

CAMPUS IMPROVEMENT PLAN

George Junior High School

Grade 7-8 Campus

2020-2021



SUBMITTED FOR BOARD APPROVAL **OCTOBER 2020**

Comprehensive Needs Assessment

Data Sources Reviewed

Spring 2019 STAAR	Teacher Retention Reports
6 Weeks Failure Reports	Counselor/ HGI Data Risk Assessments, Visits
Campus Discipline and District ALC Reports	DA for First Semester in ELA, MTH, SS, Science
TELPAS Data TELPAS to be admin in Fall 2020	Canvas usage during Distance Learning

Identified Strengths

Student Achievement/Academic Growth (Data is from the 2018-2019 school year).

<p>Writing-3% increase in Meets for 7th grade students Reading-4% increase in Meets for 8th grade students Reading-5% increase in Meets for 7th grade students Math-1% increase in Masters for 8th grade students Writing-4% increase in Masters for 7th grade students ESL-4% increase in Approaches for 8th grade EL students Science-5% increase in Approaches for 8th grade EL students Math-13% increase in Approaches for 7th grade EL students Reading-14% increase in Approaches for 7th grade EL students Writing-19% increase in Approaches for 7th grade EL students Writing-6% increase in Approaches for 7th grade EL students Reading-7% increase in Approaches for 7th grade EL students Math-7% increase in Approaches for 7th grade EL students Social Studies-10% increase in Approaches for 8th grade EL students Science-16% increase in Approaches for 8th grade EL students Telpas-1% increase in Advanced category for EL students 2019-2020 School Year: Failure rates for SPED students decreased by approximately 5% from the 2018/19 to 2019/20 school year (excluding 4th 6 weeks).</p>

School Climate and Culture

Teachers and paraprofessionals of the month are recognized at the end of every month.
Jeans can be worn on every Friday of the month and every Tuesday for Ranger Round-Up
PBIS Rewards are used to reinforce positive student behavior.
Campus-wide clubs were implemented as part of student engagement.
Students are recognized every six-week grading period for perfect attendance, A and A/B Honor Roll, no Skyward referrals, and no tardies.

Staff Quality, Recruitment, and Retention

George Junior High School is an ethnically diverse campus in Lamar Consolidated Independent School District
Teacher Appreciation activities took place.
New teachers to George Jr. and to the profession were assigned mentors throughout the 20-21 school year.
Professional development was provided for teachers in need of additional assistance in the areas of classroom management and instruction.

Curriculum, Instruction, and Assessment

Teachers had a bi-weekly PLC meeting during their common core planning period with a District Curriculum Specialist, campus administrator, and campus facilitator in every core classroom.
Weekly administrative team meetings took place to review discipline, PLC calendars, and other topics pertaining to academics.
All departments worked cohesively with district content coaches to ensure that curriculum was followed and implemented with fidelity.
Teachers received support from a digital learning specialist weekly.

Community and Student Engagement

George Junior High School offers free family counseling and healthcare.
George Junior High School has several translators available to students, staff, parents, and community members.

George Junior High School encouraged parents to be a part of Ranger Nation, the school's parental involvement committee. George Junior High School invited parents to attend school functions ex. Career Day, Black History, Veteran's Day, Hispanic Heritage Assembly, Noche de Familia. George Jr. High School invited Pathways to Success, a church organization that speaks to students throughout the school day about challenges they had to overcome to get to where they are currently.

School Organization

George Junior High School is a data driven decision-making campus. Academic and Behavioral data are reviewed and acted on with fidelity during PLC meetings, administrative meetings, and Leadership Team meetings. Administrative and leadership teams met weekly and monthly, respectively. Students at George Junior High School were exposed to National Junior Honors Society, Student Council, and all major athletic opportunities.

Technology

All classrooms now have functioning, updated Smartboards. Social media was utilized to produce positive messages about academic progress being made on George Junior's campus on a weekly basis. Message display boards were installed all over campus in time for information to be displayed during the 2020-2021 school year.

Identified Problems

Proposed Strategies

Student Achievement/Academic Growth

<p>Students earning "Meets" on the Science STAAR exam decreased by 2%.</p>	<p>A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
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<p>Students earning “Meets” on the Social Studies STAAR exam decreased by 3%.</p>	<p>A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>Students earning “Masters” on the 8th grade Reading STAAR showed no increase from the 2018 to 2019 school year. Students earning “Masters” on the 7th grade Reading STAAR increased by only 1%.</p>	<p>A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>Students earning “Masters” on the 7th grade Math STAAR decreased by 2%.</p>	<p>A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>Students earning “Masters” on the Science STAAR decreased by 4%.</p>	<p>A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>Students earning “Masters” on the Social Studies STAAR decreased by 4%</p>	<p>A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>Special Ed. students need improvement in all areas (Reading, Writing, Math, Science, and Social Studies).</p>	<p>Differentiated instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. Proper and</p>

	<p>efficient training and materials are needed for all teachers with SPED students in their classrooms. Collaborate more regularly with district SPED personnel to make certain that all activities at George Jr. directly align to the district's SPED vision. A heavy focus on effective Tier I, research-based instruction is needed. Differentiated Instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>EL students scoring "Approaches" on the 8th Math STAAR decreased by 9%.</p>	<p>Build foundational skills EL students may be lacking, then focus on providing instruction beginning at the appropriate level for each EL student. Provide appropriate materials for students to show academic growth. An EL Facilitator is now available for the 2019-2020 school year. This person will work directly with teachers of EL students to ensure that effective research-based methods are being implemented in the classroom for EL students. Teachers of EL students will be limited to a cohort in order for strategic professional development to take place throughout the school year. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.</p>
<p>EL students scoring "Approaches" on the 8th Social Studies STAAR decreased by 6%.</p>	<p>Build foundational skills EL students may be lacking, then focus on providing instruction beginning at the appropriate level for each EL student. Provide appropriate materials for students to show academic growth. An EL Facilitator is now available for the 2019-2020 school year. This person will work directly with teachers of EL students to ensure that effective research-based methods are being implemented in the classroom for EL students. Teachers of EL students will be limited to a cohort in order for strategic professional development to take place throughout the school year. RTI, specifically Tier II and Tier III</p>

	instruction is needed for students in need of additional support for academic growth.
All students, especially our SPED students, need to show more academic growth. Specifically, there needs to be a focus on moving our students from Approaches to Meets and from Meets to Masters.	Begin working with teachers individually with their own data. Utilize our ESL and Academic Facilitator at least two times every six-week period to ensure alignment is taking place and actions taken are based on data provided. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.
SPED students scoring “Approaches” on the Math STAAR decreased by 3%.	Differentiated Instructional methods first must be taught and then implemented. Data analysis must take place regularly to act on deficiencies and maintain future intended growth. Student-centered instruction must be the focus with our teachers. RTI, specifically Tier II and Tier III instruction is needed for students in need of additional support for academic growth.
Implement effective, research-based strategies during designated times throughout the school week for Tier II and Tier III instruction to take place.	Implement Ranger Round-Up at least two days a week. Tier II during the school day and Tier III as “0” period before the school day begins (Monday through Thursday).

