

Lamar Consolidated Independent School District

Reading Junior High

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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 academic excellence through rigorous instruction cultivating college and career ready individuals.

Core Beliefs

ARJH CORE BELIEFS

All students can learn at high levels.

Adults are responsible for the safety and well being of all students.

All decisions concerning education should be based on what is best for the child, not what is easiest for the system.

Teaching and learning should be a collaborative effort.

School should be a safe, supportive environment that is conducive to learning and essential for students' success.

We respect and cultivate differences and are culturally responsive to all stakeholders.

We value feedback and communication among all stakeholders.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	11
Goal 1: Increase overall Math performance for all students to 94% Approaches, 72% Meets, and 37% Masters on 2022 STAAR.	12
Goal 2: Increase overall ELAR performance for all students to 95% Approaches, 74% Meets, and 52% Masters on 2022 STAAR.	15
Goal 3: Increase Reading and Math performance for SPED Students to 69% Approaches, 28% Meets, and 16% Masters on 2022 STAAR.	19
Goal 4: Increase Reading and Math performance for EL Students to 75% Approaches, 36% Meets , and 13% Masters on 2022 STAAR.	20
Goal 5: By May 2022, the number of teachers within Professional Learning Communities reporting strengths from the Beginning of Year Highly Effective Collaborative Team Survey will increase by 30% on the End of Year Highly Effective Collaborative Team Survey.	23
Goal 6: Increase student engagement in social emotional activities that reflect an increase in productive, positive behavioral choices as measured by the number of Longhorn Lotto tickets distributed, and a 5% decrease in off-task behaviors recorded in Minor Incident Reports and 5% decrease in Discipline Referrals.	24
State Compensatory	27
Budget for Reading Junior High	28
Personnel for Reading Junior High	28
Site-Based Decision Making Committee	28
Campus Funding Summary	29
Addendums	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Reading JH Demographic information:

African American- 22%

White- 40%

Hispanic- 25%

Asian- 10%

Multi-Racial- 3%

Economically Disadvantaged- 24.5%

Students receiving Special Education Services- 12.8%

English Learners- 6.58%

100% of our staff is highly qualified.

TEA A Rated (2018-2019)

1126 Students

Mobility Rate 6.2 (2018-2019)

Demographics Strengths

Demographic Strengths-

Reading Junior High is a diverse campus with student and staff representation from many multicultural backgrounds and languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students from sub-populations (EL, Sped, Eco Dis) scored on average 20% lower on STAAR in 2021 in the Meets Category than the overall population on campus. **Root Cause:** Lack of student discourse and on campus intervention during the 2020-2021 school year.

Student Learning

Student Learning Summary

2021 STAAR Tests:

ELA/Reading for All Students:

86% Approaches

64% Meets

38% Masters

Math for All Students

86% Approaches

62% Meets

33% Masters

Science for All Students

88% Approaches

73% Meets

51% Masters

Social Studies for All Students

84% Approaches

62% Meets

38% Masters

Student Learning Strengths

Overall Science Masters Score on 2021 STAAR was 51%

EL Students performing higher than State average on state and campus summative assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student Learning as evidenced on the 7th Grade 2021 Math STAAR reflected below state average with 66% approaches, 25% meets and 5% masters. **Root Cause:** Interruption of learning due to Covid and teaching strategies that were not consistent in rigor and evidence of learning.

Priority Problem Statements

Problem Statement 1: Student Learning as evidenced on the 7th Grade 2021 Math STAAR reflected below state average with 66% approaches, 25% meets and 5% masters.

Root Cause 1: Interruption of learning due to Covid and teaching strategies that were not consistent in rigor and evidence of learning.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: October 1, 2021

Goal 1: Increase overall Math performance for all students to 94% Approaches, 72% Meets, and 37% Masters on 2022 STAAR.

Performance Objective 1: PLC 's will work collaboratively to disaggregate weekly student data and discuss intervention and extension strategies for math students.

