

Ennis Independent School District
Ennis Junior High School
2024-2025 Campus Improvement Plan



Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to insure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Vision

Educate, Encourage, Empower

Motto

Encouraged, Empowered, Enlightened

Ennis ISD District Goals

1. Ensure all students receive high-quality instruction.
2. Provide and support high quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

Ennis Junior High Goals

1. Ennis Junior High will provide rigorous TEKS-aligned instruction with effective instructional practices that are guided by student data so all students maximize growth and are successful at closing achievement gaps.
2. Ennis Junior High will hire, develop, and retain highly qualified staff members that are invested in the educational and social development of all students.
3. Ennis Junior High is committed to providing and utilizing all available resources to ensure educational excellence.
4. Ennis Junior High will provide a healthy, positive, and safe environment for all students while establishing a culture of high expectations, where Every student has Every chance, Every day to be successful.
5. Ennis Junior High will develop and maintain positive partnerships with all stakeholders that improve teacher effectiveness and student outcomes.
6. Ennis Junior High will ensure our facilities are well maintained and support the needs of all district stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ennis Junior High School is a 5-A junior high school located in south-eastern Ellis County. Ennis Junior High School currently serves 850-900 students in grades 7 and 8. This enrollment is composed of 57.9% Hispanic, 26.6% White, 13.4% African American, and 2.1% other. The staff is made up of 3 administrators, 2 counselors, 66 teachers, 1 librarian, 1 nurse, 1 diagnostician, 19 educational aides, 2 full-time substitutes, 6 custodians, and 6 food service staff. The facilities consist of 74 classrooms, a cafeteria, 2 gymnasiums, 1 library, 1 band hall, 1 choir room, 1 weight room, boys and girls locker rooms, 1 training room, and 2 Ag. Mech. workshops. EJHS has 129 EB students, 95 students in GATE, 114 Special Ed. students, 552 students identified as Economically Disadvantaged, and 4 students who are homeless.

Demographics Strengths

The student body of Ennis Junior High is diverse in both racial and ethnic composition, as well as socio-economic status. Our students mainly come from poor to middle class households and, for the most part, exhibit respectful and appropriate behavior. A large number of our students are involved in some sort of extra-curricular activity and therefore have an investment in Ennis Junior High School.

Ennis Junior High School offers dropout prevention via our PRIDE program. The PRIDE program on campus serves students that are at risk of dropping out and are in need of credit recovery.

The AVID program has helped many students begin to consider college as a post-graduate plan. These students will be the first in their families to graduate from high school and attend college.

Student Learning

Student Learning Summary

EJHS will continue to focus on individual student growth and will work to meet each student where they are ready to learn and grow with a heightened awareness on Closing the gaps within our disaggregated student groups.

We are currently desegregating data from the 2024 STAAR Assessment.

Student Learning Strengths

Multiple forums are used to communicate with parents (Parent Portal, Skyward Messenger phone system, class, parent conferences in the fall, Dojo, progress reports, and social media.)

Ennis Junior High School is entering its 17th year as an AVID Campus. The program has actually expanded and we expect the number of sections of AVID to increase at the EJHS due to this expansion.

Ennis Junior High Band and Choir continue to place very high at UIL competitions.

7th and 8th Grade students continue to perform impressively in UIL Academic competition bringing home 1st place in the District's UIL Meet for the past 4 years.

We are currently waiting on data from the 2023 STAAR Assessment.

School Processes & Programs

School Processes & Programs Summary

Ennis Junior High is a campus that houses grades 7 & 8. All students are scheduled for 4 grade specific core classes (ELAR, Math, Social Studies, and Science), as well as 3 non-grade specific elective classes and a 30 minute intervention/enrichment period. Each grade level receives inclusion support from a special education Math & ELAR teacher as well as Special Education paraprofessionals who provide support in Social Studies and Science. There is one team leader representing each subject as well as a grade/subject representative for the alternate grade level. Faculty meetings are scheduled at a minimum of once a month with a tentative schedule provided during teacher in-service. Meetings may be called that are not scheduled, but are essential for the campus operation. Weekly PLC meetings are held per grade-leveled departments to better utilize resources in our lesson plans. All teachers are scheduled with a duty to help with supervision in the afternoons. Paraprofessionals and administrators provide supervision in the morning before school. Teachers and administrators share the responsibility of daily lunch duty supervision. All teachers and paraprofessionals are required to clock in and out daily to ensure that 40 hours are being documented properly. All staff members are required to enter absences through AESOP, the district provided program to easily record employee attendance. There are several opportunities for staff to join campus and district committees, this allows for an accurate representation of grade levels and departments.

School Processes & Programs Strengths

EJHS has a mentor teacher program and new teacher focus groups for first year teachers. EJHS supports teachers by providing frequent professional development opportunities, regularly scheduled PLC meetings, and providing resources for new instructional strategies.