School Climate and Culture

“Express appreciation daily, identify solutions, not problems, say “yes” and get it done.	This is part of the Holdsworth Foundation and what LCISD decided to focus on during the 2019-2020 school year. Teachers and staff members were introduced to this initiative during Summer 2018. The goal is for all employees to live by these three statements throughout the school year. Employees are reminded through Remind messages, emails, faculty meetings, and individual meetings with administration.
Create a PBIS committee to develop more incentives/positive reinforcement for students, teachers and staff members, including but not limited to academic pep rallies.	Add items to the Ranger Store for students to purchase during lunch with PBIS Rewards earned throughout the school year. Initiate a positive referral process for teachers, staff members, and administrators to submit. These referrals can be for students, staff members, teachers, and administrators.

Students are in need of consistent expectations throughout the building and rewards for positive behavior	Designate specific dates on the calendar for when students will be recognized/rewarded. (Certificates, etc.) These rewards will be through lunch periods. School-wide expectations will be established and communicated to students throughout the school year.
Further implement a culture of no bullying/cyber-bullying on campus.	Contract a guest speaker to speak with all 7 th and 8 th grade students about the emotional impacts bullying has on students. Also, discuss the legal consequences of bullying/cyber-bullying. Work with George Jr. High School counselors to make certain that Character Counts is implemented with fidelity throughout the school year.
Utilize the message boards installed last year to instill grade-level and schoolwide pride on campus.	Display competitive data on the screens (attendance, discipline, athletic scores). Provide an itinerary of events for the week/month. Create a brag board for teachers to display what's going right in their classrooms.
Book study on how to provide rigorous instruction to a diverse student population, including those living in poverty.	Focus on "The Fundamental 5, The Formula for Quality Instruction"

Staff Quality, Recruitment, and Retention

Thoroughly involve Department Chairs in the hiring process, when appropriate.	When teachers submit their notice of leave from George Jr. High School, the content-specific Department Chair should be notified. In addition, the Department Chair should be scheduled to sit with administration during exit interviews with leaving teacher.
New teachers to the profession and school need mentors and additional support.	Assign each new teacher a mentor. Someone that is knowledgeable about the content they teach and George Junior's campus. Schedule check-ins by Mentors, Facilitators, and Admin Team
More collaboration is needed between teachers at the school and district level in order for instructional growth to occur.	Teachers will collaborate about academics and instructional methods at departmental meetings at least two times per six

Teachers will participate in Instructional Rounds with the Admin Team and Facilitators at the district and campus level to focus on the problem of practice for instructional growth to occur.	weeks and with George Junior's feeder school teachers at least once a semester. Instructional Rounds will occur once a 6 weeks and teachers will provide insight on PD needed to improve the POP.
Educational leaders (administrators) need to be in the classrooms more often so more instructional support and guidance can be provided.	Create a calendar with schedules for administrators to go into classrooms and commit to it. Administrators also need to commit to meeting with teachers, when needed, on what was observed during the lesson.
Seek teacher feedback to further guide professional development offered throughout the school year.	At the end of every meeting/PD opportunity, ask for teachers to fill out an index card. Front: What did you like about this meeting/PD opportunity? Back: What would you like to see at the next meeting/PD opportunity? What would you change about this meeting/PD opportunity?

Curriculum, Instruction, and Assessment

Data interpretation and action on most updated data.	Common assessments will be provided to all core teachers. Data from these common assessments will be analyzed in order for administration and district instructional coaches to take appropriate action(s), when needed.
Increase the overall rigor and relevance of classroom lessons in all core areas. Relate instruction to more real-life scenarios	Teachers will have a PLC meeting at least three times per six-week grading period during their common core planning period. District Curriculum Specialists, Campus administrators, Instructional Coordinators, the ESL and Academic Facilitator, and technology specialists will provide input. Campus administrators and district content and technology specialists will regularly observe, provide constructive feedback, and provide positive reinforcement and encouragement to all teachers. Administration will constantly follow-up with teachers to make certain that recommendations made by district coaches are implemented in their classrooms.

	<p>Department Heads will be in constant communication with George Junior administration throughout the school year concerning progress, or lack thereof, with their departmental teachers.</p>
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Community and Student Engagement

<p>Parents/Guardians are needed on campus more often throughout the school year.</p>	<p>During major academic and/or athletic events, sign-up sheets for volunteer opportunities with requested contact information will greet parents/guardians and the gate/door of the event. At least once per 6 week grading period, parents will be invited to eat lunch with their children. During this time, important events taking place at George will be communicated. In addition, school successes will be advertised. Sign-in sheets will be provided for documentation. Training on Skyward and Canvas will be provided during athletic events or other events that parents are already present for during the school year. Parents will be invited to several events via call-outs and social media announcements. Ex. Career Day, Noche de Familia, Assemblies such as Black History, Veteran’s Day and Hispanic Heritage, End of Year Awards Ceremony, Xello and Title I Nights, Canvas and Skyward Trainings, and Pastries with Parents.</p>
<p>A Career Day event is needed for students to be exposed to a variety of career/trade opportunities. Students need to be exposed to more post-secondary educational conversations throughout the school year.</p>	<p>George Junior High will host a Career Day event where community professionals from all different careers will provide information to students on what requirements had to be met to obtain their positions. All classrooms, by the end of October, will have information on where that particular teacher attended college and what degrees were obtained, thus creating an environment that sparks conversations between students and teachers that may not have been initiated before.</p>

Increased membership in George's Parent Teacher Organization is needed.	Membership will continue to increase during the 2020-2021 school year by making meets more accessible through social media for parents/guardians that cannot make it to the school.
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School Organization

Students need more structure and guidance when it comes to instruction.	Students will be provided with an agenda every six-week grading period. Students will be responsible for setting their own goals and acting on the most updated data provided to them.
More instructional leadership is needed to provide teachers with what they need to increase student academic growth.	All administrators will have more time to provide effective instructional leadership for teachers. All administrators will be required to conduct at least 5 walk-throughs per school week.
Hire additional tutorial staff for students needing more assistance, especially in Reading/Writing and Math.	Find certified, available teachers knowledgeable about specific content areas. Hired a part-time 504 coordinator/Math Facilitator to support students.

Technology

Integration of technology during instruction needs to be done so with fidelity. Teachers need to be able to provide remote instruction to students in the event extended absences due to COVID-19.	George Junior's Digital Learning Specialist will provide learning opportunities for teachers on how they can effectively create a virtual learning environment that is both interactive and rigorous in nature. Canvas will be utilized more at George Jr. High School.
For several laptops to be utilized by students at the same time, more are needed.	Purchase additional laptop carts with use of Title I funds.
Laptops, Hotspots and distance learning equipment is needed for students and teachers participating in remote instruction due to COVID-19.	Laptops and Hotspots will be purchased using Grant Funds and administered to students. Teachers in each department have been designated virtual and hybrid teachers.

Improvement Plan Goals

Smart Goal 1: *By June 2021, the number of 7th and 8th grade students meeting the STAAR progress measure (Domain II) will increase by 10 percent when comparing the 18-19 to the 19-20 7th and 8th grade Reading STAAR tests.*

Smart Goal 2: *By June 2021, the number of 7th and 8th grade students meeting the STAAR progress measure (Domain II) will increase by 10 percent when comparing the 18-19 to the 19-20 7th and 8th grade Math STAAR tests.*

Smart Goal 3: *By May 2021, all 8th grade students and student groups will increase academic performance at Meets Grade Level by 6% as measured by Science STAAR.*

Smart Goal 4: *By May 2021, all 8th grade students and student groups will increase academic performance at Meets Grade Level by 6% as measured by Social Studies STAAR.*

Goal 1

<p>Goal Statement/Performance Objective: <i>By June 2021, the number of 7th and 8th grade students meeting the STAAR progress measure (Domain II) will increase by 10 percent when comparing the 18-19 to the 19-20 7th and 8th grade Reading STAAR tests.</i></p>	<p>CNA Area of Need: Curriculum, Instruction, and Assessment, School Organization, Technology, Community and Student Engagement, School Climate and Culture, Staff Quality, Recruitment, and Retention</p>
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Strategy: Coach and mentor teachers for Tier I instructional improvement.