Evaluation Data Sources: PLC Agendas, CFA's, Summative Assessments, MAP Data, Interim Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher teams will meet once per week to discuss student data (summative and formative math assessments) and make plans for the following weeks that address student data-based strengths and weaknesses. Discussions will be TEKS driven and teachers will utilize PLC protocols and the 4 guiding questions.</p> <p>Strategy's Expected Result/Impact: Increase number of students showing growth on math formative, summative and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Testing Coordinators, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Math Enrichment Activities and Support to all students in 7th and 8th grade weekly during Longhorn Time.</p> <p>Strategy's Expected Result/Impact: Student growth on math summative assessments and student growth on STAAR 2022 math assessment.</p> <p>Staff Responsible for Monitoring: Administrators, Leadership Team, Teachers, Academic Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Disaggregate MAP universal screener to determine gaps in knowledge and provide targeted intervention based on those diagnostic results.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in math for all students.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Testing Coordinators, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide small group opportunities for Tier II instruction of essential standards. Teachers will utilize data from common assessments to determine small groups. Training will be provided to teachers for strategies and implementation of small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in math.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Testing Coordinators, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide all students, including at risk students, additional intervention resources and small group intervention tutoring before school, after school and on Saturdays. Resources could include manipulatives, STAAR Master, and Mentoring Minds.</p> <p>Strategy's Expected Result/Impact: Increase in at risk student performance on STAAR in math.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers</p> <p>Funding Sources: Supplemental Resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Incorporate Lead4ward Think-Along-Plan weekly in lessons for scaffolding, enrichment, and intervention.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in math.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Math Intervention and tutoring for students who did not pass the 2021 Math STAAR (HB4545 Requirements)</p> <p>Strategy's Expected Result/Impact: Students will pass the math STAAR in Spring 2022</p> <p>Staff Responsible for Monitoring: Administrators, Academic Facilitators, Testing Coordinator</p> <p>Funding Sources: Tutoring Funding - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: ARJH Site Based Committee will meet 6 times during the school year to review data, discuss progress and provide input on systems of support, intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Build Positive Community Relationships, Support school-wide system of support of all students.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Leadership Team</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase overall Math performance for all students to 94% Approaches, 72% Meets, and 37% Masters on 2022 STAAR.

Performance Objective 2: By the end of the 2021-2022 school year, all core departments will follow the campus PLC playbook, utilize the 4Qs, PLC model and both Common Formative and Common Summative Assessments to collect classroom data as demonstrated in PLC meetings and on PLC documentation forms.





Evaluation Data Sources: Products from the PLC playbook. Essential Standards Chart, Unit Design, Team Notes, PLC Agenda, PLC Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development through Workshop Wednesday with a focus on the PLC process, data analysis, best practices utilizing technology, and Tier I math instruction.</p> <p>Strategy's Expected Result/Impact: Developing teacher's instructional capacity to improve overall student achievement and close the performance gaps.</p> <p>Staff Responsible for Monitoring: Administration, Facilitators, Dept. Chairs, Digital Learning Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a common planning period for each core content area. Teachers and PLCs will be producing engaging lesson plans and summative assessments, utilizing best practices for backwards planning, working collaboratively to design common formative assessments, designing Tier I instructional strategies and corrective instruction for students who do not master essential standards at proficiency.</p> <p>Strategy's Expected Result/Impact: Teams producing engaging and rigorous lesson plans, CFA's, and summative assessments.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate campus PLC playbook by coaching the leadership team through data analysis and backwards planning.</p> <p>Strategy's Expected Result/Impact: Highly effective collaborative team engagement in weekly PLCs. Common Assessment and Interim Data will align with success criteria for Goal 1.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Department Chairs, Leadership Team.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase overall Math performance for all students to 94% Approaches, 72% Meets, and 37% Masters on 2022 STAAR.

Performance Objective 3: Increase teacher capacity by coaching and mentoring for targeted Tier I instruction. Teachers will focus on high levels of questioning, academic discourse, and small group instruction.

Evaluation Data Sources: Learning Walk Data, PLC Playbook, Team Notes, PLC Agenda, HECT Survey, Lesson Plans, Self-Reflection from recordings made with campus Swivel device





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on teacher use of Swivl technologies to improve their reflective practice. In partnership with teachers, academic facilitators will provide feedback on instructional strategies to increase levels of questioning, student academic discourse, and opportunities for small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve reflective practices of teachers to build their instructional capacity.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perform focused instructional rounds to address our systemic problems of practice, including high levels of questioning, academic discourse, and small group instruction, through campus wide PD.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and build a student-centered classroom culture and high levels of questioning throughout lessons.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Increase overall ELAR performance for all students to 95% Approaches, 74% Meets, and 52% Masters on 2022 STAAR.

Performance Objective 1: PLC 's will work collaboratively to disaggregate weekly student data and discuss intervention and extension strategies for all students.