The administrative staff is relatively new to their current position with all having diverse backgrounds. For the 2024-2025 school year the campus will have major turnover in key support staff positions.

Ennis Junior High School follows a well written and enforceable student code of conduct. Communication with parents focuses on an "open door" policy and extends to Positive Parent Contacts made each 9 weeks.

Ennis ISD has a very well maintained technology infrastructure. The Network is secure and is rarely impacted by a loss of functionality. EJHS enjoys a technology rich campus where all classrooms are equipped with Smart boards, document cameras, and projectors as well as a teacher workstation. The one to one Chrome Book initiative is a major selling point for EISD as we move forward with our technology program for our students. The Junior High School campus is wireless throughout the building. The campus is a hot spot where students and the community can access the district wifi even outside the building. In addition to the one-to-one program, Ennis Junior High School has several labs that are located throughout the campus. The technology work ticket system works very well and issues are resolved in a timely manner.

Perceptions

Perceptions Summary

Ennis ISD partners with many of the civic groups that benefit the community of Ennis. The EJHS NJHS and STUCO as well as members of the Lions athletic teams (including Cheer and Band) participate in community events throughout the year. An expectation of the district is for administrators of the district to attend community and school events throughout the year. The principal of Ennis Junior High School will be an active member of the community. Ennis ISD is involved in events sponsored by the Chamber of Commerce such as the Polka Fest, Bluebonnet Festival, and Relay for Life.

Ennis Junior High School's extra-curricular activities are very well supported by the parents of the children involved. EJHS hosts open house events for the entire campus and for parents of incoming 7th grade students, class course selection, and exiting 8th grade students and parents. Parents are encouraged to be involved in their support organizations for the groups in which their students participate such as athletics, NJHS, STUCO, and Band Booster organizations.

Perceptions Strengths

The culture and climate at Ennis Junior High continues to embrace the changing student demographics. We strive to provide an inviting atmosphere that will allow staff, students and parents to be stakeholders in the educational process. EJH students and faculty are proud of the history of academic excellence and the spirit of "family" that exists between the school and the community. The EJH faculty believes the campus is staffed with nurturing individuals who work to make learning engaging for all students. The faculty is dedicated to making a positive impact in the lives of all students in order to help them grow academically, socially, and emotionally.

In recent years, EJHS has raised its levels of academic performance while many of its programs have continued to flourish. EJHS students continue to make the Ennis Community proud through the strong CTE, UIL Academics, and UIL Athletic tradition.

In addition to the traditional UIL sanctioned extra-curricular activities, EJHS has a wide range of other organizations and clubs in which students can be involved. EJHS Admin takes a fairly open stance on student clubs - If there are students that are interested in a topic or cause, have an adult staff member that is willing to act as a sponsor, and if the subject matter or mission of the organization is not contrary to the community standards of Ennis or the district, then new student clubs will be approved.

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 Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

District Goals

District Goal 1: Ensure all students receive high-quality instruction.

Core Belief One: We believe in working to improve the performance of all students while closing achievement gaps.

Campus Goal #1: Instructional Leadership: Ennis Junior High will provide rigorous TEKS-aligned instruction with effective instructional practices that are guided by student data so all students maximize growth and are successful at closing achievement gaps.

Standard #1: Instructional Leadership: The principal is responsible for ensuring every student receives high quality instruction.

Performance Objective 1: 1.1.1 To maintain a B or higher designation for district ratings in the 2024-2025 school year while increasing designated special populations (EL, SPED, ECO DIS) achievement data to equal to or greater than the State average.

