Campus Improvement Plan
2018-2019
Antoinette Reading Junior High
(Grade 7-8 Campus)
“Learning Today…Leading Tomorrow”

Submitted for Board Approval October 2018
Mission
The Mission of Reading Junior High School is to provide a high quality and innovative academic growth experience for all students.

Vision
The Vision of Reading Junior High School is to develop a culture of mutual respect and academic excellence through rigorous instruction which produces college and career ready individuals.

Nondiscrimination Notice
READING J H does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.
Comprehensive Needs Assessment

Data Sources Reviewed

<table>
<thead>
<tr>
<th>Spring 2018 STAAR Results</th>
<th>TEA School Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEIS Report</td>
<td>Campus Discipline/ALC Report</td>
</tr>
<tr>
<td>Campus PIEMS Data</td>
<td>LCISD Campus Climate Survey</td>
</tr>
<tr>
<td>Special Education/504 Referrals</td>
<td>Truancy/Dropout Data</td>
</tr>
<tr>
<td>Fall 2017 PSAT Results</td>
<td>Spring 2018 TELPAS Results</td>
</tr>
<tr>
<td>ERG Analytics</td>
<td>Success Ed. Reports</td>
</tr>
</tbody>
</table>

Identified Strengths

Diversity of Campus – Campus Demographics

Demographic Summary

Antoinette reading Junior High school is a 9 years-old campus serving 7th and 8th grade students. The demographic data information in this report is effective as of August 2018. Student enrollment at ARJH continues to steadily grow. During this time in 2015-16 school year, the enrollment was approximately 1185 students, 1238 in 2016-17 and 1303 in 2017-18. We currently have 1354 students enrolled for the 2018-19 school year. Student groups are as follows: 664 - 7th grade students and 690 - 8th grade students.

Special Programs

In our “Special Programs” there are 163 Section 504 students, 97 Special Education students, 41 Dyslexia students, 48 EL students with 23 on Monitor and 241 students are designated as Gifted and Talented. In addition, we have, 374 students identified as Economically Disadvantaged, and 225 students classified as At-Risk. The trend at Reading Junior High is a continual increase in the number of students in our Special Programs.
Ethnic Groups

Reading Junior High is a diverse campus and student ethnicity student groups are as follows: American Indian > 1%, Native Hawaiian/Pacific Islander > 1%, Asian 10.4%, African American 21.1%, White 36%, Hispanic 29% and Multi-racial 2.9%.

In comparison to student demographics, according to an Human Resources report, Reading Junior High had 66 teaching staff members. Of those, 39 (59%) were white, 12 (18.1%) were African American, 10 (15%) were Hispanic, 3 (5%) Asian and 2 (3%) were Multi-racial.

**Problem Statement 1:** 1. Continue to hire more ethnically diverse staff to match campus demographics. 2. Develop intervention programs and poverty awareness training for staff should be considered to address the needs of the growing economically disadvantaged population.

Texas Academic Performance Report

At the time of this report, the full 2017-2018 Texas Academic Performance Report (TAPR) was not available. The following data was extracted from the 2017-2018 TAPR preliminary reports and the 2016-17 TAPR report: Our 2018 preliminary Accountability Rating is “Met Standard” with a Distinction Designations in ELA/Reading and the preliminary A-F Campus rating for Reading Junior High in 2018 is an “A” at 92.

Reading Junior High has a high attendance rate at 96.8% and a low mobility rate of 7.9% as compared to the state mobility rate of 16.5%.
Teacher Experience

Report Reading Junior High has a very experience staff, with most teachers having between 6 – 15 years of teaching experience.

- 0 – year experience – 1
- 1 – year experience – 2
- 2 – 5 years of experience – 12
- 6 – 10 years of experience - 20
- 11-15 years of experience - 18
- 16 – 20 years of experience - 8
- 21+ years of experience - 5

Student Achievements 2017-18

**Academics UIL**
- Academic UIL - 1st Place 7th grade
- Academic UIL - 1st Place 8th grade
- Do The Write Thing Essay Contest – 2 Writers finalist
- Annual MathCon Participants

**Career and Technology**
- Host 2nd Annual Texas A & M MEEN (Mechanical Engineers) Girls Session
- TSA Middle School Chapter Excellence Award for State of Texas
- TSA - 22 Students Advanced to State Competition
- TSA - 15 Projects Qualified for Nationals
- TSA - 6 Top 10 Finishers Nationally
Fine Arts

Art Program
- Best of Show at LCISD Student Art Exhibit
- Houston Live Stock and Show Rodeo Art
- Winner of Jr High Division at the Bayou City Art Festival

Theater Program
- 1st Place – LCISD UIL One Act Play Festival
- Annual Campus Musical

Band
- 116 Individual Division “Superior Ratings” in Solo and Ensemble
- 6th straight year for “Superior Rating” in UIL Concert Band competition
- 38 Students to All Region Band
- Band Performance at Houston Astros Baseball game

Choir
- 25 Individuals to All Region Choir
- Choir Performance at Houston Rockets Game
- Choir Performance at Dickens on the Strand

Athletics

Football
- 5 of 6 District Championships in Football

Volleyball
- 3 of 4 District Championships in Volleyball

Cross Country
- 4 of 4 District Championships in Cross Country

Basketball
- 4 of 6 District Championships in Basketball
Track and Field
- 4 of 4 District Championships in Track and Field

Tennis
- 1st Place Boys District Champions
- 1st Place Girls District Champions

School Climate and Culture
- Reading Junior High has been a recognized by the Anti-Defamation League as a “No Place for Hate” campus six years in a row.
- PINK OUT – Annual support of Suites of Hope – Breast Cancer Awareness
- Annual Participants in Pennies For Patients – Benefiting the Leukemia and Lymphoma Society
- Annual Participants in Red Ribbon Week – Drug Awareness program
- Annual Participants in Red Ribbon Week – Drug Free Program
- Annual Participants in Unity Day – National Bullying Prevention Month (October)
- Character Counts Program – Monthly lessons focused on creating a positive school climate
- Hosted 4th Annual 8th Grade College and Career Expo
- Participant in “Be A Champion” After School Food Program

Staff Quality, Recruitment, and Retention
- All Teachers meet NCLB Highly Qualified Criteria
- Teacher Retention Rate 95%
- Ongoing Professional Development that meets the needs of students
- Staff Recognition Activities
- All Administrators participate in District and State Job Fairs
- All Campus Administrators members of professional organization – TASSP – Texas Association of Secondary School Principals
- Paraprofessional Staff are members of LCESA and participate in TESA organization conference – Lamar Consolidated Support Staff Association
Curriculum, Instruction, and Assessment

