Jarrell Independent School District

Jarrell High School

2020-2021 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Jarrell ISD Mission Statement:

The Jarrell community provides pathways for individual student success.

Vision

Jarrell ISD Vision Statement: EPIC

Empowering Future-Ready Citizens

Providing Opportunities

Inspiring Excellence

Cultivating Innovation

Value Statement

We are JHS. The best at all times. We believe that within every person there is greatness. We believe in becoming our best. In all that we do, our greatness must and shall shine.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

-Jarrell ISD, and Jarrell High School, have expierenced dramatic growth over the past three years, growing from 1,265 students in 2015 to over 2000 in 2020.

-The average cost of a new home in JISD has risen from 176,203.00 in 2010 to 251,055.00 in 2020.

-The district has roughly 8,900 planned future homes of which we expect to receive .8 students per home. This brings our expected enrollment to increase by 712 students over the next five years.

-60.1% Students of color

-56% Economically Disadvantaged

-Due to the COVID Pandemic we have roughly 55% of our students attending face to face and 45% attending virtually

Demographics Strengths

A strong economic climate in the Austin area, (job growth increased by 2.1%, unemployment decreased by .1%, and new home starts increased by 372 from 2017), has lead to rapid growth for both the district and the high school. Additionally a median income per family in Jarrell of 80,000.00, (outpacing the national average of 70,850.00) coupled with the high availability of entry level homes has made Jarrell an attractive landing spot for the dramatic number of new arrivals to the central Texas area. This continues to hold true even with the impacts of the COVID Pandemic; though we have a large number of virtual learners our number of new students at JHS has surpassed the projections.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Jarrell High School has seen a strong increase in class sizes and is quickly approaching the capacity of available learning space. This has been alleviated by the number of virtual learners we have but projects to be a problem upon their return. **Root Cause:** Jarrell's actual population growth has far surpassed the predicted growth at the time the high school was constructed.

Problem Statement 2: The introduction of hybrid teacher, where a percentage of a teachers students are face to face and a percentage are virtual, due to COVID has been extremely challenging for teachers. **Root Cause:** TEA's stipulation that all families have the choice to attend face to face or virtually stretches the limits of JISD's available technology as well as the limits of our teachers.

Student Achievement

Student Achievement Summary

Jarrell High School received an accountability rating of B from the state. This is thanks to many factors, growth data, graduation rates and endorsements, and strong performances in Biology to name a few. That being said, there are also items that need support in order to ensure we maintain our strong rating and avoid any potential regression. Most notably English and Algebra performance. Due to a variety of factors, learning gaps among several student populations, teacher turn-over, and need for instructional improvements, our students in these areas are performing at or below the averages of our comparison group as well as the state average. These learning gaps are dramatically compounded by the instructional adjustments made due to the COVID pandemic.

Student Achievement Strengths

- Biology has shown steady progress and growth moving from 85% approaches or better to 88% over the past two years. This is while also adding the highest number of new test takers.

- ELA EOC growth score at 65% is tracking closely with the region average of 67%.

 *Based on most recent STAAR data

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Algebra I and ELA overall success scores are lagging behind averages both in our area and the state. **Root Cause:** Significant learning gaps within multiple student populations coupled with elevated teacher turnover has led to a lack of student growth in both areas, additionally new learning gaps have formed as a result of the COVID pandemic.

School Culture and Climate

School Culture and Climate Summary

Prior to the outbreak of COVID all indicators pointed to a dramatically strong culture and climate here at JHS. We are working to preserve that progress though we have roughly 40% of our students attending school virtually.

School Culture and Climate Strengths

Prior to the suspension of face to face learning in March of 2020 we were expiericing success in the cultural indicators of attendance, discipline, and involvement.