Strategy 1 Details	Reviews			
Strategy 1: 1.1.1.1 EJHS will continue to improve the effectiveness of the CARE Team process for the identification of at-risk students, appropriate interventions for students in Tiers 1-3, and parent communication pertaining to the CARE process. Strategy's Expected Result/Impact: We will see an increase in the number of interventions, that led to positive student outcomes.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 1.1.1.2 We will develop and implement a behavior component to our existing CARE/RTI program. Strategy's Expected Result/Impact: We will see an increase in the number of plans that lead to positive student outcomes.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 1.1.1.3 We will use STAAR, Interim Assessments, TRS assessments and IXL data to note areas of strengths and weaknesses in both classes and individual students so that targeted interventions can be put into place. Strategy's Expected Result/Impact: The percentage of students showing expected growth as determined by the Summative STAAR Assessment will improve.	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: 1.1.1.4 The campus will incorporate a school-wide intervention model in the master schedule so all students receive targeted instruction based on individual needs with a focus on Tier 2 and 3 students.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the number of students who show measurable growth receiving a 1 to 2 under index 2.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 1.1.1.5 EJHS will continue to improve, refine, and modify the campus inclusion model at each grade level so that Special Education students are served in the best possible manner.</p> <p>Strategy's Expected Result/Impact: Students receiving inclusion services will be provided with the necessary supports to help them be successful. Improved academic outcomes for inclusion students.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 1.1.1.6 A universal screener for reading and math will be utilized to assess students three/four times per year.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to better monitor student progress and achievement.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 1.1.1.7 Faculty will collaborate to implement a more efficient PLC system for reviewing data and creating lesson plans.</p> <p>Strategy's Expected Result/Impact: Timely planning that matches the TRS scope and sequence.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 1.1.1.8 Implementation of quarterly cross grade-level PLC for vertical alignment purposes.</p> <p>Strategy's Expected Result/Impact: Improved vertical alignment and ability to scaffold or extend TEKS during instruction.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 1.1.1.9 Ennis Junior High School will provide mandatory STAAR remediation courses during the school day for all students that are not successful on 1 or more of their STAAR test(s) per HB4545/HB1416.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: 1.1.1.10 Students will meet campus expectations for the utilization of available software in an attempt to close achievement gaps and reduce specific academic weaknesses. (IXL)</p> <p>Strategy's Expected Result/Impact: Student data will reflect an increase in proficiency in specific skills.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: 1.1.1.11 Teachers will participate in professional development that will provide training on identifying at-risk students and disengaged students. Teachers will be provided with resources, training and intervention strategies to address student engagement and ensure all students are growing.</p> <p>Strategy's Expected Result/Impact: Students who are at-risk will be identified earlier and intervention strategies will be implemented or students will be placed into the CARE system in a timely manner, in order to have the largest impact for instruction. Teachers will be trained on effective student engagement strategies to use in the classroom on a daily basis.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: 1.1.1.12 At-risk students will be required to attend a before and after-school tutorial session, where teachers will use IXL to increase instructional time for students, as well as provide additional data on behalf of those students for teachers to monitor.</p> <p>Strategy's Expected Result/Impact: Student data will reflect an increase in proficiency in specific skills.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: 1.1.1.13 Continue to promote and fund the AVID program in order to encourage and foster the pursuit of post-secondary education.</p> <p>Strategy's Expected Result/Impact: EJHS will see an increase in the number of students successfully participating in the AVID elective and an increase in grades and test scores of those students.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: 1.1.1.14 AVID strategies will be used in all classes where appropriate.</p> <p>Strategy's Expected Result/Impact: Improved assessment scores on a campus-wide basis.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: 1.1.1.15 Continue to use the dropout prevention program (PRIDE) to assist students who are having difficulty meeting graduation requirements.</p> <p>Strategy's Expected Result/Impact: Total number of students who successfully complete their coursework at EJHS through the PRIDE programs.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: 1.1.1.16 Create a PRIDE framework that will support age inappropriate 7th-grade students to complete 7th & 8th grade coursework in one year. Allowing these students to return to pace with their cohort.</p> <p>Strategy's Expected Result/Impact: Age inappropriate students will be able to return to pace with their cohort, reducing the likelihood of student dropout.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 17 Details	Reviews			
<p>Strategy 17: 1.1.1.17 EJHS will promote and allow appropriate field trips for the enrichment of our students. Trips will be scheduled during the fall semester or after spring testing.</p> <p>Strategy's Expected Result/Impact: Field trips will expand students' educational experiences.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 18 Details	Reviews			
<p>Strategy 18: 1.1.1.18 EJHS teachers will contact, by phone, parents of students that are failing their classes at the 3, 6, and 9 week grading periods.</p> <p>Strategy's Expected Result/Impact: A reduction in the number of failed classes.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: 1.1.1.19 STAAR-tested subjects will conduct mandatory tutorials for students who are identified through test grades and benchmark results before the administration of the STAAR assessments.</p> <p>Strategy's Expected Result/Impact: By the number of students attending tutorials and an increase in test scores for targeted students.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 20 Details	Reviews			