- Provide Common Planning for all Core Departments
- Weekly Campus Administrator and Campus Leadership Meetings
- Professional Learning Communities meet Bi-Weekly with Administrator over content area and Academic facilitator – Desegregate Data & Evaluate Lessons
- Monthly Meetings with District Curriculum Coordinators
- Disaggregation of each District Six-Weeks Assessment Data
- Campus-wide Implementation of Fundamental Five Campus
- Continue to train new staff members on the use of Kagan Strategies
- Friday Night Light’s Program – Address missing assignments
- Teacher Training on Nancy Motley – Talk, Read, Talk, Write & Putting It All Together
- Department Chairs Trained on SAR – Short Answer Responses
- Social Studies Teachers training on DBQ – Document Based Questioning
- Reading Teachers training on Judy Wallace
- ELA Teacher Training – The Writing Academy and Gretchen Bernabei Writing Strategies
- Science Teachers training - STEMScopes

Community and Student Engagement

- Active PTO including partnerships with local businesses
- Community Service Projects (Pennies For Patients, Suites of Hope, Feed Our Strays, Blanket Drive
- Parent Communication via ARJH Community Remind, Twitter, Facebook, E-Mail, Marquee, Skyward Callouts
- LCISD Student Service app, Rank One (Sporting Events)
- Will Host our 4th Annual Career Fair- Participation by Business and Community Stakeholders
- Annual Participation in Channel 13 Share Your Holidays Food Drive
- Participate in Breast Cancer Awareness Month (October) – Suites of Hope
- Save Our Strays Organization – Annual Pet Food/Toys Drive
- Annual Participation in Red Ribbon Week – Drug Awareness October 23rd – 31st
- Annual Participation in Unity Day – October 24th 2018
• Annual participation in Autism Awareness – Wear Blue April 2, 2019
• Monthly in-class Character Counts Lessons
• Celebrate Character Counts Week – October 21st – 27th 2019

School Organization
• Campus Leadership Team- Weekly Meetings
• Administrators and Support Staff Team – Weekly Meeting
• Professional Learning Communities- bi-weekly meetings, meet by content and/or grade level
• Content Area Department/District Curriculum Specialist Collaboration-Meets Monthly
• Site Based Decision Making Committee- Meets Monthly
• Campus Staff Meetings with Embedded Professional Learning Opportunities- Meets Monthly

Technology
• Smart Boards in Every Class
• Interactive Response Systems, lab Tops, iPads, & iTouches Used in Class
• Post Assignments/Notes/Calendar using Learning Management System “CANVAS”
• Skyward email blasts, Skyward call-out system, Remind, Facebook, Twitter to improve communication
• Daily reminders to campus Staff using the Remind app
• Sharing of weekly Leadership Team notes and expectations with Staff using OneNote
## 2017-18 State Assessment Data

<table>
<thead>
<tr>
<th>Overall Performance</th>
<th>Approaches Level</th>
<th>Meets Level</th>
<th>Masters Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Subjects</td>
<td>90%</td>
<td>70%</td>
<td>43%</td>
</tr>
<tr>
<td>All Reading</td>
<td>92%</td>
<td>72%</td>
<td>48%</td>
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<tr>
<td>7th Reading</td>
<td>89%</td>
<td>71%</td>
<td>48%</td>
</tr>
<tr>
<td>7th Grade Reading State Average</td>
<td>72%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td>8th Grade Reading State Average</td>
<td>93%</td>
<td>69%</td>
<td>47%</td>
</tr>
<tr>
<td>7th Writing</td>
<td>76%</td>
<td>46%</td>
<td>25%</td>
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<tr>
<td>7th Writing State Average</td>
<td>90%</td>
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<tr>
<td>All Math</td>
<td>67%</td>
<td>41%</td>
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<tr>
<td>7th Grade Math</td>
<td>92%</td>
<td>70%</td>
<td>36%</td>
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<tr>
<td>7th Grade Math State Average</td>
<td>83%</td>
<td>45%</td>
<td>15%</td>
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<tr>
<td>All Math</td>
<td>71%</td>
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<td>17%</td>
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<td>8th Grade Math</td>
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<td>75%</td>
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<td>49%</td>
<td>15%</td>
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<tr>
<td>8th Grade Science</td>
<td>88%</td>
<td>70%</td>
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<tr>
<td>8th Grade Science State Average</td>
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<td>50%</td>
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<tr>
<td>8th Grade Social Studies</td>
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<td>63%</td>
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<td>8th Grade Social Studies State Average</td>
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<td>20%</td>
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<tr>
<td>Algebra I EOC</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Algebra I EOC State Average</td>
<td>83%</td>
<td>56%</td>
<td>33%</td>
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### STAAR 4 Year Comparison of Mastery Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>STAAR 2014-15</th>
<th>Advance Level III</th>
<th>STAAR 2015-16</th>
<th>Advance Level III</th>
<th>STAAR 2016-17</th>
<th>Mastery Level III</th>
<th>STAAR 2017-18</th>
<th>Mastery Level III</th>
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<tbody>
<tr>
<td><strong>7th Grade</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Math</td>
<td>85%</td>
<td>26%</td>
<td>90%</td>
<td>16%</td>
<td>82%</td>
<td>13%</td>
<td>83%</td>
<td>17%</td>
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<tr>
<td>Reading</td>
<td>89%</td>
<td>38%</td>
<td>93%</td>
<td>42%</td>
<td>91%</td>
<td>40%</td>
<td>89%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>86%</td>
<td>15%</td>
<td>90%</td>
<td>28%</td>
<td>88%</td>
<td>34%</td>
<td>89%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>8th Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>88%</td>
<td>5%</td>
<td>95%</td>
<td>15%</td>
<td>95%</td>
<td>15%</td>
<td>94%</td>
<td>33%</td>
</tr>
<tr>
<td>ELAR</td>
<td>97%</td>
<td>39%</td>
<td>96%</td>
<td>31%</td>
<td>96%</td>
<td>31%</td>
<td>93%</td>
<td>47%</td>
</tr>
<tr>
<td>Science</td>
<td>86%</td>
<td>29%</td>
<td>93%</td>
<td>35%</td>
<td>92%</td>
<td>36%</td>
<td>88%</td>
<td>48%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>86%</td>
<td>24%</td>
<td>86%</td>
<td>31%</td>
<td>87%</td>
<td>37%</td>
<td>87%</td>
<td>44%</td>
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<tr>
<td>Algebra EOC</td>
<td>100%</td>
<td>78%</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
<td>92%</td>
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### Identified Needs