Action	Title Element(s)	Staff Responsible	Timeline	Resources	Evaluation
<p>Administrators will prioritize teacher effectiveness by conducting at least 5 weekly walkthroughs (all content areas combined per administrator) and one monthly learning walk to provide constructive feedback for ELA/SPED/ESL teachers.</p>	<p>2.4/2.5</p>	<p>George Jr. High Administration</p>	<p>October 2020-May 2021</p>	<p>No Cost</p>	<p>Monthly tally of walk-through data.</p>
<p>Assign campus mentors to first year ELA/SPED/ESL teachers and ELA/SPED/ESL teachers new to the campus. These mentors will meet to address questions the new teacher may have, conduct mini</p>	<p>2.4/2.5</p>	<p>Academic and ESL Facilitators, Administration, Assigned Mentors</p>	<p>September 2020-May 2021</p>	<p>No Cost</p>	<p>Mentor Notes/Mentor Logs</p>

observations, when requested, to provide feedback, specifically on how classroom management can be improved.					
Teachers and administrators will participate in bi-weekly ELA/SPED/ESL PLC meetings to address the 4 Essential Questions based on current student data.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, Teachers	September 2020-May 2021	No Cost	PLC Meeting Minutes
Teachers will collaborate with district coaches, Academic Facilitator, ESL Facilitator, and Department Chair to train ELA/SPED/ESL teachers in proven, effective instructional strategies.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, District Coaches, Dept. Chairs	September 2020-May 2021	No Cost	Meeting Sign-in Sheets
Master list teachers will be strategically paired with students to maximize student achievement.	2.4/2.5	Instructional Coordinator, Assistant Principal, SPED Dept. Chair	August 2020-June 2021	No Cost	Copy of Master List
Assign a cohort of teachers designated to EL students. These teachers will participate in PD on Sheltered Instruction.	2.4/2.5	ESL Facilitator, EL teachers, ESL district coaches	October 2020-May 2021	District Funds-Title III	Cohort List and Meeting Agendas

Appropriate district-approved supplies will be purchased.					
Administer diagnostic portion of iReady in September 2020 and utilize data from this program to further assist the leadership team with provided effective training for Tier I instruction.	2.4/2.5	Academic Facilitator, ESL Facilitator, Instructional Coordinator	October 2020-May 2021	District Funds	i-Ready Data from Diagnostic
Ensure all ELA/SPED/EL teachers have appropriate materials/resources/technology to enhance instruction (virtual and on-campus) for all students, including students identified as at-risk, including Project Lit.	2.4/2.5	Dept. Chair, Administrator assigned to content area, ESL Facilitator, Academic Facilitator	August 2020-June 2021	Bilingual/ESL \$1268.00 Title I \$7716.00	Receipts/P.O.s
Involve Department Chairs in the hiring process, when appropriate. Seek teacher feedback to further guide professional development offered throughout the school year.	2.4/2.5	Administration Dept. Chairs, Teachers	August 2020-June 2021	No Cost	Interview Panel Lists/Interview Questions
Conduct a book study with entire faculty/staff	2.4/2.5	Principal and Dept. Chairs	October 2020-June 2021	Title I \$375.00	Receipt for Books/Meeting Agendas for PD

throughout the year on effective Tier I strategies.					
Utilize our Academic Facilitator and ESL Facilitator as instructional resources throughout the school year.	2.4/2.5	Administration Teachers, District Coaches, Staff Members	August 2020-June 2021	No Cost	Notes/Agendas/Calendars
Provide after school tutorials for students in need of additional assistance in ELA.	2.4/2.5	Academic Facilitator, Teachers	September 2020-May 2021	\$3045.00 State Comp Ed.	Sign-in Sheets
Allow time for administration and Support Personnel to meet and create plans for future effective Tier I instruction. Focus: Higher-order thinking and Student Talk	2.4/2.5	Administration and Support Personnel	September 2020-July 2021	Title I \$500.00	Meeting Agendas/Timecards /Weekly Teacher Observations
Provide students with an agenda every six-week grading period specific for George Jr. High School.	2.4/2.5	Admin. Assistants, Administration	September 2020-June 2021	General Budget \$400.00	Random Agenda Look-throughs
Provide professional development opportunities for teachers during monthly faculty meetings. Topics: Classroom management, increasing student talk, higher-order thinking questions, sheltered instruction strategies and	2.6	Administration , Teachers, Academic Facilitator, ESL Facilitator	October 2020-May 2021	No Cost	Surveys, Classroom Observations

other topics that teachers recommend based on surveys administered once a semester.					
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Strategy: Additional intervention time for at-risk students (Tier II and Tier III)

Action	Title 1 Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Ranger Round-Up schedule will be implemented twice a week for 39 minutes to provide Tier II intervention and enrichment lessons. This time will be used to address learning gaps due to COVID-19. Students that were struggling prior to COVID-19 will be provided this service, as well. Tutorials will be provided for virtual students, beginning the 2 nd 6 weeks. In addition, Ranger Round-up will be	2.6	Administration, Academic Facilitator and ESL Facilitator	September 2020-May 2021	Title I \$1250.00	Ranger Round-Up Schedule

provided virtually beginning the 2 nd round of MTSS/Ranger Round-up.					
Re-Evaluate students every 6-week grading period.	2.6	Teachers, Academic Facilitator, ESL Facilitator	September 2020-May 2021	No Cost	SST Agendas/Sign-in Sheets
Identify support team for Tier III instruction and hire certified personnel to provide Tier III support for Reading and Math.	2.6	Administration, ESL Facilitator, Academic Facilitator, Math Instructional Coordinator	October 2020-May 2021	State Comp. Ed \$3045.00 Title I \$3750.00	Timecards
Provide professional development for ELA Tier II teachers (Faculty Meetings, Region IV, Lamar CISD)	2.6	Assistant Principals, Principal, District Instructional Coaches, Academic Facilitator, ESL Facilitator	October 2020-July 2021	Title \$1875.00 Bilingual/ESL \$300.00	Meeting Agendas/Sign-in Sheets
Identify additional resources that may	2.6	Assistant Principals, Principal, District	September 2020-May 2021	Title I \$1250.00	P.O.s/Receipts/Itemized Lists

be needed throughout the school year to further assist students in Tiers I, II, and III (Programs, Professional Development, Technology)		Instructional Coaches, Instructional Coordinator, Academic Facilitator, ESL Facilitator			
The Houston Galveston Institute will provide counseling services to students, teachers, and families in need of assistance, when necessary.	2.6	Director of Student Services and Principal	September 2020-May 2021	District Funds	H.G.I. Counseling Log
Monitor SPED grades bi-weekly. AP over SPED will pull grade reports and meet with SPED Dept. Chair to ensure that accommodations are being followed, teachers are contacting parents and/or discuss the possibility of scheduling an ARD	2.4/2.5	Administration, SPED Dept. Chair	September 2020-June 2021	No Cost	SPED Failure Rate