<p>Strategy 20: 1.1.1.20 Students will track their own progress toward STAAR mastery using a common progress tracker.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes on assessment items and an increase in students who take charge of their own grades, goal setting, and learning.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 21 Details	Reviews			
<p>Strategy 21: 1.1.1.21 Ennis ISD counseling staff and students will use the software suite, Naviance, which will enable students to create and follow a personalized plan for post-secondary access.</p> <p>Strategy's Expected Result/Impact: An increase in student engagement and increased awareness of application and acceptance to post-secondary education opportunities. Additionally, graduate tracking will be possible with this program.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Digital online database to track career exploration with high school CTE courses. - 289 - Title IV Part A - 289 E 31 6399 00 042 3 24 000 - \$5,350</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 22 Details	Reviews			
<p>Strategy 22: 1.1.1.22 The district will provide training in technology areas for staff to improve academic performance specifically in the area of blended learning.</p> <p>Strategy's Expected Result/Impact: Increase in teacher proficiency with the use of instructional technology and a resulting increase in effectiveness in instruction.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 23 Details	Reviews			
<p>Strategy 23: 1.1.1.23 Utilize master schedule to ensure G/T students participate in a regular pullout program that facilitates activities that are aligned with the TX State Plan for the Education of Gifted and Talented Students.</p> <p>Strategy's Expected Result/Impact: G/T students' talents will be cultivated.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 24 Details	Reviews			
<p>Strategy 24: 1.1.1.24 All Science instruction will include 20% hands-on lab-based instruction.</p> <p>Strategy's Expected Result/Impact: Increased scores in Science, resulting in a stronger foundation for Biology when EJHS students move to EHS.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 25 Details	Reviews			
<p>Strategy 25: 1.1.1.25 All core teachers will implement and utilize the campus adopted data tracker that utilizes Unit and Quarterly Assessments, as well as the district adopted universal screener. This data tracker will include vital student historical data points as well as demographic information.</p> <p>Strategy's Expected Result/Impact: Increase the teacher's knowledge of students and make the student selection process for providing targeted intervention more efficient.</p> <p>Staff Responsible for Monitoring: Admin, IC</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 26 Details	Reviews			
<p>Strategy 26: 1.1.1.26 The EJHS Principal will meet with the Secondary Learning Coordinator at minimum of two times per nine weeks to review assessment data, conduct walk through observations, and evaluate professional development needs for teachers & staff.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 27 Details	Reviews			
<p>Strategy 27: 1.1.1.27 The EJHS campus will implement a credit recovery plan for students who have lost credit in a HS credit course due to excessive absences. Students who are in violation of the State of Texas' 90% rule will be required to participate in this credit recovery plan in order to secure credit for the HS credit course.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 28 Details	Reviews			
Strategy 28: 1.1.1.28 EJHS Principal and Assistant Principals will meet with Secondary Instructional Coaches bi-weekly to review assessment data, conduct walk through observations, and evaluate professional development needs for teachers & staff.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 29 Details	Reviews			
Strategy 29: 1.1.1.29 EJHS Principal and Assistant Principals and subject area Instructional Coaches will attend weekly Department PLC meetings to review student data and plans for interventions. Specific attention will be placed on achievement levels. (Approaches, Meets, and Masters)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 30 Details	Reviews			
Strategy 30: 1.1.1.30 PLC Meetings will be scheduled once a week for CORE department teams.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 31 Details	Reviews			
Strategy 31: 1.1.1.31 All 1st year teachers will receive intensive support throughout their first instructional year by campus Instructional Coaching Staff.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 32 Details	Reviews			
Strategy 32: 1.1.1.32 The EJHS campus will implement a staff focus of conducting aggressive monitoring of students throughout the lesson cycle to ensure student engagement is present from bell to bell.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 33 Details	Reviews			
Strategy 33: 1.1.1.33 The EJHS staff will refocus efforts to write across the curriculum to support the free answer system developed in STAAR 2.0 by using free writes, guided writes, journaling, free response answers and dedicated writing to the new ELAR TEKS when appropriate.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 34 Details	Reviews			
Strategy 34: 1.1.1.34 The EJHS staff will participate in a peer observation plan that will be designed to support the growth of Tier 1 Instruction campus wide.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 35 Details	Reviews			
Strategy 35: 1.1.1.35 The EJHS staff will participate in a video self reflection plan that will be designed to support the growth of Tier 1 instruction campus wide.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 36 Details	Reviews			
Strategy 36: 1.1.1.36 The EJHS staff will strive to engage in professional development that is aligned to their T-TESS Goals the were developed and submitted through the T-TESS Goal Setting Process.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 37 Details	Reviews			
Strategy 37: 1.1.1.37 The EJHS staff will continue to enhance their current written objective by verbally interacting with the objective during instruction. Staff will work with the instructional coaching staff to develop a focused, kid friendly version of objectives for their room.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 2: Provide and support high quality staff for all classrooms.