Evaluation Data Sources: CFA's, Summative Assessments, Maps Data, Interim Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Reading Intervention and tutoring for students who did not pass the 2021 Reading STAAR (HB4545 Requirements). Longhorn Time will be provided to students who did not show success on the 2021 Reading STAAR. Students will be organized into specialized small groups based on formative and summative assessment data. Students will receive intervention support to increase achievement in reading.</p> <p>Strategy's Expected Result/Impact: All students who did not pass the 2021 Reading STAAR will pass the 2022 Reading STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Academic Facilitator, Teachers, Leadership Team</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Reading Enrichment Activities and Support to all students in 7th and 8th grade weekly during Longhorn Time.</p> <p>Strategy's Expected Result/Impact: All students show growth in reading on formative, summative and STAAR 2022 assessments.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Leadership Team</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer MAP universal screener to all students to determine gaps in knowledge and provide targeted intervention based on those diagnostic results. Students who are in MTSS will complete Progress Monitoring checks monthly to monitor student academic growth in targeted areas of instruction. Student data will be used to determine further placement during Longhorn Time.</p> <p>Strategy's Expected Result/Impact: Improving MTSS and increasing student achievement in ELAR.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Testing Coordinators, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide small group opportunities for Tier II instruction of essential standards. Teachers will utilize data from common assessments to determine small groups. Training will be provided to teachers for strategies and implementation of small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in ELAR.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Testing Coordinators, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide all students, including at risk students, additional intervention resources and small group intervention tutoring before school, after school and on Saturdays. Resources could include STAAR Ready, STAAR Master, and classroom library book club collections for SSR.</p> <p>Strategy's Expected Result/Impact: Increase in at risk student performance on STAAR in ELAR.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers</p> <p>Funding Sources: Supplemental Resources and Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,484</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Incorporate Lead4ward Think-Along-Plan weekly in lessons for scaffolding, enrichment, and intervention.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in ELAR.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Increase overall ELAR performance for all students to 95% Approaches, 74% Meets, and 52% Masters on 2022 STAAR.

Performance Objective 2: By the end of the 2021-2022 school year, all core departments will follow the campus PLC playbook for professional collaboration, utilize the 4Qs PLC model and both Common Formative and Common Summative Assessments to collect classroom data as demonstrated in PLC meetings and on PLC documentation forms.





Evaluation Data Sources: Products from the PLC playbook. Essential Standards Chart, Unit Design, Team Notes, PLC Agenda, PLC Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development through Workshop Wednesday with a focus on the PLC process, data analysis, best practices utilizing technology, and Tier I ELAR instruction.</p> <p>Strategy's Expected Result/Impact: Developing teacher's instructional capacity to improve overall student achievement and close the performance gaps.</p> <p>Staff Responsible for Monitoring: Administration, Facilitators, Dept. Chairs, Digital Learning Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a common planning period for each core content area. Teachers and PLCs will be producing engaging lesson plans and summative assessments, utilizing best practices for backwards planning, working collaboratively to design common formative assessments, designing Tier I instructional strategies and corrective instruction for students who do not master essential standards at proficiency.</p> <p>Strategy's Expected Result/Impact: Teams producing engaging and rigorous lesson plans, CFA's, and summative assessments.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate campus PLC playbook by coaching the leadership team through data analysis and backwards planning.</p> <p>Strategy's Expected Result/Impact: Highly effective collaborative team engagement in weekly PLCs. Common Assessment and Interim Data will align with success criteria for Goal 1.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Department Chairs, Leadership Team.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase overall ELAR performance for all students to 95% Approaches, 74% Meets, and 52% Masters on 2022 STAAR.

Performance Objective 3: Increase teacher capacity by coaching and mentoring for targeted Tier I instruction. Teachers will focus on high levels of questioning, academic discourse, and small group instruction utilizing feedback from walkthroughs and lesson recordings.





Evaluation Data Sources: Learning Walk Data, PLC Playbook, Team Notes, PLC Agenda, HECT Survey, Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on teacher use of Swivl technologies to improve their reflective practice. In partnership with teachers, academic facilitators will provide feedback on instructional strategies to increase levels of questioning, student academic discourse, and opportunities for small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve reflective practices of teachers to build their instructional capacity.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perform focused instructional rounds to address our systemic problems of practice, including high levels of questioning, academic discourse, and small group instruction, through campus wide PD.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and build a student-centered classroom culture and high levels of questioning throughout lessons.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase Reading and Math performance for SPED Students to 69% Approaches, 28% Meets, and 16% Masters on 2022 STAAR.

Performance Objective 1: During Longhorn time, students will be given small group, targeted intervention and enrichment opportunities based on weekly math and reading data.





Evaluation Data Sources: CFA's, Student MTSS tracker, Common Assessment data, Maps Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct an item analysis on common formative and summative assessments by analyzing the special education sub-population to determine error patterns that require corrective instructional approaches.</p> <p>Strategy's Expected Result/Impact: Decrease performance gaps between all students and students receiving special education services.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, SPED Dept.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special education students who did not meet math and reading grade level standards, as determined by STAAR 2021, will receive targeted instruction in small groups.</p> <p>Strategy's Expected Result/Impact: Decrease performance gaps between all students and students receiving special education services</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Special education teachers and instructional paraprofessionals will meet twice per grading period to discuss struggling learners, create an action plan, review IEP's and accommodations and provide intervention to address areas for growth.</p> <p>Strategy's Expected Result/Impact: Decrease performance gap between all students and students receiving special education services.</p> <p>Staff Responsible for Monitoring: Administration, Special Education Master List Teachers, Instructional Para's, Academic Facilitators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Math and Reading Enrichment Activities and Support to all students receiving special education services in 7th and 8th grade weekly during Longhorn Time.</p> <p>Strategy's Expected Result/Impact: Progress growth evidence on summative assessments, MAP assessment, and 2022 STAAR exams.</p> <p>Staff Responsible for Monitoring: Administrators, Special Education Master List Teachers, Teachers, Academic Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Increase Reading and Math performance for EL Students to 75% Approaches, 36% Meets , and 13% Masters on 2022 STAAR.