to address deficiencies. Adhere to walk-through schedule to consistently observe SPED teachers to ensure that accommodations are being followed.					
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Strategy: Increase parent/guardian awareness of student progress throughout the school year and include them in the learning process.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Teachers to inform parents via telephone, conference or email when child is not passing at progress report time and the end of six-week grading period.	2.4/2.5	Teachers and Administration	September 2020-June 2021	No Cost	Teacher Logs/Blank Contact Template and Skylert callouts to parents
Administrator to meet with parents of students in Tier III to explain the program.	2.4/2.5	Principal	October 2020-May 2021	No Cost	SST Agenda/Sign-in Sheets
Communicate with parents through weekly newsletters,	2.4/2.5	Principal	September 2020-June 2021	No Cost	Copies/Screenshots

social media, and Skyward callouts.					
Professional development for master list teachers for completing effective IEP progress reports. These progress reports will then be communicated to parents/guardians.	2.4/2.5	Assistant Principal and SPED Instructional Coach	September 2020-October 2021	No Cost	Meeting Agenda/Sign-in Sheets
Professional development for SPED policies, procedures, and documents for imperative information to be shared with parents/guardians.	2.4/2.5	Assistant Principal, SPED Instructional Coach, Principal, SPED Department	October 2020-May 2021	No Cost	Meeting Agendas/Sign-in Sheets
Provide opportunities at least two times during the Fall semester for parents to attend training sessions on Skyward, Canvas, and study skill strategies to aid students while at home.	2.4/2.5	Administration, ESL Facilitator, Academic Facilitator, Counselors	October 2020-December 2021 (Parents have already had one opportunity to attend a district-sponsored webinar).	State Comp Ed \$125.00	Survey Results

Organize a family/parent night for all ESL students and their parents to attend. At this meeting, parents will be provided information on TELPAS, Skyward Parent Portal, and Canvas.	2.4/2.5	ESL Facilitator, Administrator	January 2020	No Cost	Survey Results
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Strategy: Provide opportunities for students to see how ELA is needed in real-life scenarios and/or future endeavors.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Organize a Spring Career Day for students to be exposed to different types of career pathways specific to ELA.	2.4/2.5	Counselors	January 2021	No Cost	Itinerary
Organize a field trip that exposes students to cultural and educational events outside of the campus that aligns to ELA TEKS	2.4/2.5	Administration, Dept. Chairs, Academic Facilitator, Counselors	February 2020-June 2021	Title I \$2500.00	Field Trip Log/Receipts/Itinerary
Organize a College Day for students to	2.4/2.5	Assistant Principals	January 2021-June 2021	No Cost	Itinerary

be exposed to post-secondary opportunities that require students to possess strong ELA skills.					
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Strategy: Recognize positive behavior and/or academic growth to positively reinforce students.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Positive office referrals will be read every morning during announcements. The appropriate alpha split administrator will then call home to explain to parents why their child received a positive office referral.	2.4/2.5	Teachers, Administration, Staff Members	September 2020-June 2021	No Cost	Copies of Positive Office Referrals
Utilize PBIS Rewards (token economy) to positively reinforce students that do the right thing. These tokens can then be redeemed at the Ranger Store.	2.4/2.5	Admin. Assistant, Administration, Teachers, Staff Members	October 2020-June 2021	State Comp Ed \$1000.00	PBIS Rewards P.O.

Incorporate Character Counts into all expectations and conversations held with students. Provide lessons regularly throughout the school year.	2.4/2.5	Counselors	September 2020- June 2021	No Cost	Character Counts Newsletters
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Goal 2

Goal Statement/Performance Objective: Smart Goal 2: <i>By June 2021, the number of 7th and 8th grade students meeting the STAAR progress measure (Domain II) will increase by 10 percent when comparing the 18-19 to the 19-20 7th and 8th grade Math STAAR tests.</i>	CNA Area of Need: Curriculum, Instruction, and Assessment, School Organization, Technology, Community and Student Engagement, School Climate and Culture, Staff Quality, Recruitment, and Retention
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Strategy: Coach and mentor teachers for Tier I instructional improvement

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Administrators will prioritize teacher effectiveness by conducting at least 5 weekly walkthroughs (all content areas combined per administrator) and one monthly learning walk to provide constructive feedback	2.4/2.5	George Jr. High Administration	October 2020- May 2021	No Cost	Monthly tally of walk-through data.

for MATH/SPED/ESL teachers.					
Assign campus mentors to first year MATH/SPED/ESL teachers and MATH/SPED/ESL teachers new to the campus. These mentors will meet to address questions the new teacher may have, conduct mini observations, when requested, to provide feedback, specifically on how classroom management can be improved.	2.4/2.5	Academic and ESL Facilitators, Administration, Assigned Mentors	September 2020-May 2021	No Cost	Mentor Notes/Mentor Logs
Teachers and administrators will participate in bi-weekly MATH/SPED/ESL PLC meetings to address the 4 Essential Questions based on current student data.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, Teachers	September 2020-May 2021	No Cost	PLC Meeting Minutes
Teachers will collaborate with district coaches, Academic Facilitator, ESL Facilitator, Math Instructional Coordinator and Department Chair to train MATH/SPED/ESL teachers in proven, effective instructional strategies.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, Math Instructional Coordinator, District Coaches, Dept. Chairs	September 2020-May 2021	No Cost	Meeting Sign-In Sheets

Master list teachers will be strategically paired with students to maximize student achievement.	2.4/2.5	Instructional Coordinator, Assistant Principal, SPED Dept. Chair	August 2020- June 2021	No Cost	Copy of Master List
Assign a cohort of teachers designated to EL students. These teachers will participate in PD on Sheltered Instruction.	2.4/2.5	ESL Facilitator, EL teachers, ESL district coaches	October 2020- May 2021	No Cost	Cohort List and PD schedule
Administer diagnostic portion of iReady in September 2020 and utilize data from this program to further assist the leadership team with provided effective training for Tier I instruction.	2.4/2.5	Academic Facilitator, ESL Facilitator, Instructional Coordinator	October 2020- May 2021	District Funds	i-Ready Data from Diagnostic
Ensure all MATH/SPED/EL teachers have appropriate materials/resources/technology to enhance instruction (virtual and on-campus) for all students, including students identified as at-risk.	2.4/2.5	Dept. Chair, Administrator assigned to content area, ESL Facilitator, Academic Facilitator and Math Instructional Coordinator	August 2020- June 2021	Bilingual/ESL \$1268.00 Title I \$4716.00	Receipts/P.O.s
Involve Department Chairs in the hiring process, when appropriate. Seek teacher feedback to further guide professional development offered throughout the school year.	2.4/2.5	Administration, Dept. Chairs, Teachers	August 2020- June 2021	No Cost	Interview Panel Lists/Interview Questions