Core Belief Two: We believe that all employees are critical to the success of our students.





Campus Goal #2: Human Capital: Ennis Junior High will hire, develop, and retain highly qualified staff members that are invested in the educational and social development of all students.

Standard #2: Human Capital: The principal is responsible for ensuring there are high quality teachers and staff in every classroom throughout the school.

Performance Objective 1: 2.2.1 EJHS administration and instructional coaches will provide high quality systematic professional development and support to ensure teachers are utilizing instructional best practices.

Strategy 1 Details	Reviews			
<p>Strategy 1: 2.2.1.1 Highly qualified teachers will be hired for needed openings and retained through proper support systems such as mentors for first-year teachers and staff new to the campus and the TERRP program.</p> <p>Strategy's Expected Result/Impact: We will retain high-quality teachers and decrease the turnover rate at EJHS.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2.2.1.2 Through the utilization of the campus leadership team, SBDM team, and the CNA process, the staff and principal will work collaboratively to make academic and procedural decisions for the campus.</p> <p>Strategy's Expected Result/Impact: Meeting the needs and charting the direction of the campus will be a collaborative effort.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 2.2.1.3 Teachers will be trained in SIOP and ELPS as well as best practices for ESL to better support and instruct our ELL students.</p> <p>Strategy's Expected Result/Impact: ESL students will benefit from targeted instructional practices and teachers will be more effective at meeting those students' needs.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 2.2.1.4 The instructional coaches will provide teacher training to address gaps in instruction as well as serve as a guide to ensure teachers are adhering strictly to the TEKS.</p> <p>Strategy's Expected Result/Impact: Best practices of instructional strategies will be utilized regularly during instruction.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 2.2.1.5 Teachers will attend appropriate and relevant staff development opportunities in order to improve their practice.</p> <p>Strategy's Expected Result/Impact: Implementation of best practices in the classroom will result in improved student outcomes. Increased opportunities for professional growth through collaboration on teaching practices.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 2.2.1.6 Ennis Junior High will encourage staff participation by requiring teacher participation on campus committees.</p> <p>Strategy's Expected Result/Impact: Increased participation in and ownership of campus-related decisions and operations.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 2.2.1.7 All course selections will be complete by March 1st of the academic year.</p> <p>Strategy's Expected Result/Impact: Master scheduling needs will be identified early enough to ensure adequate staffing and resources.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 2.2.1.8 EJHS will support a positive environment which will allow the campus to maintain a 90% retention rate.</p> <p>Strategy's Expected Result/Impact: EJHS will realize an increase in the stability of the curriculum and will impact student achievement.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 2.2.1.9 The principal will use all available resources to locate, recruit, evaluate, and recommend for hiring high quality and highly qualified staff.</p> <p>Strategy's Expected Result/Impact: There will be a reduction in attrition and an increase in retention of quality staff.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: 2.2.1.10 EJHS will continue to utilize its established SBDM and Department Head Committees in order for campus leadership teams to provide input and feedback and to collaborate with campus administrators regarding campus operations.</p> <p>Strategy's Expected Result/Impact: Decisions will be made collaboratively.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 2.2.1.11 The EJHS Principal will attend a conference each year to foster change and build capacity through continued growth of self, teachers, and staff.</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: 2.2.1.12 Teachers will attend state and local staff development opportunities that are aligned to T-TESS, district or campus goals in order to increase their capacity as professionals and the rigor of their curriculum.</p> <p>Strategy's Expected Result/Impact: We will see an increase in teacher efficacy and student performance.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: 2.2.1.13 Faculty and staff need to have access to a behavioral specialist for training and student support with a focus on using accommodations to help students be successful in the classroom. We need to continue to use RTI for behavior and academic concerns.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from PD will be provided as documentation of support provided by the district behavior specialist.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: 2.2.1.14 As a campus we will make it a priority to provide our staff with PD opportunities that will improve their Social Emotional Competencies to help our staff avoid burnout and increase their general well-being.</p> <p>Strategy's Expected Result/Impact: We will see an increase in teacher efficacy and student performance. There will be a reduction in attrition and an increase in retention of quality staff. Teacher survey shows that morale is high and the teacher needs are being addressed.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: 2.1.1.15 The EJHS staff will complete all required beginning of the year compliance training modules by the assigned deadline.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: 2.1.1.16 Through collaboration with their appraiser regarding their individual growth goals each staff member will assume personal responsibility for their own professional growth.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: 2.1.1.17 The EJHS staff will participate in two monthly staff meetings. One will consist of a specific designed professional development and the second will be information and input session format.</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 2: Provide and support high quality staff for all classrooms.





Core Belief Two: We believe that all employees are critical to the success of our students.

Campus Goal #2: Human Capital: Ennis Junior High will hire, develop, and retain highly qualified staff members that are invested in the educational and social development of all students.

Standard #2: Human Capital: The principal is responsible for ensuring there are high quality teachers and staff in every classroom throughout the school.

Performance Objective 2:

2.2.2 By implementing the Get Better Faster teacher evaluation and feedback model as a campus, we will move from an evaluative-based teacher assessment system to a development/coaching-based teacher assessment system.

Strategy 1 Details	Reviews			
<p>Strategy 1: 2.2.2.1 All Administrative and IC team members will attend the Get Better Faster Observation and Feedback Workshop.</p> <p>Strategy's Expected Result/Impact: Our campus Administrative and IC team will learn how to implement the four keys to effective observation and feedback, including: Locking in frequent and regular observations, Identifying the one or two most important areas for growth, Giving direct, face-to-face feedback that practices specific action steps for improvement, and Creating systems to ensure feedback translates into practice.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2.2.2.2 The administrative/IC team will complete a book study of Get Better Faster and the Observation and Feedback process.</p> <p>Strategy's Expected Result/Impact: Develop a specific plan for the implementation of the Get Better Faster observation model for the EJHS campus</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 2: Provide and support high quality staff for all classrooms.