- Attendance rates have remained consistent at 95-98% by grade level

- Student discipline reports are down over 11-30% from 2018/19 school year by grade level

- School spirt club,(BLUE CREW), official membership is up over 120% from 2018/19 school year

While our numbers have remained strong during virtual learning we are looking forward to seeing increased numbers of students attending school face to face

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Persistent change in key leadership roles has challenged the trust based relationship between the principal and staff that is necessary for instructional growth. Moreover, the changes brought about by the COVID pandemic have only exacerbated the feelings on constant change and instability. **Root Cause:** Persistent change in key leadership roles has challenged the trust based relationship between the principal and staff that is necessary for instructional growth

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Develop and sustain teacher mentor program

- Planning time for staff based content area and data based instructional planning

- Competitive salaries

- Additional training for special programs (ESL, Special Ed, GT)

- Support teachers in attainment of proficiency as defined by teacher evaluation systems

- Provide content-specific training and teacher collaboration opportunities for teachers

- Focused Planning and Preparation for expansion of dual credit program

- Provide additional support for teachers in managing the current hybrid format of instruction caused by the COVID Pandemic

Staff Quality, Recruitment, and Retention Strengths

Jarrell has a long tradition and many of our teachers are second, third, and fourth generation Jarrell graduates who have a deep investment in the success of Jarrell High School. Additionally, compensation rates surpass those of larger surrounding districts at different years of service milestones. Our proximity to Austin and location along I-35 allows for a wide recruitment base. The avilabiltiy of affordable housing in Jarrell is attractive to many educators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our location along the I-35 Corridor and ease of access to larger districts with perceived advantages in regards to teacher supports serve as pull factors away from JISD. **Root Cause:** The rapid student population growth we continue to experience has outpaced the implementation of needed infrastructure in order to accommodate that growth more fully support teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Development of staff-based professional development opportunities with specific focus on hybrid learning in response to the COVID Pandemic

- Lesson development and planning for higher order of thinking focused on increased levels of instructional rigor and relevance

- Differentiation of instruction

- Increase level of student engagement through multiple research-based instructional strategies and tools with a focus on blended learnign and flipped classroom design

- Time and resources for building common assessments/benchmarks

- Vertical planning opportunities

- Training and disaggregation of data

- Further development of College and career readiness programs

- Develop student support programs designed to increase student social, emotional, and academic success

Curriculum, Instruction, and Assessment Strengths

Teachers demonstrate a strong commitment to the investigation of best practices for instruction within their content areas as well as a willingness to adjust their practices based on student needs. In addition, teachers have been extremely diligent in learnign new blended, flipped, and hybrid instructional strategies in order to provide the best instructional expierence possible during the COVID Pandemic.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Due to the COVID Pandemic teachers have longer than ideal breaks between the collection of formative data used to inform instruction **Root Cause:** A lack of emphasis on formative assessment in previous years professional development opportunities has delayed the collection of formative data.

Parent and Community Engagement

Parent and Community Engagement Summary

- Include parents in all instructinal modality decisions regardin COVID Pandemic

- Increase parent involvement including parents of LEP and low SES students

- Parental information sessions on state assessments and academic information

- More campus resources for diverse communication and dual language

- Regular updates to district/campus webpages

- Regular use of all communication assets to increase family involvement

Parent and Community Engagement Strengths

A strong commitment to the tradition and values built over our history has lead to a dedicated base of community volunteers and supporters

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: As our community has grown, the number of parents willing to volunteer for a variety of campus events has declined. This problem has been made worse by the complexities of the COVID Pandemic. **Root Cause:** The high mobility rate we are currently experiencing has led to a lack of long-term investment by many of our families in the success of campus initiatives.

School Context and Organization

School Context and Organization Summary

- Develop and sustain Teacher Mentor Program

- Disaggregation and dissemination of data

- Open dialogue of campus/district needs

- Collaborative teachers /department planning

- Time for professional development meetings

- Establish regular communication methods with staff that emphasize campus goals, important information and expectations.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A comprehensive program for teacher development and growth is needed at the campus level to ensure daily collaborative conversations and supports are in place for teachers early in their career. **Root Cause:** The rapid introduction of new teaching sections due to growth has necessitated the addition of a large number of teachers who are early in their career.