Conduct a book study with entire faculty/staff throughout the year on effective Tier I strategies.	2.4/2.5	Principal and Dept. Chairs	October 2020-June 2021	Title I \$375.00	Receipt for Books/Meeting Agendas for PD
Utilize our Academic Facilitator and ESL Facilitator and Math Instructional Coordinator as instructional resources throughout the school year.	2.4/2.5	Administration, Teachers, District Coaches, Staff Members	August 2020-June 2021	No Cost	Notes/Agendas/Calendars
Provide after school tutorials for students in need of additional assistance in ELA.	2.4/2.5	Academic Facilitator, Teachers	September 2020-May 2021	State Comp Ed \$3045.00	Sign-in Sheets
Allow time for administration and support personnel to meet and create plans for future effective Tier I instruction. Higher-order thinking and Student Talk	2.4/2.5	Administration, Support Personnel	September 2020-July 2021	Title I \$500.00	Meeting Agendas/Timecards/Weekly Teacher Observations
Provide students with an agenda every six-week grading period specific for George Jr. High School.	2.4/2.5	Admin. Assistants, Administration	September 2020-June 2021	General Budget \$400.00	Random Agenda Look-Throughs
Provide professional development opportunities for teachers during monthly faculty meetings. Topics: Classroom management, increasing student talk, higher-order thinking questions, sheltered instruction strategies and other topics that teachers	2.6	Administration, Teachers, Academic Facilitator, ESL Facilitator	October 2020-May 2021	No Cost	Surveys, Classroom Observations

recommend based on surveys administered once a semester.					
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Strategy: Additional intervention time for at-risk students (Tier II and Tier III)

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Ranger Round-Up schedule will be implemented twice a week for 39 minutes to provide Tier II intervention and enrichment lessons. This time will be used to address learning gaps due to COVID-19. Students that were struggling prior to COVID-19 will be provided this service, as well. Tutorials will be provided for virtual students, beginning the 2 nd 6 weeks. In addition, Ranger Round-up will be provided virtually beginning the 2 nd	2.6	Administration, Academic Facilitator and ESL Facilitator	September 2020- May 2021	Title I \$1250.00	Ranger Round-Up Schedule

round of MTSS/Ranger Round-up.					
Re-Evaluate students every 6-week grading period.	2.6	Teachers, Academic Facilitator, ESL Facilitator	September 2020-May 2021	No Cost	SST Agendas/Sign-in Sheets
Identify support team for Tier III instruction and hire certified personnel to provide Tier III support for Reading and Math.	2.6	Administration, ESL Facilitator, Academic Facilitator, Math Instructional Coordinator	October 2020-May 2021	State Comp Ed \$3045.00 Title I \$3750.00	Timecards
Provide professional development for MATH Tier II teachers (Faculty Meetings, Region IV, Lamar CISD)	2.6	Assistant Principals, Principal, District Instructional Coaches, Academic Facilitator, ESL Facilitator, Math Instructional Coordinator	October 2020-July 2021	Title I \$1875.00 Bilingual/ESL \$300.00	Meeting Agendas/Sign-in Sheets
Identify additional resources that may be needed throughout the school year to further assist students in Tiers I, II, and III (Programs, Professional	2.6	Assistant Principals, Principal, District Instructional Coaches, Instructional Coordinator, Academic Facilitator, ESL Facilitator	September 2020-May 2021	Title I \$1250.00	P.O.s/Receipts/Itemized Lists

Development, Technology)					
The Houston Galveston Institute will provide counseling services to students, teachers, and families in need of assistance, when necessary.	2.6	Director of Student Services and Principal	September 2020-May 2021	District Funds	H.G.I. Counseling Log
Monitor SPED grades bi-weekly. AP over SPED will pull grade reports and meet with SPED Dept. Chair to ensure that accommodations are being followed, teachers are contacting parents and/or discuss the possibility of scheduling an ARD to address deficiencies. Adhere to walk-through schedule to consistently observe SPED teachers to ensure that	2.4/2.5	Administration, SPED Dept. Chair	September 2020-Juen 2021	No Cost	Failure Rate

accommodations are being followed.					
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Strategy: Increase parent/guardian awareness of student progress throughout the school year and include them in the learning process.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Teachers to inform parents via telephone, conference, or email when child is not passing bi-weekly and at the end of the three-week and six-week grading period.	2.4/2.5	Teachers and Administration	September 2020-June 2021	No Cost	Teacher Logs/Blank Contact Template and Skylert Callouts to parents
Administrator to meet with parents of students in Tier III to explain the program.	2.4/2.5	Principal	October 2020-May 2021	No Cost	SST Agenda/Sign-in Sheets
Communicate with parents through weekly newsletters, social media, and Skyward callouts.	2.4/2.5	Principal	September 2020-June 2021	No Cost	Copies/Screenshots

Professional development for master list teachers for completing effective IEP progress reports.	2.4/2.5	Assistant Principal and SPED Instructional Coach	September 2020-October 2021	No Cost	Meeting Agenda/Sign-in Sheets
Professional development for SPED policies, procedures, and documents. These progress reports will then be communicated to parents/guardians.	2.4/2.5	Assistant Principal, SPED Instructional Coach, Principal, SPED Department	October 2020-May 2021	No Cost	Meeting Agendas/Sign-in Sheets
Provide opportunities at least two times during the Fall semester for parents to attend training sessions on Skyward, Canvas, and study skill strategies to aid students while at home.	2.4/2.5	Administration, ESL Facilitator, Academic Facilitator, Counselors	October 2020-December 2021	State Comp Ed \$125.00	Survey Results
Organize a family/parent night for all ESL students and their parents to attend. At this meeting, parents will be provided	2.4/2.5	ESL Facilitator, Administrator	January 2020	No Cost	Survey Results

information on TELPAS, Skyward Parent Portal, and Canvas.					
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Strategy: Provide opportunities for students to see how MATH is needed in real-life scenarios and/or future endeavors.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Organize a Spring Career Day for students to be exposed to different types of career pathways specific to math.	2.4/2.5	Counselors	January 2021	No Cost	Itinerary
Organize a field trip that exposes students to cultural and educational events outside of the campus that align to math TEKS.	2.4/2.5	Administration, Dept. Chairs, Academic Facilitator, Counselors	February 2020-June 2021	Title I \$2500.00	Field Trip Log/Receipts/Itinerary
Organize a College Day for students to be exposed to post-secondary opportunities that require students to	2.4/2.5	Assistant Principals	January 2021-June 2021	No Cost	Itinerary

possess strong math skills.					
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Strategy: Recognize positive behavior and/or academic growth to positively reinforce students.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Positive office referrals will be read every 2 weeks or remove completely due to student of month and the character counts students selected for each pillar. every morning during announcements. The appropriate alpha split administrator will then call home to explain to parents why their child received a positive office referral.	2.4/2.5	Teachers, Administration, Staff Members	September 2020-June 2021	No Cost	Copies of Positive Office Referrals
Utilize PBIS Rewards (token economy) to positively reinforce students that do the right thing. These tokens can then be	2.4/2.5	Admin. Assistant, Administration, Teachers, Staff Members	October 2020-June 2021	State Comp Ed \$1000.00	PBIS Rewards P. O.

redeemed at the Ranger Store.					
Incorporate Character Counts into all expectations and conversations held with students. Provide lessons regularly throughout the school year.	2.4/2.5	Counselors	September 2020-June 2021	No Cost	Character Counts Newsletters

Goal 3

Goal Statement/Performance Objective: <i>By June 2021, all 8th grade students and student groups will increase academic performance at Meets Grade Level by 6% as measured by Science STAAR.</i>	CNA Area of Need: Curriculum, Instruction, and Assessment, School Organization, Technology, Community and Student Engagement, School Climate and Culture, Staff Quality, Recruitment, and Retention
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Strategy: Coach and mentor teachers for Tier I instructional improvement

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Administrators will prioritize teacher effectiveness by conducting at least 5 weekly walkthroughs (all content areas combined per administrator) and one monthly learning walk to provide constructive feedback	2.4/2.5	George Jr. High Administration	October 2020-May 2021	No Cost	Monthly tally of walk-through data.