Core Belief Two: We believe that all employees are critical to the success of our students.





Campus Goal #2: Human Capital: Ennis Junior High will hire, develop, and retain highly qualified staff members that are invested in the educational and social development of all students.

Standard #2: Human Capital: The principal is responsible for ensuring there are high quality teachers and staff in every classroom throughout the school.

Performance Objective 3: 2.2.3 As a campus we will improve educational outcomes for students living in poverty by providing comprehensive training to teachers on effective teaching strategies and support mechanisms tailored to the unique needs of these students.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: 2.2.3.1 Needs Assessment: - Conduct surveys and focus groups to identify specific challenges faced by teachers in educating students living in poverty. - Analyze academic performance data to pinpoint areas needing the most attention.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2.2.3.2 Design and Implementation of Training Programs: - Partner with educational experts and organizations specializing in poverty and education to design relevant training modules. - Schedule and conduct initial workshops focusing on topics such as the socio-economic impacts on learning, trauma-informed teaching practices, and building supportive classroom environments.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 2.2.3.3 Resource Development and Distribution: - Create and distribute a toolkit containing instructional materials, case studies, and practical strategies for teaching students in poverty. - Provide access to an online portal where teachers can find additional resources, join discussion forums, and access recorded training sessions.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 2.2.3.4 Mentorship and Collaborative Networks: - Pair less experienced teachers with veteran educators who have demonstrated success in working with students from low-income backgrounds. - Organize monthly collaborative meetings where teachers can share experiences, discuss challenges, and develop solutions together.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 2.2.3.5 Evaluation and Continuous Improvement: - Implement regular assessment methods, including teacher feedback surveys, student performance metrics, and classroom observations, to gauge the effectiveness of the training. - Use data collected to refine training programs and address any identified gaps or emerging needs.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 3: Empower staff with resources to ensure student excellence.





Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal #3: Executive Leadership: Ennis Junior High is committed to providing and utilizing all available resources to ensure educational excellence.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcome.

Performance Objective 1: 3.3.1 EJHS will continue to work within our campus allotted budget while meeting the needs of students and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: 3.3.1.1 Budget funds will be utilized in the most effective manner to support the educational needs of students and teachers and promote student success.</p> <p>Strategy's Expected Result/Impact: Students and teachers will have the necessary resources to be successful.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3.3.1.2 Through the utilization of the campus leadership team and the SBDM team, the campus will provide feedback to the principal of any changes or modifications needed for the educational program, staff training needs, or building operations. Those members will then report back to their respective teams and grade levels.</p> <p>Strategy's Expected Result/Impact: Campus needs will be addressed in a collaborative manner.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 3.3.1.3 EJHS will develop a campus budget that meets the needs of each department. The principal will seek input from department heads and will build the campus budget based on their request as appropriate.</p> <p>Strategy's Expected Result/Impact: Monthly account ledgers, End of year Balance sheets for accounts</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 3.3.1.4 Each year, we will form a budget based on the instructional and physical needs of our campus that reflect sound judgment and responsible budget practices.</p> <p>Strategy's Expected Result/Impact: The budget submitted on time and will reflect the authentic needs of our campus and will appropriately meet and address the financial needs of the campus, as well as reflect the funding of instructional needs on campus.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 3.3.1.5 The EJHS staff will be encouraged to apply for the teacher grants through the Ennis ISD Education Foundation which will provide additional resources to support innovative instructional practices in the classroom.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 3.3.1.6 The EJHS campus will set aside four increments of \$1000 to ensure staff has professional development opportunities in Reading, Math, Science, and Social Studies.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Campus Goal #4: School Culture: Ennis Junior High will provide a healthy, positive, and safe environment for all students while establishing a culture of high expectations, where Every student has Every chance, Every day to be successful.





Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 1: 4.4.1 EJHS will maintain building security protocols and raise the expectations for safety and positive behaviors for all staff and students by the implementation of PBIS school-wide, which in turn will aid in the reduction of office referrals by 20%.