<table>
<thead>
<tr>
<th>Identified Needs</th>
<th>Priorities Based on Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase 7th grade SPED Writing (51% to above 60%)</td>
<td>7th SPED Writing</td>
</tr>
<tr>
<td>Increase 7th grade LEP Writing (59% to above 65%)</td>
<td>7th LEP Writing</td>
</tr>
<tr>
<td>Increase 7th grade SPED Reading (55% to above 65%)</td>
<td>7th SPED Reading</td>
</tr>
<tr>
<td>Increase 7th grade LEP Reading (50% to above 60%)</td>
<td>7th LEP Reading</td>
</tr>
<tr>
<td>Increase 7th grade SPED Math (41% to above 50%)</td>
<td>7th SPED Math</td>
</tr>
<tr>
<td>Increase 7th grade LEP Math (51% to above 60%)</td>
<td>7th LEP Math</td>
</tr>
<tr>
<td>Increase 8th grade SPED Reading (55% to above 65%)</td>
<td>8th SPED Reading</td>
</tr>
<tr>
<td>School Culture and Climate</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Solicit feedback from students and staff</td>
<td>Student/Staff suggestion boxes</td>
</tr>
<tr>
<td>Continue staff lunch celebrations every six weeks</td>
<td>Provide a positive work environment</td>
</tr>
<tr>
<td>Increase Student leadership opportunities</td>
<td>Create a Principal/Student Advisory Committee to address campus concerns</td>
</tr>
<tr>
<td>Continue to provide students with outlets by increasing the number and types of student clubs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Quality, Recruitment, and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus staff diversity</td>
</tr>
<tr>
<td>Encourage every teacher to become GT &amp; ESL certified</td>
</tr>
<tr>
<td>Increase staff attendance by providing incentives every Six Weeks</td>
</tr>
<tr>
<td>Increase opportunities for teacher input</td>
</tr>
</tbody>
</table>

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.
### Identified Needs

#### Curriculum, Instruction, and Assessment

<table>
<thead>
<tr>
<th>Identified Needs</th>
<th>Priorities Based on Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of student data, lesson plans, and assessments through PLC process</td>
<td>Continue to visit biweekly PLC meetings</td>
</tr>
<tr>
<td>Increase rigor of lessons and assessments</td>
<td>Increase rigor of lessons by unwrapping TEKS, using Lead4ward field guides, incorporation of the Fundamental Five Strategies (Lead Your School) and evaluating teacher assessments in the classroom.</td>
</tr>
<tr>
<td>Increase academic and content vocabulary using the Lead4ward resources</td>
<td>Increase frequency of Close Reading, and Deep Practice as a daily practice</td>
</tr>
<tr>
<td>Increase research-based instructional strategies</td>
<td>Run failure reports every two weeks to identify struggling learners early and provide tutorial interventions</td>
</tr>
<tr>
<td>Use Eduphoria data to Track Students to identify struggling students early</td>
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</tbody>
</table>

#### Identified Needs

#### Community and Student Engagement

<table>
<thead>
<tr>
<th>Identified Needs</th>
<th>Priorities Based on Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase communication with parents and community using Remind, ARJH App, Skyward Callout System.</td>
<td>Continue to reach out to parents through weekly email blasts and callouts</td>
</tr>
<tr>
<td>Use of Social Media to increase school information to community – Facebook/Twitter</td>
<td>Keep community informed using RJH Facebook, Twitter and Remind</td>
</tr>
<tr>
<td>Increase parental involvement by encouraging them to join the PTO.</td>
<td>Use of PTO to form partnerships with local businesses</td>
</tr>
<tr>
<td>Increase teacher communication to parents by using Edmodo for assignments and calendar</td>
<td>Teacher communicate using Edmodo, Skyward and Remind</td>
</tr>
<tr>
<td>Increase community attendance at campus events</td>
<td>Promote campus events using Social Media</td>
</tr>
</tbody>
</table>
## Identified Needs

### School Organization

<table>
<thead>
<tr>
<th>Identified Needs</th>
<th>Priorities Based on Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to solicit feedback from Campus Leadership Team</td>
<td>Weekly meetings with Leadership Team (Administrators)</td>
</tr>
<tr>
<td>Evaluate master schedule</td>
<td>Maximize utilization of teacher teaching units</td>
</tr>
<tr>
<td>Address bullying concerns</td>
<td>Continue with &quot;No Place For Hate&quot; and having a campus-wide</td>
</tr>
<tr>
<td></td>
<td>Anti-Bullying Campaign</td>
</tr>
<tr>
<td>Provide students with Character building opportunities</td>
<td>Counselors create Character Lessons to share with student’s</td>
</tr>
<tr>
<td></td>
<td>during advisory</td>
</tr>
<tr>
<td>Incorporate the use of the Ron Clark Academy House system</td>
<td></td>
</tr>
</tbody>
</table>

## Identified Needs

### Technology

<table>
<thead>
<tr>
<th>Identified Needs</th>
<th>Priorities Based on Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Campus Technology Integration Team</td>
<td>Evaluation of Technology Integration Team goals</td>
</tr>
<tr>
<td>Increase the number of iPads and computers on campus</td>
<td>Continue to provide students with opportunity to use technology daily</td>
</tr>
<tr>
<td>Continue use of Eduphoria as form of instructional communication</td>
<td>Focus on using the Calendar component of Eduphoria</td>
</tr>
<tr>
<td>Address Technology concerns on Campus</td>
<td>Focus on Campus Technology Integration Team</td>
</tr>
<tr>
<td>Increase use of Office 365</td>
<td>Train staff through our Tech Thursdays, on Office 365 capabilities</td>
</tr>
</tbody>
</table>

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.
## Improvement Plan Goals

<table>
<thead>
<tr>
<th>GOAL 1:</th>
<th>All SPED and LEP students will increase their overall cumulative scores in 7th Grade Writing from 51% in 2018 to 60% in 2019 for SPED and from 59% in 2018 to 65% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 2:</td>
<td>All SPED and LEP students will increase their overall cumulative scores in 7th Grade Reading from 55% in 2018 to 65% in 2019 for SPED and from 50% in 2018 to 60% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</td>
</tr>
<tr>
<td>GOAL 3:</td>
<td>All SPED and LEP students will increase their overall cumulative scores in 7th Grade Math from 41% in 2018 to 50% in 2019 for SPED and from 51% in 2018 to 60% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</td>
</tr>
<tr>
<td>GOAL 4:</td>
<td>All SPED and LEP students will increase their overall cumulative scores in 8th Grade Reading from 55% in 2018 to 65% in 2019 for SPED and from 61% in 2018 to 70% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</td>
</tr>
<tr>
<td>GOAL 5:</td>
<td>All SPED and LEP students will increase their overall cumulative scores in 8th Grade Math from 52% in 2018 to 60% in 2019 for SPED and from 60% in 2018 to 70% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</td>
</tr>
<tr>
<td>GOAL 6:</td>
<td>All SPED and LEP students will increase their overall cumulative scores in 8th Grade Science from 48% in 2018 to 55% in 2019 for SPED and from 56% in 2018 to 65% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</td>
</tr>
<tr>
<td>GOAL 7:</td>
<td>All SPED and LEP students will increase their overall cumulative scores in 8th Grade Social Studies from 46% in 2018 to 55% in 2019 for SPED and from 49% in 2018 to 55% in 2019 for LEP as measured by STAAR. (NCLB:1,3,4,5)</td>
</tr>
</tbody>
</table>
**Goal 1:** All SPED and LEP students will increase their overall cumulative scores in 7th Grade Writing from 51% in 2018 to 60% in 2019 for SPED and from 59% in 2018 to 65% in 2019 for LEP as measured by 7th Grade Writing STAAR. (NCLB:1,3,4,5)