for SCIENCE/SPED/ESL teachers.					
Assign campus mentors to first year SCIENCE/SPED/ESL teachers and SCIENCE/SPED/ESL teachers new to the campus. These mentors will meet to address questions the new teacher may have, conduct mini observations, when requested, to provide feedback, specifically on how classroom management can be improved.	2.4/2.5	Academic and ESL Facilitators, Administration, Assigned Mentors	September 2020-May 2021	No Cost	Mentor Notes/Mentor Logs
Teachers and administrators will participate in bi-weekly SCIENCE/SPED/ESL PLC meetings to address the 4 Essential Questions based on current student data.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, Teachers	September 2020-May 2021	No Cost	PLC Meeting Minutes
Teachers will collaborate with district coaches, Academic Facilitator, ESL Facilitator, and Department Chair to train SCIENCE/SPED/ESL teachers in proven, effective instructional strategies.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, District Coaches, Dept. Chairs	September 2020-May 2021	No Cost	Meeting Sign-in Sheets

Master list teachers will be strategically paired with students to maximize student achievement.	2.4/2.5	Instructional Coordinator, Assistant Principal, SPED Dept. Chair	August 2020- June 2021	No Cost	Copy of Master List
Assign a cohort of teachers designated to EL students. These teachers will participate in PD on Sheltered Instruction.	2.4/2.5	ESL Facilitator, EL teachers, ESL district coaches	October 2020- May 2021	District-Title III Funds	Cohort List and Meeting Agendas
Administer diagnostic portion of iReady in September 2020 and utilize data from this program to further assist the leadership team with provided effective training for Tier I instruction.	2.4/2.5	Academic Facilitator, ESL Facilitator, Instructional Coordinator	October 2020- May 2021	District Funds	i-Ready Data from Diagnostic
Ensure all SCIENCE/SPED/EL teachers have appropriate materials/resources/technology to enhance instruction (virtual and on-campus) for all students, including students identified as at-risk.	2.4/2.5	Dept. Chair, Administrator assigned to content area, ESL Facilitator, Academic Facilitator	August 2020- June 2021	Bilingual/ESL \$1268.00	Receipts/P.O.s
Involve Department Chairs in the hiring process, when appropriate. Seek teacher feedback to further guide professional development offered throughout the school year.	2.4/2.5	Administration, Dept. Chairs, Teachers	August 2020- June 2021	No Cost	Interview Panel Lists/Interview Questions
Conduct a book study with entire faculty/staff throughout	2.4/2.5	Principal and Dept. Chairs	October 2020- June 2021	Title I \$375.00	Receipts for Books/Meeting Agendas for PD

the year on effective Tier I strategies.					
Utilize our Academic Facilitator and ESL Facilitator as instructional resources throughout the school year.	2.4/2.5	Administration, Teachers, District Coaches, Staff Members	August 2019-June 2020	No Cost	Notes/Agendas/Calendars
Provide after school tutorials for students in need of additional assistance in ELA.	2.4/2.5	Academic Facilitator, Teachers	September 2020-May 2021	State Comp. Ed \$3045.00	Sign-in Sheets
Allow time for administration and support personnel to meet and create plans for future effective Tier I instruction. Higher-order thinking and Student Talk	2.4/2.5	Administration, Support Personnel	September 2020-July 2021	Title I \$500.00	Meeting Agendas/Timecards/Weekly Teacher Observations
Provide students with an agenda every six-week grading period specific for George Jr. High School.	2.4/2.5	Admin. Assistants, Administration	September 2020-June 2021	General Budget \$400.00	Random Agenda Look-Throughs
Provide professional development opportunities for teachers during monthly faculty meetings. Topics: Classroom management, increasing student talk, higher-order thinking questions, sheltered instruction strategies and other topics that teachers recommend based on surveys administered once a semester.	2.6	Administration, Teachers, Academic Facilitator, ESL Facilitator	October 2020-May 2021	No Cost	Surveys, Classroom Observations

Strategy: Additional intervention time for at-risk students (Tier II and Tier III)

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
<p>Ranger Round-Up schedule will be implemented twice a week for 39 minutes to provide Tier II intervention and enrichment lessons. This time will be used to address learning gaps due to COVID-19. Students that were struggling prior to COVID-19 will be provided this service, as well. Tutorials will be provided for virtual students, beginning the 2nd 6 weeks. In addition, Ranger Round-up will be provided virtually beginning the 2nd round of MTSS/Ranger Round-up.</p>	<p>2.6</p>	<p>Administration, Academic Facilitator and ESL Facilitator</p>	<p>September 2020-May 2021</p>	<p>Title I \$1250.00</p>	<p>Ranger Round-Up Schedule</p>

Reading and Math will be the focus for interventions, but enrichment courses will be for all content areas.					
Re-Evaluate students every 6-week grading period.	2.6	Teachers, Academic Facilitator, ESL Facilitator	September 2020-May 2021	No Cost	SST Agendas/Sign-in Sheets
Provide professional development for SCIENCE Tier II teachers (Faculty Meetings, Region IV, Lamar CISD)	2.6	Assistant Principals, Principal, District Instructional Coaches, Academic Facilitator, ESL Facilitator	October 2020-July 2021	Title I \$1875.00 Bilingual/ESL \$300.00	Meeting Agendas/Sign-in Sheets
Identify additional resources that may be needed throughout the school year to further assist students in Tiers I, II, and III (Programs, Professional Development, Technology)	2.6	Assistant Principals, Principal, District Instructional Coaches, Instructional Coordinator, Academic Facilitator, ESL Facilitator	September 2020-May 2021	Title I \$1250.00	P.O.s/Receipts/Itemized Lists
The Houston Galveston Institute will provide counseling services	2.6	Director of Student Services and Principal	September 2020-May 2021	District Funds	H.G.I. Counseling Log

to students, teachers, and families in need of assistance, when necessary.					
Monitor SPED grades bi-weekly. AP over SPED will pull grade reports and meet with SPED Dept. Chair to ensure that accommodations are being followed, teachers are contacting parents and/or discuss the possibility of scheduling an ARD to address deficiencies. Adhere to walk-through schedule to consistently observe SPED teachers to ensure that accommodations are being followed.	2.4/2.5	Administration, SPED Dept. Chair	September 2020-June 2021	No Cost	Failure Rate

Strategy: Increase parent/guardian awareness of student progress throughout the school year and include them in the learning process.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Teachers to inform parents via telephone, conference, or email when child is not passing bi-weekly and/or the end of the six-week grading period.	2.4/2.5	Teachers/Administration	September 2020-June 2021	No Cost	Teacher Logs/Blank Contact Template and Skylert Callouts to Parents
Administrator to meet with parents of students in Tier III to explain the program.	2.4/2.5	Principal	October 2020-May 2021	No Cost	SST Agenda/Sign-in Sheets
Communicate with parents through weekly newsletters, social media, and Skyward callouts.	2.4/2.5	Principal	September 2020-June 2021	No Cost	Copies/Screenshots
Professional development for master list teachers for completing effective IEP progress reports.	2.4/2.5	Assistant Principal and SPED Instructional Coach	September 2020-October 2021	No Cost	Meeting Agenda Sign-in Sheets
Professional development for SPED policies, procedures, and documents. These progress reports will	2.4/2.5	Assistant Principal, SPED Instructional Coach, Principal, SPED Department	September 2020-May 2021	No Cost	Meeting Agendas/Sign-in Sheets

then be communicated to parents/guardians.					
Provide opportunities at least two times during the Fall semester for parents to attend training sessions on Skyward, Canvas, and study skill strategies to aid students while at home.	2.4/2.5	Administration, ESL Facilitator, Academic Facilitator, Counselors	October 2020-December 2020 (Parents have already had the opportunity to attend a district-sponsored webinar).	State Comp Ed \$125.00	Survey Results
Organize a family/parent night for all ESL students and their parents to attend. At this meeting, parents will be provided information on TELPAS, Skyward Parent Portal, and Canvas.	2.4/2.5	ESL Facilitator, Administrator	January 2021	No Cost	Survey Results