Strategy 1 Details	Reviews			
<p>Strategy 1: 4.4.1.1 Develop a strategy to become a more student-led campus by connecting with the Lion Pride Way. All students will create and maintain a leadership notebook to document goals in academics, attendance, and behavior.</p> <p>Strategy's Expected Result/Impact: All students will have a folder and track data, which will be reflected in a schoolwide collection and posted in hallway charts. Discipline data will be reduced and attendance will improve.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 4.4.1.2 EJHS will provide incentives and rewards for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increased ADA, Decrease in truancy cases filed, and Improved academic outcomes for students with historically excessive absences</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 4.4.1.3 EJHS will work to provide additional opportunities for students to pursue individual interests and involvement in non-academic classroom activities.</p> <p>Strategy's Expected Result/Impact: We will have a high level of student involvement as they pursue specialized interests and develop leadership skills.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 4.4.1.4 At the beginning, middle, and end of the school year, a student poll will be conducted in order to gather data on school climate and culture.</p> <p>Strategy's Expected Result/Impact: EJHS administration will have an accurate picture of the perception of the culture and climate on behalf of students and will be able to make informed decisions.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 4.4.1.5 We will continue the implementation of PBIS, a program that emphasizes positive behavior reinforcement.</p> <p>Strategy's Expected Result/Impact: More consistent campus-wide expectations result in a decrease in violating the Student Code of Conduct.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 4.4.1.6 We will provide opportunities for our students to be involved in activities and programs that will promote positive behavior.</p> <p>Strategy's Expected Result/Impact: Increase in students participating in at least one activity of their interest and decrease in discipline referrals.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 4.4.1.7 The EJHS campus will conduct all essential drills associated with Standard Response Protocol - Staff will be given instructions and evacuation maps along with training from EISD PD Chief. Drills will be coordinated with Ennis ISD PD and Ennis High School administration staff.</p> <p>Strategy's Expected Result/Impact: Campus-wide safe and effective daily operations.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 4.4.1.8 PBIS team will ensure staff and students' success by providing PBIS guidelines for success as well as placement of reminders around the building to remind students and staff what the expectations are.</p> <p>Strategy's Expected Result/Impact: Increase in student ownership in behavior and a reduction in referrals for minor behaviors.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 4.4.1.9 The EJHS staff will be assigned duty stations before and after school in specific locations to provide an adult presence to serve as a deterrent to inappropriate behavior.</p> <p>Strategy's Expected Result/Impact: After each drill, EISD PD and EJHS admin will conduct a complete de-briefing in order to identify areas of concern. The entire staff will be briefed on our performance.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: 4.4.1.10 EJHS administration will continue to assign students to ISS, OSS, or DAEP when appropriate. The length of placements will be consistent and will reflect the severity of each offense.</p> <p>Strategy's Expected Result/Impact: Consequences will be fair and impartial</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 4.4.1.11 EJHS will develop a plan to better support student's academic success while serving ISS, OSS, or DAEP placements</p> <p>Strategy's Expected Result/Impact: Students will keep academic pace with their peers while serving disciplinary placements.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: 4.4.1.12 EJHS administrative staff will review discipline data from PEIMS 425 records at the completion of each grading period in order to determine or identify any trends or issues that may need correction.</p> <p>Strategy's Expected Result/Impact: Accurate documentation of disciplinary actions taken and data to inform the planning process for discipline.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: 4.4.1.13 EJHS will conduct random drug and weapon searches of the parking lot and classrooms with trained detection canines an average of two times per month.</p> <p>Strategy's Expected Result/Impact: Deterrence in the presence of drugs, weapons, and other prohibited items on campus.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: 4.4.1.14 EJHS will actively investigate claims of bullying, including bullying by electronic means. EJHS administrators will utilize Stay Away Agreements in order to enforce directives to students regarding harassment and/or bullying issues.</p> <p>Strategy's Expected Result/Impact: Reduction in instances of bullying and harassment at EJHS, safe and secure campus for students, and the maintenance of an overall positive campus environment.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: 4.4.1.15 EJHS teachers will conduct a daily dress code compliance check during their 1st, 2nd, and 3rd-period classes. Violators will be directed to the appropriate assistant principal.</p> <p>Strategy's Expected Result/Impact: Dress Code Compliance</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: 4.4.1.16 One EJHS assistant principal will be assigned to oversee all attendance-related enforcement, Attendance Committee membership, and AC meetings scheduled.</p> <p>Strategy's Expected Result/Impact: Effective implementation of campus attendance policies and procedures and a reduction in low Attendance Rate for 22-23 school year.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: 4.4.1.17 Refine lunch detention policies and procedures to create an effective program.</p> <p>Strategy's Expected Result/Impact: EJHS staff will utilize lunch detention as the first step for consequences for lower-level infractions. Designated lunch detention staff will ensure that detention reflections are restorative/aligned with PBIS and that records of student attendance at LD are maintained and if not, a referral is submitted.</p> <p>Increase in student accountability and decrease in minor-level behaviors leading to referrals.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 18 Details	Reviews			
<p>Strategy 18: 4.4.1.18 Facilitate timely and effective implementation of the Lion Pride Way during the 2024-25 school year.</p> <p>Strategy's Expected Result/Impact: Students will develop strong leadership skills.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: 4.4.1.19 Staff will have professional development in the area of behavior de-escalation as brainstormed in CNA process.</p> <p>Strategy's Expected Result/Impact: Increase in student accountability and decrease in behaviors leading to referrals.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 20 Details	Reviews			
<p>Strategy 20: 4.4.1.20 In order to secure consistent focus on campus, we will create a theme for the school year that is positive and has an overall goal of academic excellence. The theme for the year will be displayed in various spaces throughout the campus, be a part of student and faculty shirts as well as be displayed in various social media formats. A plan for following through with this theme throughout the school year will be developed and implemented.</p> <p>Strategy's Expected Result/Impact: The culture and environment of EJHS will reflect a common belief/ goal.</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.





Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.

Campus Goal #5: Strategic Operations: Ennis Junior High will develop and maintain positive partnerships with all stakeholders that improve teacher effectiveness and student outcomes.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 1: 5.5.1 Ennis Junior High will improve communication and involvement between school, student, parent, and the community to increase the number of parents/guardians who are involved with their student's education and school activities.

Strategy 1 Details	Reviews			
Strategy 1: 5.5.1.1 EJHS will increase parent participation in campus activities, and we will develop additional opportunities in order to build partnerships with teachers/school. Strategy's Expected Result/Impact: An increase in parent and community stakeholder engagement.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 5.5.1.2 The EJHS Principal will work with the community in order to promote EJHS and foster a positive relationship with all stakeholders. Strategy's Expected Result/Impact: An increase in parent and community stakeholder engagement.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 5.5.1.3 Create more opportunities for parent involvement on campus during the school day through activity-based learning. We will have a system on the website, social media, or Smore to let parents know when these opportunities are available. Strategy's Expected Result/Impact: Empower parents to be more active participants in their child's education.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 5.5.1.4 Conduct a parent forum at least three times per year, during which parents have an opportunity to meet with each other and the principal to discuss relevant issues and education-related topics. Strategy's Expected Result/Impact: EJHS Administration will be able to make decisions based on feedback from parents.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 5.5.1.5 EJHS will facilitate parent/family surveys via Google Forms at the beginning, middle, and end of the school year to obtain feedback from the community on issues related to EJHS.</p> <p>Strategy's Expected Result/Impact: Increased family involvement and the ability to make informed decisions on the perceptions of our parents.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 5.5.1.6 Continue to meet regularly with the Superintendent and other members of the Senior Cabinet to be informed of district initiatives and policies that meet the needs of teachers and students.</p> <p>Strategy's Expected Result/Impact: Consistent meetings with District staff resulting in more effective implementation of district initiatives and policies.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 5.5.1.7 Secure an digital communication medium that the campus will utilize to advertise and promote campus activities and parent involvement opportunities.</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.

Campus Goal #5: Strategic Operations: Ennis Junior High will develop and maintain positive partnerships with all stakeholders that improve teacher effectiveness and student outcomes.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 2: 5.5.2 We will continue to seek out opportunities to involve community resources in order to forge partnerships that support student achievement.





Strategy 1 Details	Reviews			
Strategy 1: 5.5.2.1 We will promote EJHS success stories to our community by submitting pictures and events to the district communications director, EJHS Facebook page, Remind 101, and Peach Jar. Strategy's Expected Result/Impact: A positive representation of EJHS to the Ennis community.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 5.5.2.2 The EJHS campus will promote students' success and achievements within our community through parent contact, district website, Facebook, School Messenger, Open House, EISD Showcase, UIL, Winter/Spring concerts, increase parental awareness on our Google calendar through the use of social media, and student postcards. Strategy's Expected Result/Impact: An increase in parent and community stakeholder engagement.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 6: Provide high-quality facilities with an instructional focus.

Core Belief Six: We believe our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Campus Goal #6: School Culture: Ennis Junior High will ensure our facilities are well maintained and support the needs of all district stakeholders.

Performance Objective 1: 6.6.1 Ennis Junior High will ensure our facilities are well maintained and suitable for our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: 6.6.1.1 Faculty will report and/or request needed repairs and/or updates immediately to appropriate personnel. Strategy's Expected Result/Impact: Well-maintained building	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 6.6.1.2 EJHS will assign a member of the custodial staff to monitor the outside grounds every day. Strategy's Expected Result/Impact: Well maintained and clean exterior of the building	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 6.6.1.3 EJHS administration will conduct a monthly meeting with the Sodexo General Manager to discuss building use and cleaning for the upcoming week. Strategy's Expected Result/Impact: Cleanliness of the building and grounds as well as the number of instances requiring remediation.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 6.6.1.4 Ennis ISD PD will conduct daily exterior door checks and report maintenance issues as needed. Strategy's Expected Result/Impact: Decreased security issues related to open exit doors.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Martin	Dyslexia Intervention- Position #1001804	Special Program	1

Campus Funding Summary

289 - Title IV Part A					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21	Digital online database to track career exploration with high school CTE courses.	289 E 31 6399 00 042 3 24 000	\$5,350.00
Sub-Total					\$5,350.00