<table>
<thead>
<tr>
<th>Goal Statement: All SPED and LEP students will meet or exceed system safeguards as indicated below in Writing as evidenced by STAAR. SPED 7th Grade Writing will increase from 51% to 60%. ELL 7th Grade Writing will increase from 59% to 65%.</th>
<th>CNA Area of Need: SPED &amp; ELL Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Student Performance addressed by the Goal (if applicable):</td>
<td></td>
</tr>
<tr>
<td>SPED 7th Grade Writing 51%</td>
<td>ELL 7th Grade Writing 59%</td>
</tr>
</tbody>
</table>

**Performance Objective:** Cumulative 7th Grade students receiving special education services and ESL services will achieve an increase from 51% in 2018 to 60% in 2019 and ESL services will increase from 59% to 65% as evidenced on the 7th Grade Writing STAAR. (NCLB: 1,3,4,5)

<table>
<thead>
<tr>
<th>Activity / Strategy</th>
<th>Staff Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Item analysis will be done on the 2018 7th Grade Writing STAAR on our Special Education sub-pop group and ELL sub-pop group to determine error patterns that require corrective action and adjust instructional approaches. (Target Group: SPED, 7th) (NCLB: 1,3,4,5)</td>
<td>English Department Chair, English Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher and ELL Teacher</td>
<td>September</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the 7th grade ELA teachers will complete an Item Analysis Data Sheet for current Special Education students and ELL students.</td>
</tr>
<tr>
<td>2. Teachers will post content specific targeted vocabulary using word walls. (Target Group: ESL, LEP, 7th) (NCLB: 1,2,3,4,5)</td>
<td>English Teachers, SPED English Inclusion Teachers, and ELL Teacher</td>
<td>Beginning of each 6 weeks</td>
<td>(O) No funds needed</td>
<td>Summative - Targeted Vocabulary Word Walls will be posted in the classroom.</td>
</tr>
<tr>
<td>3. Item analysis will be done for every six weeks’ summative assessment to determine achievement level of Special Education students and analyze whether error patterns have been reduced or</td>
<td>English Department Chair, English Teachers, Academic Facilitator and Administrator over Content Area, SPED</td>
<td>The week after six week assessments have been administered</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the 7th grade ELA teachers will complete an Item Analysis Data Sheet for current Special Education students.</td>
</tr>
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</tr>
<tr>
<td>eliminated. (Target Group: SPED, 8th) (NCLB: 1,3,4,5)</td>
<td>Master List Teacher, and ELL Teacher</td>
<td>Reading Department Chair, Reading Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher, ELL Teacher</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>4. 100% of ELA content area teachers will receive the Writing Training Academy Training, Gretchen Bernabei Writing Strategy Training, Short Answer Response, and Nancy Motley training on Talk, Read, Talk, Write and 38 Great Academic Language Builders. (Target Group: LEP, At-Risk, 8th) (NCLB: 1,2,3,4,5)</td>
<td></td>
<td></td>
<td>(F) Local Funds – Writing Academy Training - $1000</td>
<td></td>
</tr>
<tr>
<td>5. Teachers will provide am &amp; pm tutorials, Saturday Focus Group Tutorials, and Instructional Blitz for students needing remediation (Target Group: SPED, 7th) (NCLB: 1,2,3,4,5)</td>
<td>English Teachers, Special Education Teachers, ELL Teacher and Academic Facilitator</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Summative - Teachers will write and practice one Talk, Read, Talk, Write lesson a week for their content area after the training.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Summative - 10 Day Blitz after each Six Weeks, sign-in sheet, Six Weeks Assessment</td>
<td></td>
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</tbody>
</table>
**Goal 2:** All SPED student and ELL students cumulative scores will increase in 7th Grade Reading from 55% in 2018 to 65% in 2019 and increase the ELL Reading cumulative scores from 50% in 2018 to 60% in 2019 as evidenced on 7th Grade Reading STAAR. (NCLB:1,3,4,5)

<table>
<thead>
<tr>
<th>Goal Statement: All SPED students will meet or exceed system safeguards as indicated below in Math as evidenced by STAAR. SPED 7th Grade Reading will increase from 55% to 65%. ELL 7th Grade Reading will increase from 50% to 60%.</th>
<th>CNA Area of Need: SPED &amp; ELL READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Student Performance addressed by the Goal (if applicable):</td>
<td>SPED 7th Grade Reading 55%</td>
</tr>
</tbody>
</table>

**Performance Objective:** Cumulative 7th Grade students receiving special education services and ESL services will achieve an increase from 55% in 2018 to 65% in 2019 for SPED and from 50% in 2018 to 60% in 2019 for ELL’s as evidenced on 7th Grade Reading STAAR. NCLB: 1,3,4,5)