Strategy: Provide opportunities for students to see how Science is needed in real-life scenarios and/or future endeavors.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
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Organize a Spring Career Day for students to be exposed to different types of career pathways specific to science.	2.4/2.5	Counselors	March 2021-May 2021	No Cost	Itinerary
Organize a field trip that exposes students to cultural and educational events outside of the campus that align to science TEKS.	2.4/2.5	Administration, Dept. Chairs, Academic Facilitator, Counselors	February 2020-June 2021	Title I \$2500.00	Field Trip Log/Receipts/Itinerary
Organize a College Day for students to be exposed to post-secondary opportunities that require students to possess strong science skills.	2.4/2.5	Assistant Principals	January 2021-June 2021	No Cost	Itinerary

Strategy: Recognize positive behavior and/or academic growth to positively reinforce students.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Positive office referrals will be read every morning during announcements. The appropriate alpha	2.4/2.5	Teachers, Administration, Staff Members	September 2020-June 2021	No Cost	Copies of Positive Office Referrals

split administrator will then call home to explain to parents why their child received a positive office referral.					
Utilize PBIS Rewards (token economy) to positively reinforce students that do the right thing. These tokens can then be redeemed at the Ranger Store.	2.4/2.5	Admin. Assistant, Administration, Teachers, Staff Members	October 2020-June 2021	State Comp Ed \$1000.00	PBIS Rewards P.O.
Incorporate Character Counts into all expectations and conversations held with students. Provide lessons regularly throughout the school year.	2.4/2.5	Counselors	September 2020-June 2021	No Cost	Character Counts Newsletter

Goal 4

Goal Statement/Performance Objective: <i>By June 2021, all 8th grade students and student groups will increase academic performance at Meets Grade Level by 6% as measured by Social Studies STAAR.</i>	CNA Area of Need: Curriculum, Instruction, and Assessment, School Organization, Technology, Community and Student Engagement, School Climate and Culture, Staff Quality, Recruitment, and Retention
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Strategy: Coach and mentor teachers for Tier I instructional improvement

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Administrators will prioritize teacher effectiveness by conducting at least 5 weekly walkthroughs (all content areas combined per administrator) and one monthly learning walk to provide constructive feedback for SOCIAL STUDIES/SPED/ESL teachers.	2.4/2.5	George Jr. High Administration	October 2020-May 2021	No Cost	Monthly tally of walk-through data.
Assign campus mentors to first year SOCIAL STUDIES/SPED/ESL teachers and SOCIAL STUDIES/SPED/ESL teachers new to the campus. These mentors will meet to address questions the new teacher may have, conduct mini observations, when requested, to provide feedback, specifically on how classroom management can be improved.	2.4/2.5	Academic and ESL Facilitators, Administration, Assigned Mentors	September 2020-May 2021	No Cost	Mentor Notes/Mentor Logs
Teachers and administrators will participate in bi-weekly SOCIAL STUDIES/SPED/ESL PLC meetings to address the 4	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic	September 2020-May 2021	No Cost	PLC Meeting Minutes

Essential Questions based on current student data.		Faciliatator, Teachers			
Teachers will collaborate with district coaches, Academic Facilitator, ESL Facilitator, and Department Chair to train SOCIAL STUDIES/SPED/ESL teachers in proven, effective instructional strategies.	2.4/2.5	Assistant Principals, Principal, ESL Facilitator, Academic Facilitator, District Coaches, Dept. Chairs	September 2020-May 2021	No Cost	Meeting Sign-in Sheets
Master list teachers will be strategically paired with students to maximize student achievement.		Instructional Coordinator, Assistant Principal, SPED Dept. Chair	August 2020-June 2021	No Cost	Copy of Master List
Assign a cohort of teachers designated to EL students. These teachers will attend 3 days of training with Nancy Motley in October, December, and January on Sheltered Instruction.	2.4/2.5	ESL Facilitator, EL teachers, ESL district coaches	October 2020-May 2021	No Cost	Cohort List and Meeting Agendas
Administer diagnostic portion of iReady in September 2020 and utilize data from this program to further assist the leadership team with provided effective training for Tier I instruction.	2.4/2.5	Academic Facilitator, ESL Facilitator, Instructional Coordinator	October 2020-May 2021	District Funds	i-Ready Data from Diagnostic
Ensure all SOCIAL STUDIES/SPED/EL teachers have appropriate	2.4/2.5	Dept. Chair, Administrator assigned to	August 2020-June 2021	Bilingual/ESL \$1268.00	Receipts/P.O.s

materials/resources/technology (virtual and on-campus) to enhance instruction for all students, including students identified as at-risk.		content area, ESL Facilitator, Academic Facilitator			
Involve Department Chairs in the hiring process, when appropriate. Seek teacher feedback to further guide professional development offered throughout the school year.	2.4/2.5	Administration, Dept. Chairs, Teachers	August 2020-June 2021	No Cost	Interview Panel Lists/Interview Questions
Conduct a book study with entire faculty/staff throughout the year on effective Tier I strategies.	2.4/2.5	Principal and Dept. Chairs	October 2020-June 2021	Title I \$375.00	Receipts for Boks/Meeting Agendas for PD
Utilize our Academic Facilitator and ESL Facilitator as instructional resources throughout the school year.	2.4/2.5	Administration, Teachers, District Coaches, Staff Members	August 2020-June 2021	No Cost	Notes/Agendas/Calendars
Provide after school tutorials for students in need of additional assistance in ELA.	2.4/2.5	Academic Facilitator, Teachers	September 2020-May 2021	State Comp Ed \$3045.00	Sign-in Sheets
Allow time for administration and support personnel to meet and create plans for future effective Tier I instruction. Higher-order thinking and Student Talk	2.4/2.5	Adminsitration, Support Personnel	September 2020-July 2021	Title I \$500.00	Meeting Agendas/Timecards/Weekly Teacher Observations

Provide students with an agenda every six-week grading period specific for George Jr. High School.	2.4/2.5	Admin. Assistants, Administration	September 2020-June 2021	General Budget \$400.00	Random Agenda Look-Throughs
Provide professional development opportunities for teachers during monthly faculty meetings. Topics: Classroom management, increasing student talk, higher-order thinking questions, sheltered instruction strategies and other topics that teachers recommend based on surveys administered once a semester.	2.6	Administration, Teachers, Academic Facilitator, ESL Facilitator	October 2020-May 2021	No Cost	Surveys, Classroom Observations

Strategy: Additional intervention time for at-risk students (Tier II and Tier III)

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Ranger Round-Up schedule will be implemented twice a week for 39 minutes to provide Tier II intervention and enrichment lessons. This time will be used to address learning gaps due to COVID-19.	2.6	Administration, Academic Facilitator and ESL Facilitator	September 2020-May 2021	Title I \$1250.00	Ranger Round-Up Schedule