Technology

Technology Summary

- Maximize the impact of all available technologies in order to engage virtual learners during the COVID pandemic

- Fully integrate Library and media services

- Maximize allocations for technology resources

- Teacher Google Classroom training

- Data disaggregation and dissemination training

- Maintain updated campus website

Technology Strengths

Being a one-to-one campus teachers are able to fully integrate technology into their instruction, more so now than ever given the requirements of TEA in response to the pandemic. Student access to the Google suite has allowed them to become familiar with an operating system that provides real world applications.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers familiarity with available technological enhancements for instruction within their content area is limited, and reduces the effectiveness of available resources **Root Cause:** Technological advancements, and the need to make the most of them have outpaced our capacity to provide professional development centered on technology based instructional resources

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: Empower students to think
critically, communicate, create,
and collaborate in order to be
successful, now and in the
future.

Performance Objective 1: By May 2021, Jarrell High School students will show at least 3% growth on all STAAR/EOC Assessments if given by the state.

    Evaluation Data Sources: - Department driven unit assessments
    - Mid year district benchmark assessments
    - STAAR/EOC assessments

Strategy 1: The continued development and consistent implementation of a strong curriculum framework, (thoroughly aligned to TEKS) will be continued, and the components of the framework will be discussed and reinforced with teachers.	Formative Reviews		
	Jan	Mar	June
Strategy's Expected Result/Impact: A consistent scope and sequence, along with curriculum documents outlined for teachers in core content areas will provide needed direction and focus on appropriately aligned instruction. **Staff Responsible for Monitoring:** Principal; Asst. Principal; Teaching and Learning Director	0%	0%	0%
Strategy 2: Teachers will utilize Eduphoria to dis-aggregate data from STAAR, unit assessments, benchmarks and universal screening instruments.	Formative Reviews		
	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers having a strong, day-to-day understanding of student mastery will allow for more timely intervention and increased achievement **Staff Responsible for Monitoring:** Principal; Asst. Principal; Teaching and Learning Director	0%	0%	0%
Strategy 3: Study dis-aggregated data from STAAR, TELPAS, unit assessments, and benchmarks to provide appropriate interventions for students	Formative Reviews		
	Jan	Mar	June
Strategy's Expected Result/Impact: Early identification of students in need of specific intervention and skill development will lead to a more comprehensive intervention pla **Staff Responsible for Monitoring:** Principal; Asst. Principal; Teaching and Learning Director	0%	0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: Empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 2: Bay May 2021, Jarrell High School students will show at least 2% growth at Masters level on all STAAR/EOC Assessments.

    Evaluation Data Sources: - Department driven unit assessments
    - Mid year district benchmark assessments
    - STAAR/EOC assessment

Goal 1: Empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 3: By May 2021, Jarrell High School Students will show at least 2% growth in College, Career and Military Readiness indicators.

    Evaluation Data Sources: - 2020 CCMR indicators report

Goal 1: Empower students to think
critically, communicate, create,
and collaborate in order to be
successful, now and in the
future.

Performance Objective 4: By May 2021, student achievement gaps between traditionally under performing student populations and other students populations will be reduced by at least 5%.

Evaluation Data Sources: - Mid year district benchmark assessments
-STAAR/EOC assessments

Goal 2: Implement systems to support
the social/emotional and
mental health challenges of all
students

Performance Objective 1: By May 2021, 100% of Jarrell High School students will have been provided opportunities for prevention training and intervention education on bullying, harassment, Davids Law, dating violence, drugs, alcohol, and suicide.