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<th>Resources</th>
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<tbody>
<tr>
<td>1. Experienced Teachers will receive a refresher Kagan training and new Teachers will receive an initial Kagan training to increase student interaction in the classroom. (Target Group: All Students) (NCLB: 1,2,3,4,5)</td>
<td>Principal and Assistant Principal(s)</td>
<td>October ½ Day PD–Kagan Training</td>
<td>(S) Kagan Structure Resources $500</td>
<td>Summative - Teachers will create opportunities for cooperative learning and student talk in their lesson plans and use a tracking sheet to track the number of opportunities that students have to interact.</td>
</tr>
<tr>
<td>2. Teachers will conduct an item analysis on six week assessments and analyze by student sub-populations and teacher using the LCISD’s Common Assessment Teacher Reflection Form to determine error patterns that require corrective</td>
<td>Reading Department Head, Reading Teachers, Academic Facilitator, and Administrator over Content Area</td>
<td>The week after 6 week assessments have been administered</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the Writing teachers and SPED Inclusion teacher and ELL Teacher will complete an Item Analysis Data Sheet for their class and identify</td>
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<tr>
<td>3. Teachers will post content specific targeted vocabulary using word walls, anchor charts as well as provide sentence stems. (Target Group: ESL, LEP, 7th) (NCLB: 1,2,3,4,5)</td>
<td>Reading Teachers, SPED Reading Inclusion Teachers, ELL Teachers and Academic Facilitator</td>
<td>Beginning of every 6 weeks</td>
<td>(F) Resources for Anchor Charts - $300 (O) Lead4ward Academic Vocabulary Content Builder For PLC - No funds needed</td>
<td>Summative - Targeted Vocabulary Word Walls and Anchor Charts will be posted in the classroom.</td>
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</tr>
<tr>
<td>4. Teachers will be trained on how to use the Lead4ward Field Guides so that they become proficient at using them during their planning. (Target Group: All Students) (NCLB: 1,2,3,4,5)</td>
<td>Reading Teachers and SPED Reading Inclusion Teachers</td>
<td>Every week during their content planning time</td>
<td>(O) No funds needed</td>
<td>Summative - Teacher will use the Lead4ward document of the unwrapped TEKS and critical vocabulary for the TEKS.</td>
</tr>
<tr>
<td>5. Teachers will track student progress every two weeks by running failure reports to identify struggling learners and provide intervention as soon as possible. (Target Group: All Students) (NCLB: 1,2,3,4,5)</td>
<td>Reading Department Chair, Reading Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</td>
<td>Every two weeks during their PLC time</td>
<td>(O) No funds needed</td>
<td>Summative - Skyward failure report.</td>
</tr>
<tr>
<td>6. Students who did not meet the Level II standard on the 2018 STAAR in Reading will receive targeted instruction through a teacher-monitored, student account of Mentoring Minds, Mentoring Mind workbooks (Title I SW: 9) (Target Group: At Risk, 7th) (NCLB: 1, 2, 3,4,5)</td>
<td>Reading Department Head, Reading Teachers, Academic Facilitator, and Administrator over Reading Department</td>
<td>September</td>
<td>(S) Mentoring Minds Vocabulary Card Set $75 (S) Mentoring Minds Total Mentoring Reading - $150 (S) State Compensatory Total - $225</td>
<td>Summative - Students identified based on not meeting the cut score on the state Reading STAAR will use the Mentoring Minds as an intervention program to address areas of concern.</td>
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<td>7. SPED and ELL Teachers will conduct a 20-minute tutorial time within the Advisory period in the school day to pull SPED students for tutorials. (Title I SW: 9) (Target Group: SPED, At Risk, 7th) (NCLB: 1, 2, 3,4,5)</td>
<td>SPED Teachers, ELL Teacher, Academic Facilitator and Administrator over ELAR</td>
<td>September</td>
<td>(O) No funds needed</td>
<td>Summative - Teachers will use a tutorial tracking chart, have students sign-in each time they are pulled for tutorials, and document the area that has been addressed.</td>
</tr>
<tr>
<td>8. Teachers will provide tutorials, Summer School Now, and Instructional Blitz for students needing remediation (Target Group: SPED, 7th) (NCLB: 1,2,3,4,5)</td>
<td>Reading Teacher and Academic Facilitator</td>
<td>End of every Six Weeks</td>
<td>(S) Tutorial Intervention - State Comp. Ed Funds - $1500</td>
<td>Summative - 10 Day Blitz after each Six Weeks, sign-in sheet, Six Weeks Assessment</td>
</tr>
<tr>
<td>9. 100% of content area teachers will receive the Nancy Motley training on Talk, Reading Department Chair, Reading</td>
<td>October</td>
<td>(O) No funds needed</td>
<td>Summative - Teachers will write and practice one Talk, Read,</td>
<td></td>
</tr>
<tr>
<td>Read, Talk, Write and 38 Great Academic Language Builders. (Target Group: LEP, At-Risk, 7th) (NCLB: 1,2,3,4,5)</td>
<td>Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</td>
<td>Talk, Write lesson for their content area at the end of the training.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 3:** All SPED and LEP students will increase their overall cumulative scores in 7th Grade Math from 41% in 2018 to 50% in 2019 for SPED and from 51% in 2018 to 60% in 2019 for LEP as measured by 7th Grade Math STAAR. (NCLB:1,3,4,5)

<table>
<thead>
<tr>
<th>Goal Statement:</th>
<th>CNA Area of Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All SPED and ELL students will meet or exceed system safeguards as indicated below in Math as evidenced by STAAR. SPED 7th Grade Math will increase from 41% to 50%. ELL 7th Grade Math will increase from 51% to 60%.</td>
<td>SPED 7th Grade Math 41%</td>
</tr>
</tbody>
</table>

**Performance Objective:** Cumulative all 7th Grade students receiving special education services and ELL services will achieve an increase from 41% in 2018 to 50% in 2019 for SPED and from 51% to 60% for ELL as evidenced on 7th Grade Math STAAR. NCLB: 1,3,4,5)

<table>
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<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experienced Teachers will receive a refresher Kagan training and new Teachers will receive an initial Kagan training to increase student interaction in the classroom. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Principal and Assistant Principal(s)</td>
<td>October ½ Day PD – Kagan Training</td>
<td>(S) Kagan Structure Resources $500</td>
<td>Summative - Teachers will create opportunities for cooperative learning and student talk in their lesson plans and use a tracking sheet to track the number of opportunities that students have to interact.</td>
</tr>
<tr>
<td>2. Teachers will conduct an item analysis on six week assessments and analyze by student sub-populations and teacher using the LCISD’s Common Assessment Teacher Reflection Form to determine error patterns that require corrective instructional approaches. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Math Department Head, Math Teachers, Academic Facilitator, and Administrator over Content Area</td>
<td>The week after 6 week assessments have been administered</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the Math teachers and SPED Inclusion teacher and ELL Teacher will complete an Item Analysis Data Sheet for their class and identify patterns, areas of strength, and areas of weakness.</td>
</tr>
</tbody>
</table>
### 3. Teachers will post content specific targeted vocabulary using word walls, anchor charts as well as provide sentence stems. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Role</th>
<th>Math Teachers, SPED Math Inclusion Teachers, ELL Teachers and Academic Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Beginning of every 6 weeks</td>
</tr>
<tr>
<td>Notes</td>
<td>(F) Resources for Anchor Charts - $300 (O) Lead4ward Academic Vocabulary Content Builder For PLC - No funds needed</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - Targeted Vocabulary Word Walls and Anchor Charts will be posted in the classroom.</td>
</tr>
</tbody>
</table>

### 4. Teachers will be trained on how to use the Lead4ward Field Guides, Side By Side resources and Planning Guides so that they become proficient at using them during their planning. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Role</th>
<th>Math Teachers and SPED Math Inclusion Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Every week during their content planning time</td>
</tr>
<tr>
<td>Notes</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - Teacher will use the Lead4ward document of the unwrapped TEKS and critical vocabulary for the TEKS.</td>
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</table>

### 5. Teachers will track student progress every two weeks by running failure reports to identify struggling learners and provide intervention as soon as possible. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Role</th>
<th>Math Department Chair, Math Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Every two weeks during their PLC time</td>
</tr>
<tr>
<td>Notes</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - Skyward failure report.</td>
</tr>
</tbody>
</table>

### 6. Students who did not meet the Level II standard on the 2018 STAAR in Math will receive targeted instruction through a teacher-monitored, student account of Mentoring Minds, Mentoring Mind workbooks (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Role</th>
<th>Math Department Head, Math Teachers, Academic Facilitator, and Administrator over Math Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>September</td>
</tr>
<tr>
<td>Notes</td>
<td>(S) Mentoring Minds Vocabulary Card Set $75 (S) Mentoring Minds Total Mentoring Reading - $150 (S) State Compensatory Total - $225</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - Students identified based on not meeting the cut score on the state Math STAAR will use the Mentoring Minds as an intervention program to address areas of concern.</td>
</tr>
</tbody>
</table>

### 7. SPED and ELL Teachers will conduct a 20-minute tutorial time within the Advisory period in the school day to pull SPED students for tutorials. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Role</th>
<th>SPED Teachers, ELL Teacher, Academic Facilitator and Administrator over Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>September</td>
</tr>
<tr>
<td>Notes</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - Teachers will use a tutorial tracking chart, have students sign-in each time they are pulled for tutorials, and document the area that has been addressed.</td>
</tr>
</tbody>
</table>

