safeguards, needs assessment written, goals in place  Review of SCE funds expended
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau Dannenberg Campus Dyslexia Leadership Teams	Dyslexia screeners for K and 1 completed  Documented Teacher training on dyslexia identification and accommodations  Parent training provided
Provide information, awareness and parent/student tools for <ul style="list-style-type: none"> <li>● Suicide prevention</li> <li>● Conflict resolution</li> <li>● Violence prevention</li> <li>● Sexual harassment prevention</li> <li>● Discipline Management</li> <li>● Dating violence</li> <li>● Sex trafficking</li> <li>● Anti-bullying measures (FFI Legal and Local)</li> <li>● Trauma-informed care</li> </ul>	District and Campus SEL teams	Trainings provided with documentation  Processes and procedures in place for intervention and reporting
Monitor drop out data and provide preventative measures if needed	Guzzetta Campus Leadership	Response to report taken if needed  Review of SCE funds expended
Implement strategies for improvement that include <ul style="list-style-type: none"> <li>● Instructional methods for addressing the needs of student groups not achieving their full potential;</li> <li>● Evidence-based practices that address the needs of students for special programs, including suicide prevention programs, conflict resolution programs, violence prevention</li> </ul>		

<p>programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> <li>• Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care;</li> <li>• Professional Learning for all staff;</li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities;</li> <li>• Implementation of a comprehensive school counseling program.</li> </ul>		
Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.	Guzzetta	SHAC meetings held with agendas available
Promote parent and family involvement through active recruitment and elimination of barriers	Ambeau Campus Leadership Teams	Record of family and community engagement opportunities, attendance noted
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> <li>• Primary responsibility is to enforce the law</li> <li>• Maintain close liaison with campus personnel</li> <li>• Shall not act as a school disciplinarian, as disciplining students is a school responsibility</li> <li>• Shall have final authority in all criminal matters that they investigate</li> </ul>	Roher Kreiter	
Review and look for opportunities to integrate technology in instruction and administrative programs	Meadows iCoaches MIS	Implementation of Technology Plan
Implement strategies for recruiting and retaining highly effective teachers	Human Resources	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>
<p>Post High School Pathways:</p> <p>Provide sources of information to students and parents</p>	Teaching and Learning Team	<p>FISD website postings</p> <p>Counselor classroom visits</p>

<p>on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>School Counselors</p>	<p>8th grade planning meetings</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>