Evaluation Data Sources: - District training data
- Austin Life Alert log
- Campus training data

Strategy 1: Provide multiple levels of student training surrounding a variety of social/emotional issues, including: Austin Life Alert, Digital Citizenship, Davids Law, Mental Health information sessions and counseling small groups.	Formative Reviews		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness of specific social/emotional resources will drive self advocacy and healthy coping options **Staff Responsible for Monitoring:** Principal; Asst. Principal; Counselor; School Nurse	0%	0%	0%
0% No Progress　　　100% Accomplished　　　➡ Continue/Modify　　　✖ Discontinue			

Goal 2: Implement systems to support
the social/emotional and
mental health challenges of all
students

Performance Objective 2: By May 2021, Jarrell High School average daily attendance will 0.5% of that reported in the 2018/19 TAPR

Evaluation Data Sources: - 2020-21 TAPR Report

| Strategy 1: Communicate with parents via telephone, email, or parent-teacher conferences regarding academic progress and attendance and provide clarification around attendance for virtual learners.	Formative Reviews		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent awareness of academic and attendance requirements will lead to an increase in overall attendance **Staff Responsible for Monitoring:** Principal; Asst. Principal; Attendance Clerk; District PEIMS coordinator	0%	0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Accurately forecast the growth
to allow the management of
infrastructure, facilities and
technology

Performance Objective 1: By May 2021, Jarrell High School will compile student choice data along with demographer information to build a 2021/22 master schedule that keeps projected class sizes below 27 students in Social Studies and Science and below 25 students in English and Math

Evaluation Data Sources: - EOY student choice sheets
- 2020/21 Course Section numbers

Strategy 1: Reallocate existing FTE in order to maximize class size reduction with current FTE allotment	Formative Reviews		
Strategy's Expected Result/Impact: Limiting the number of students in core classes allows for research based instructional best practices to be implemented which will lead to better student outcomes **Staff Responsible for Monitoring:** Principal; Asst. Principal; Counselor	**Jan**	**Mar**	**June**
	0%	0%	0%

Strategy 2: Encourage increased participation in our available Dual Credit options for appropriate upperclassmen in order to reduce class sizes in on-level courses	Formative Reviews		
Strategy's Expected Result/Impact: Reducing the number of students in on-level core classes allows for research based instructional best practices to be implemented which will lead to better student outcomes **Staff Responsible for Monitoring:** Principal; Asst. Principal; Counselor; CCMR Director	**Jan**	**Mar**	**June**
	0%	0%	0%

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: JHS stakeholders will build a
community that is safe,
respectful and responsible
(SR2).

Performance Objective 1: By May 2021, 100% of Jarrell High School students will report feeling safe and respected while at JHS.

Evaluation Data Sources: - EOY student survey

Strategy 1: Train staff in campus emergency policies and procedures and communicate emergency policies and procedures to staff and students.	Formative Reviews		
	Jan	Mar	June
Strategy's Expected Result/Impact: By being made aware of and practicing our emergency procedures students will feel more a part of the process and, in turn, feel safer. **Staff Responsible for Monitoring:** Principal; Asst. Principal	0%	0%	0%

Strategy 2: Teachers will be trained on bullying, sexual harassment, dating violence, suicide prevention, child abuse and neglect, and human trafficking	Formative Reviews		
	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will be aware of warning signs of potentially dangerous situations and be able to respond in a timely fashion **Staff Responsible for Monitoring:** Principal; Asst. Principal	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: JHS stakeholders will build a
community that is safe,
respectful and responsible
(SR2).

Performance Objective 2: By May 2021, Student discipline reports will decrease by 4% from the 2018-2019 school year despite the increase in overall
student population

    Evaluation Data Sources: - EOY PEIMS data
- EOY teacher survey

Strategy 1: Incorporate character education:	Formative Reviews		
Lessons by Teachers/ Coaches /Sponsors /	**Jan**	**Mar**	**June**
Band Director/Counselor on the positive attributes associated with leadership and exemplary character.			
Strategy's Expected Result/Impact: By focusing on the positive attributes we want to see, rather than the negative attributes we don't want to see, we proactively address behavior management. This will result in an overall decrease in negative behaviors **Staff Responsible for Monitoring:** Principal; Asst. Principal; Counselor	0%	0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			