### 8. Teachers will provide tutorials, Summer School Now, and Instructional Blitz for students needing remediation (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Role</th>
<th>Math Teachers and Academic Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>End of every Six Weeks</td>
</tr>
<tr>
<td>Notes</td>
<td>(S) Tutorial Intervention - State Comp. Ed Funds - $1500</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - 10 Day Blitz after each Six Weeks, sign-in sheet, Six Weeks Assessment</td>
</tr>
</tbody>
</table>

### 9. 100% of content area teachers will receive the Nancy Motley training on Talk, Read, Talk, Write and 38 Great Academic Language Builders. (Target Group: SPED)

<table>
<thead>
<tr>
<th>Role</th>
<th>Math Department Chair, Mat Teachers, Academic Facilitator and Administrator over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>October</td>
</tr>
<tr>
<td>Notes</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>Outcome</td>
<td>Summative - Teachers will write and practice one Talk, Read, Talk, Write lesson for their content area at the end of the training.</td>
</tr>
<tr>
<td>Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Content Area, SPED Master List Teacher</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>
**Goal 4:** All SPED and ELL students will increase their cumulative scores will increase in 8th Grade Reading from 55% in 2018 to 65% in 2019 for SPED and from 61% to 70% in 2019 for ELL students measured on 8th Grade Reading STAAR. (NCLB:1,3,4)

**Goal Statement:** All SPED students will meet or exceed system safeguards as indicated below in Math as evidenced by STAAR. SPED 8th Grade Reading will increase from 55% to 65%. ELL 8th Grade Reading will increase from 61% to 70%.

**2018 Student Performance addressed by the Goal (if applicable):**

<table>
<thead>
<tr>
<th></th>
<th>SPED 8th Grade Reading 55%</th>
<th>ELL 8th Grade Reading 61%</th>
</tr>
</thead>
</table>

**Performance Objective:** Cumulative all 8th Grade students receiving special education services and ESL services will achieve an increase from 55% in 2018 to 65% in 2019 for SPED and from 61% in 2018 to 70% in 2019 for ELL’s as evidenced on 8th Grade Reading STAAR. NCLB: 1,3,4,5)

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<td>1. Experienced Teachers will receive a refresher Kagan training and new Teachers will receive an initial Kagan training to increase student interaction in the classroom. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Principal and Assistant Principal(s)</td>
<td>October ½ Day PD–Kagan Training</td>
<td>(S) Kagan Structure Resources $500</td>
<td>Summative - Teachers will create opportunities for cooperative learning and student talk in their lesson plans and use a tracking sheet to track the number of opportunities that students have to interact.</td>
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<tr>
<td>2. Teachers will conduct an item analysis on six week assessments and analyze by student sub-populations and teacher using the LCISD’s Common Assessment Teacher Reflection Form to determine error patterns that require corrective instructional approaches. (Target Group:</td>
<td>ELA Department Head, ELA Teachers, Academic Facilitator, and Administrator over Content Area</td>
<td>The week after 6 week assessments have been administered</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the ELA teachers and SPED Inclusion teacher and ELL Teacher will complete an Item Analysis Data Sheet for their class and identify patterns, areas of strength, and areas of weakness.</td>
</tr>
<tr>
<td>SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>ELA Teachers, SPED ELA Inclusion Teachers, ELL Teachers and Academic Facilitator</td>
<td>Beginning of every 6 weeks</td>
<td>(F)Resources for Anchor Charts - $300 (O) Lead4ward Academic Vocabulary Content Builder For PLC - No funds needed</td>
<td>Summative - Targeted Vocabulary Word Walls and Anchor Charts will be posted in the classroom.</td>
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<tr>
<td>3. Teachers will post content specific targeted vocabulary using word walls, anchor charts as well as provide sentence stems. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>ELA Teachers and SPED Reading Inclusion Teachers</td>
<td>Every week during their content planning time</td>
<td>(O) No funds needed</td>
<td>Summative - Teacher will use the Lead4ward document of the unwrapped TEKS and critical vocabulary for the TEKS.</td>
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<tr>
<td>4. Teachers will be trained on how to use the Lead4ward Field Guides so that they become proficient at using them during their planning. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>ELA Department Chair, ELA Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</td>
<td>Every two weeks during their PLC time</td>
<td>(O) No funds needed</td>
<td>Summative - Skyward failure report.</td>
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<tr>
<td>5. Teachers will track student progress every two weeks by running failure reports to identify struggling learners and provide intervention as soon as possible. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>ELA Department Head, ELA Teachers, Academic Facilitator, and Administrator over Reading Department</td>
<td>September</td>
<td>(S) Mentoring Minds Vocabulary Card Set $75 (S) Mentoring Minds Total Mentoring Reading - $150 (S) State Compensatory Total - $225</td>
<td>Summative - Students identified based on not meeting the cut score on the state Reading STAAR will use the Mentoring Minds as an intervention program to address areas of concern.</td>
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<td>6. Students who did not meet the Level II standard on the 2018 STAAR in Reading will receive targeted instruction through a teacher-monitored, student account of Mentoring Minds, Mentoring Mind workbooks (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>SPED Teachers, ELL Teacher, Academic Facilitator and Administrator over ELAR</td>
<td>September</td>
<td>(O) No funds needed</td>
<td>Summative - Teachers will use a tutorial tracking chart, have students sign-in each time they are pulled for tutorials, and document the area that has been addressed.</td>
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<td>7. SPED and ELL Teachers will conduct a 20-minute tutorial time within the Advisory period in the school day to pull SPED students for tutorials. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>ELA Teachers and Academic Facilitator</td>
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<td>(S) Tutorial Intervention - State Comp. Ed Funds - $1500</td>
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<td>ELA Department Chair, ELL Teachers</td>
<td>October</td>
<td>(O) No funds needed</td>
<td>Summative - Teachers will write and practice one Talk, Read,</td>
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<tr>
<td>Read, Talk, Write and 38 Great Academic Language Builders. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</td>
<td>Talk, Write lesson for their content area at the end of the training.</td>
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<td></td>
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</tbody>
</table>
**Goal 5:** All SPED and LEP students will increase their overall cumulative scores in 8th Grade Math from 52% in 2018 to 60% in 2019 for SPED and from 60% in 2018 to 70% in 2019 for LEP as measured by 8th Grade STAAR. (NCLB:1,3,4,5)

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**Goal Statement:**
All SPED and ELL students will meet or exceed system safeguards as indicated below in Math as evidenced by STAAR.
SPED 8th Grade Math will increase from 52% to 60%.
ELL 8th Grade Math will increase from 60% to 70%.