<p>Students that were struggling prior to COVID-19 will be provided this service, as well. Tutorials will be provided for virtual students, beginning the 2nd 6 weeks. In addition, Ranger Round-up will be provided virtually beginning the 2nd round of MTSS/Ranger Round-up. Reading and Math will be the focus for interventions, but enrichment courses will be for all content areas.</p>					
<p>Re-Evaluate students every 6-week grading period.</p>	2.6	Teachers, Academic Facilitator, ESL Facilitator	September 2020-May 2021	No Cost	SST Agendas/Sign-in Sheets
<p>Provide professional development for SOCIAL STUDIES Tier II teachers (Faculty Meetings, Region IV, Lamar CISD)</p>	2.6	Assistant Principals, Principal, District Instructional Coaches, Academic Facilitator, ESL Facilitator	October 2020-July 2021	Title I \$1875.00 Bilingual/ESL \$300.00	Meeting Agenda Sign-in Sheets

Identify additional resources that may be needed throughout the school year to further assist students in Tiers I, II, and III (Programs, Professional Development, Technology)	2.6	Assistant Principals, Principal, District Instructional Coaches, Instructional Coordinator, Academic Facilitator, ESL Facilitator	September 2020-May 2021	Title I \$1250.00	P.O.s/Receipts/Itemized Lists
The Houston Galveston Institute will provide counseling services to students, teachers, and families in need of assistance, when necessary.	2.6	Director of Student Services and Principal	September 2020-May 2021	District Funds	H.G.I Counseling Log
Monitor SPED grades bi-weekly. AP over SPED will pull grade reports and meet with SPED Dept. Chair to ensure that accommodations are being followed, teachers are	2.4/2.5	Administration and SPED Dept. Chair	September 2020-June 2021	No Cost	SPED Failure Rate

contacting parents and/or discuss the possibility of scheduling an ARD to address deficiencies. Adhere to walk-through schedule to consistently observe SPED teachers to ensure that accommodations are being followed.					
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Strategy: Increase parent/guardian awareness of student progress throughout the school year and include them in the learning process.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Teachers to inform parents via telephone, conference, or email when child is not passing bi-weekly and/or the end of the six-week grading period.	2.4/2.5	Teachers	September 2020-June 2021	No Cost	Teacher Logs/Blank Contact Template and Skylert callouts to parents
Administrator to meet with parents of students in Tier III	2.4/2.5	Principal	October 2020-May 2021	No Cost	SST Agenda/Sign-in Sheets

to explain the program.					
Communicate with parents through weekly newsletters, social media, and Skyward callouts.	2.4/2.5	Principal	September 2020-June 2021	No Cost	Copies/Screenshots
Professional development for master list teachers for completing effective IEP progress reports. These progress reports will then be communicated to parents/guardians.	2.4/2.5	Assistant Principal and SPED Instructional Coach	September 2020-October 2021	No Cost	Meeting Agenda/Sign-in Sheets
Professional development for SPED policies, procedures, and documents	2.4/2.5	Assistant Principal, SPED Instructional Coach, Principal, SPED Department	October 2020-May 2021	No Cost	Meeting Agendas/Sign-in Sheets
Provide opportunities at least two times during the Fall semester for parents to attend training sessions on Skyward, Canvas, and study skill strategies to aid students while at home.	2.4/2.5	Administration, ESL Facilitator, Academic Facilitator, Counselors	October 2020-December 2021	State Comp Ed \$125.00	Survey Results

Organize a family/parent night for all ESL students and their parents to attend. At this meeting, parents will be provided information on TELPAS, Skyward Parent Portal, and Canvas.	2.4/2.5	ESL Facilitator, Administrator	January 2020	No Cost	Survey Results
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Strategy: Provide opportunities for students to see how Social Studies is needed in real-life scenarios and/or future endeavors.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Organize a Spring Career Day for students to be exposed to different types of career pathways specific to Social Studies.	2.4/2.5	Counselors	January 2021	No Cost	Itinerary
Organize a field trip that exposes students to cultural and educational events outside of the campus that align to Social Studies TEKS.	2.4/2.5	Administration, Dept. Chairs, Academic Facilitator, Counselors	February 2020-June 2021	Title I \$2500.00	Field Trip Log/Receipts/Itinerary

Organize a College Day for students to be exposed to post-secondary opportunities that require students to possess strong social studies skills.	2.4/2.5	Assistant Principals	January 2021-June 2021	No Cost	Itinerary
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Strategy: Recognize positive behavior and/or academic growth to positively reinforce students.

Action	Title I Element(s)	Staff Responsible	Timeline	Resources	Evaluation
Positive office referrals will be read every morning during announcements. The appropriate alpha split administrator will then call home to explain to parents why their child received a positive office referral.	2.4/2.5	Teachers, Administration, Staff Members	September 2020-June 2021	No Cost	Copies of Positive Office Referrals
Utilize PBIS Rewards (token economy) to positively reinforce students that do the right thing. These tokens can then be	2.4/2.5	Admin. Assistant, Administration, Teachers, Staff Members	October 2020-June 2021	State Comp Ed \$1000.00	PBIS Rewards P.O.

redeemed at the Ranger Store.					
Incorporate Character Counts into all expectations and conversations held with students. Provide lessons regularly throughout the school year.	2.4/2.5	Counselors	September 2020-June 2021	No Cost	Character Counts Newsletter

**The contents of this plan support the Texas Education Agency
Strategic Priorities and Enablers**

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

Financial Summary

Funding Source	Total Amount
General Fund	\$98,550
Compensatory Ed.	\$22,275
Title III	\$6,772
Title I	\$200,165
Title 1 FTE	1
	29,134.34

Site-Based Decision-Making Committee

Melinda Cave, Department Chair
 Karla Engelbrecht, Department Chair
 Carlos Garcia, Business Member
 Erin Hecox, LCISD Member
 Stephen Judice, Principal
 Bonnie Knecht, ESL Facilitator
 Ashleigh Krevosky, Department Chair
 Laura Lerma, Community Member
 Laura Molina, Parent Representative

Iona Pollard, Academic Facilitator
 Natalie Robles, Parent Representative
 Angela Simmons, Department Chair
 James Nagai, Fine Arts Teacher
 Anselmo Muniz, SPED Teacher and Athletic Coach
 Jill Reed, ELA Teacher
 Nitza Batista Torres, Parent Representative
 Lizet Vasquez, Parent Representative

State Compensatory Education

Position	FTEs Funded by Compensatory Education
Instructional Coord – Campus	Kamille Mitchell
Reading Teacher	Joann Vasquez
ESL Coach-JH	Bonnie Knecht
Total SCE FTE Amount	173,331.95

Title I

Position	FTEs Funded by Title I
Instructional Coordinator	Jennifer Medina (50%)
ESL Coach	Bonnie Knecht
Title I FTE Amount	129,134.34

Additional Information to Address Title I Elements (Title I Campuses ONLY)

2.2 Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2020-2021 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows:

September 17, 2020
October 22, 2020
January 21, 2021
February 25, 2021
March 25, 2021

2.3 Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: CIP, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent engagement activities, and in the State and Federal Programs Office at the district's administration building.

3.1 Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

3.2: Offer flexible number of parent involvement meetings

This school will offer a flexible number of meetings to be held in both the morning and afternoon. Proposed dates for meetings are Orientation, Halloween Dance, Hispanic Program, Title One Meetings, Veterans Program, Pastries for Parents, Academic Pep Rally

ESL Noche de Familia night, Black History Program Valentines Dance Awards Ceremony. Meetings will consist of parents, staff and administrators.