**CNA Area of Need:**
SPED and ELL Math

<table>
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<tr>
<th>2018 Student Performance addressed by the Goal (if applicable):</th>
<th>2019 Student Performance addressed by the Goal (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 8th Grade Math 52%</td>
<td>ELL 8th Grade Math 60%</td>
</tr>
</tbody>
</table>

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**Performance Objective:** Cumulative all 8th Grade students receiving special education services and ELL services will achieve an increase from 52% in 2018 to 60% in 2019 for SPED and from 60% to 70% for ELL as evidenced on 8th Grade Math STAAR. (NCLB: 1,3,4,5)

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<td>Principal and Assistant Principal(s)</td>
<td>October ½ Day PD–Kagan Training</td>
<td>(S) Kagan Structure Resources $500</td>
<td>Summative - Teachers will create opportunities for cooperative learning and student talk in their lesson plans and use a tracking sheet to track the number of opportunities that students have to interact.</td>
</tr>
<tr>
<td>2. Teachers will conduct an item analysis on six week assessments and analyze by student sub-populations and teacher using the LCISD’s Common Assessment Teacher Reflection Form to determine error patterns that require corrective instructional approaches. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Math Department Head, Math Teachers, Academic Facilitator, and Administrator over Content Area</td>
<td>The week after 6 week assessments have been administered</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the Math teachers and SPED Inclusion teacher and ELL Teacher will complete an Item Analysis Data Sheet for their class and identify patterns, areas of strength, and areas of weakness.</td>
</tr>
</tbody>
</table>
3. Teachers will post content specific targeted vocabulary using word walls, anchor charts as well as provide sentence stems. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teachers, SPED Math Inclusion Teachers, ELL Teachers and Academic Facilitator</th>
<th>(F)Resources for Anchor Charts - $300 (O) Lead4ward Academic Vocabulary Content Builder For PLC - No funds needed</th>
<th>Summative - Targeted Vocabulary Word Walls and Anchor Charts will be posted in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Teachers will be trained on how to use the Lead4ward Field Guides, Side By Side resources and Planning Guides so that they become proficient at using them during their planning. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Math Teachers and SPED Math Inclusion Teachers</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers will track student progress every two weeks by running failure reports to identify struggling learners and provide intervention as soon as possible. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Math Department Chair, Math Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>6.</td>
<td>Students who did not meet the Level II standard on the 2018 STAAR in Math will receive targeted instruction through a teacher-monitored, student account of Mentoring Minds, Mentoring Mind workbooks (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Math Department Head, Math Teachers, Academic Facilitator, and Administrator over Math Department</td>
<td>(S) Mentoring Minds Vocabulary Card Set $75 (S) Mentoring Minds Total Mentoring Reading - $150 (S) State Compensatory Total - $225</td>
</tr>
<tr>
<td>7.</td>
<td>SPED and ELL Teachers will conduct a 20-minute tutorial time within the Advisory period in the school day to pull SPED students for tutorials. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>SPED Teachers, ELL Teacher, Academic Facilitator and Administrator over Math</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>8.</td>
<td>Teachers will provide tutorials, Summer School Now, and Instructional Blitz for students needing remediation (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Math Teachers and Academic Facilitator</td>
<td>(S) Tutorial Intervention - State Comp. Ed Funds - $1500</td>
</tr>
<tr>
<td>9.</td>
<td>100% of content area teachers will receive the Nancy Motley training on Talk, Read, Talk, Write and 38 Great Academic Language Builders. (Target Group: SPED Math Department Chair, Mat Teachers, Academic Facilitator and Administrator over Math</td>
<td>October</td>
<td>(O) No funds needed</td>
</tr>
</tbody>
</table>
Goal 6: All SPED and ELL students will increase their overall cumulative scores in 8th Grade Science from 48% in 2018 to 55% in 2019 for SPED and from 56% in 2018 to 65% in 2019 for ELL students as measured by the 8th Grade Science STAAR.

Goal Statement: All SPED and ELL students will meet or exceed system safeguards as indicated below in Science as evidenced by STAAR. SPED 8th Grade Science will increase from 48% to 55%. ELL 8th Grade Science will increase from 56% to 65%.

2016 Student Performance addressed by the Goal (if applicable):

<table>
<thead>
<tr>
<th></th>
<th>SPED 8th Grade Science</th>
<th>ELL 8th Grade Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Objective</td>
<td>Cumulative all 8th Grade students receiving special education services and ELL services will achieve an increase from 48% in 2018 to 55% in 2019 for SPED and from 56% to 65% for ELL as evidenced on 8th Grade Science STAAR. (NCLB: 1,3,4,5)</td>
<td></td>
</tr>
</tbody>
</table>

Activity / Strategy          | Staff Responsible       | Timeline                   | Resources             | Evaluation                              |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Experienced Teachers will receive a refresher Kagan training and new Teachers will receive an initial Kagan training to increase student interaction in the classroom. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Principal and Assistant Principal(s)</td>
<td>October ½ Day PD–Kagan Training</td>
<td>(S) Kagan Structure Resources $500</td>
<td>Summative - Teachers will create opportunities for cooperative learning and student talk in their lesson plans and use a tracking sheet to track the number of opportunities that students have to interact.</td>
</tr>
</tbody>
</table>
2. Teachers will conduct an item analysis on six week assessments and analyze by student sub-populations and teacher using the LCISD’s Common Assessment Teacher Reflection Form to determine error patterns that require corrective instructional approaches. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

| Science Department Head, Science Teachers, Academic Facilitator, and Administrator over Content Area | The week after 6 week assessments have been administered | (O) No funds needed | Summative - 100% of the Science teachers and SPED Inclusion teacher and ELL Teacher will complete an Item Analysis Data Sheet for their class and identify patterns, areas of strength, and areas of weakness. |

3. Teachers will post content specific targeted vocabulary using word walls, anchor charts as well as provide sentence stems. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

| Science Teachers, SPED Science Inclusion Teachers, ELL Teachers and Academic Facilitator | Beginning of every 6 weeks | (F)Resources for Anchor Charts - $300 (O) Lead4ward Academic Vocabulary Content Builder For PLC - No funds needed | Summative - Targeted Vocabulary Word Walls and Anchor Charts will be posted in the classroom. |

4. Teachers will be trained on how to use the Lead4ward Field Guides, Side By Side resources and Planning Guides so that they become proficient at using them during their planning. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

| Science Teachers and SPED Science Inclusion Teachers | Every week during their content planning time | (O) No funds needed | Summative - Teacher will use the Lead4ward document of the unwrapped TEKS and critical vocabulary for the TEKS. |

5. Teachers will track student progress every two weeks by running failure reports to identify struggling learners and provide intervention as soon as possible. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

| Science Department Chair, Science Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher | Every two weeks during their PLC time | (O) No funds needed | Summative - Skyward failure report. |

6. Students who did not meet the Level II standard on the 2018 STAAR in Math will receive targeted instruction through a teacher-monitored, student account of Mentoring Minds, Mentoring Mind workbooks (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)

| Science Department Head, Science Teachers, Academic Facilitator, and Administrator over Science Department | September | (S) Mentoring Minds Vocabulary Card Set $75 (S) Mentoring Minds Total Mentoring Reading - $150 (S) State Compensatory Total - $225 | Summative - Students identified based on not meeting the cut score on the state Science STAAR will use the Mentoring Minds as an intervention program to address areas of concern. |

7. 100% of Science content area teachers will receive the STEMScope Training, Short Answer Response, and Nancy Motley training on Talk, Read, Talk, Write and 38 Great Academic Language

<p>| Science Department Chair, Reading Teachers, Academic Facilitator and Administrator over | October | (O) No Funds needed | Summative - Teachers will write incorporate one Talk, Read, Talk, Write strategy per lesson, and implement STEMScopes as lesson warm-ups every week for |</p>
<table>
<thead>
<tr>
<th>Builders. (Target Group: LEP, At-Risk, 8th) (NCLB: 1,2,3,4,5)</th>
<th>Content Area, SPED Master List Teacher</th>
<th></th>
<th>their content area after the training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. SPED and ELL Teachers will conduct a 20-minute tutorial time within the Advisory period in the school day to pull SPED students for tutorials. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>SPED Teachers, ELL Teacher, Academic Facilitator and Administrator over Science</td>
<td>September</td>
<td>(O) No funds needed</td>
</tr>
<tr>
<td>9. Teachers will provide tutorials, Summer School Now, and Instructional Blitz for students needing remediation (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Science Teachers and Academic Facilitator</td>
<td>End of every Six Weeks</td>
<td>(S) Tutorial Intervention - State Comp. Ed Funds - $1500</td>
</tr>
<tr>
<td>10. 100% of content area teachers will receive the Nancy Motley training on Talk, Read, Talk, Write and 38 Great Academic Language Builders. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Science Department Chair, Science Teachers, Academic Facilitator and Administrator over Content Area, SPED Master List Teacher</td>
<td>October</td>
<td>(O) No funds needed</td>
</tr>
</tbody>
</table>
**Goal 7:** All SPED and ELL students will increase their overall cumulative scores in 8th Grade Social Studies from 46% in 2018 to 55% in 2019 for SPED and from 49% in 2018 to 55% in 2019 for ELL students as measured by the 8th Grade Social Studies STAAR. (NCLB: 1,3,4,5)

<table>
<thead>
<tr>
<th>Goal Statement: All LEP students will meet or exceed system safeguards as indicated below in Social Studies as evidenced by STAAR. 8th Grade SPED Social Studies will increase from 46% to 55%. 8th Grade LEP Social Studies will increase from 49% to 55%.</th>
<th>CNA Area of Need: SPED and LEP Social Studies</th>
</tr>
</thead>
</table>

**Performance Objective:** Cumulative all 8th Grade students receiving special education services and ELL services will achieve an increase from 46% in 2018 to 55% in 2019 for SPED and from 49% to 55% for ELL as evidenced on 8th Grade Social Studies STAAR. (NCLB: 1,3,4,5)

<table>
<thead>
<tr>
<th>Activity / Strategy</th>
<th>Staff Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Item analysis will be done on the 2016 8th Grade Social Studies STAAR by Special Education sub-pop to determine error patterns that require correction in instructional approaches. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Social Studies Department Chair, Social Studies Teachers, Academic Facilitator, Administrator over Content Area, SPED Master List Teacher</td>
<td>September</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the 8th grade social studies teachers will complete an Item Analysis Data Sheet for current Special Education students.</td>
</tr>
<tr>
<td>2. Teachers will post content specific targeted vocabulary using word walls. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Social Studies Teachers and SPED Social Studies Inclusion Teachers</td>
<td>Beginning of each 6 weeks</td>
<td>(O) No funds needed</td>
<td>Summative - Targeted Vocabulary Word Walls will be posted in the classroom.</td>
</tr>
<tr>
<td>3. Item analysis will be done for every six weeks’ summative assessment to determine achievement level of Special</td>
<td>Social Studies Teachers and SPED Social</td>
<td>The week after six week assessments</td>
<td>(O) No funds needed</td>
<td>Summative - 100% of the 8th grade social studies teachers will complete an Item Analysis Data</td>
</tr>
<tr>
<td>Education students and analyze whether error patterns have been reduced or eliminated. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Studies Inclusion Teachers</td>
<td>have been administered</td>
<td>Sheet for current Special Education students.</td>
<td></td>
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</tr>
<tr>
<td>4. Teachers will be trained and implement DBQ training, and cooperative learning techniques (Kagan-Cooperative Learning) to help with student engagement and motivation. (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Principal and Assistant Principal(s)</td>
<td>October</td>
<td>(O) No Funds needed</td>
<td></td>
</tr>
<tr>
<td>5. Students who did not meet the Level II standard on the 2016 STAAR in Science will receive targeted instruction through a teacher-monitored, student account of Mentoring Minds, Mentoring Mind workbooks (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Social Studies Department Head, Reading Teachers, Academic Facilitator, and Administrator over Social Studies Department</td>
<td>September</td>
<td>(O) No funds needed, (S) State Compensatory - $150</td>
<td></td>
</tr>
<tr>
<td>6. Teachers will provide tutorials, Summer School Now, and Instructional Blitz for students needing remediation (Target Group: SPED Students, ELL Students and Targeted Groups) (NCLB: 1,2,3,4,5)</td>
<td>Social Studies Teacher and Academic Facilitator</td>
<td>End of every Six Weeks</td>
<td>(S) State Comp. Ed Funds - $1500</td>
<td></td>
</tr>
</tbody>
</table>

Monthly selection and recognition of teacher and paraprofessional by staff vote (Target Group: All) (NCLB: 4)

| Principal(s), Teachers | August - May | (O) No funds needed | Summative - Increase in the % that stated " |

Teachers with perfect attendance will be recognized at the end of every Six Weeks (Target Group: All) (NCLB: 3)

| Principal(s), Teachers | May | (S) Local funds - $250 | Summative - Increase number of teachers with perfect attendance |
## Financial Summary

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Comp Ed Funds</td>
<td>$8,151</td>
</tr>
<tr>
<td>Instructional Fund</td>
<td>$1970</td>
</tr>
<tr>
<td>ELL Funds</td>
<td>$1312.00</td>
</tr>
<tr>
<td>GT Allocation</td>
<td>$200</td>
</tr>
</tbody>
</table>
## SBDMC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Nava</td>
<td>Principal</td>
</tr>
<tr>
<td>Katrina Guillory</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Tracy Boss</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Stephen Janecek</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Melanie Mays</td>
<td>Secretary</td>
</tr>
<tr>
<td>Kristina Harper</td>
<td>Teacher</td>
</tr>
<tr>
<td>Robin Cuellar</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jesse Cuellar</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ann Cantu</td>
<td>Academic Facilitator/Teacher</td>
</tr>
<tr>
<td>Mary Gutierrez</td>
<td>Parent</td>
</tr>
<tr>
<td>Suha Ahmad</td>
<td>Parent</td>
</tr>
<tr>
<td>Denise Silva</td>
<td>Parent</td>
</tr>
<tr>
<td>Susan Pietropaolo</td>
<td>Parent</td>
</tr>
<tr>
<td>Jimn Kyles</td>
<td>Parent</td>
</tr>
<tr>
<td>Gabriela Samayoa</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Chandra Brame</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Emi Barresi</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Leah Stavens</td>
<td>Business/Community</td>
</tr>
</tbody>
</table>
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)