Performance Objective 1: Establish an EL cohort and conduct a coaching cycle that includes co-teaching, planning, and observations/feedback.





Evaluation Data Sources: Map Performance and Progress Monitoring Data. TELPAS Data, Common Assessment Data, Interim Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Support Team meets at every grading period to analyze student data and refer for Tier II and III Interventions.</p> <p>Strategy's Expected Result/Impact: Close the gaps for EL students through quality MTSS.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, ESL Coach, ESL Aide</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Math and Reading Enrichment Activities and Support to all EL students in 7th and 8th grade weekly during Longhorn Time.</p> <p>Strategy's Expected Result/Impact: Progress on TELPAS, MAP assessments, summative assessments and STAAR 2022 exams.</p> <p>Staff Responsible for Monitoring: ESL Coach, ESL Aide, Administrators, Teachers, Leadership Team, Academic Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Build effective structured reading and writing activities for assessing content knowledge through writing across the curriculum, QSSSA, and Talk Read Talk Write.</p> <p>Strategy's Expected Result/Impact: Developing a high quality teacher cohort that closes the gaps for EL students utilizing the strategies listed.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, EL Teacher, EL Coach.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be given targeted instructional support during Longhorn Time, before school, after school and on Saturdays utilizing learning labs, small group instruction and research based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased performance on reading and math STAAR, as well as TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators, EL Teacher/Coach, EL Aide, Academic Instructional Coaches, Teachers</p> <p>Funding Sources: Supplemental Resources for Reading and Math - 199 PIC 25 State Bilingual/ESL - \$964</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase Reading and Math performance for EL Students to 75% Approaches, 36% Meets , and 13% Masters on 2022 STAAR.

Performance Objective 2: Provide professional development for sheltered instruction best practices during the 2021-2022 school year during Workshop Wednesdays, monthly staff meetings and targeted professional development session opportunities.





Evaluation Data Sources: Workshop Wednesday Agenda, Professional Development Agendas, Teacher Lesson Plans, TTESS walkthroughs and Observation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a Cohort for professional development on sheltered instructional strategies such as Using Targeted Visuals and Vocabulary to Increase Comprehension, Using Structured Conversations to Promote Second Language Acquisition, and Using Sentence Stems for Targeted Language Output.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity on sheltered instructional strategies.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers. EL Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase Reading and Math performance for EL Students to 75% Approaches, 36% Meets , and 13% Masters on 2022 STAAR.

Performance Objective 3: Increase reading performance for EL students utilizing effective high leverage strategies such as QSSSA, Talk Read Talk Write, and Close reading strategies in lesson planning.





Evaluation Data Sources: Major assessments, TELPAS and STAAR 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend professional development sessions once a month on best practices for sheltered instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Lesson plans reflect high yield sheltered instructional strategies (QSSSA, Talk Read Talk Write, 7 Steps to a Language-Rich Classroom).</p> <p>Staff Responsible for Monitoring: ESL Coach, Academic Facilitators, Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in reading intervention and enrichment activities during Longhorn Time utilizing K-12 Summit, book clubs, small group reading projects and book talks to increase vocabulary development, reading comprehension and reading fluency.</p> <p>Strategy's Expected Result/Impact: Increase in reading performance on formative, summative, STAAR and TELPAS assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Academic Facilitators, ESL Coach, Teachers</p> <p>Funding Sources: K-12 Summit Licenses for EL Students - 199 PIC 25 State Bilingual/ESL - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: By May 2022, the number of teachers within Professional Learning Communities reporting strengths from the Beginning of Year Highly Effective Collaborative Team Survey will increase by 30% on the End of Year Highly Effective Collaborative Team Survey.

Performance Objective 1: Provide consistent support through professional development that ensures highly effective collaborative teams during the PLC process utilizing the Highly Effective Collaborative Teams rubric and resources.

Evaluation Data Sources: Producing HECT and high quality rigorous lessons during the 2021-2022 school year. Walkthrough evidences student centered, engaging activities in all classrooms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a data analysis day after each common assessment during the 2021-2022 school year that drives lesson planning and a student centered classroom for all learners utilizing the HECT rubric and PLC playbook reference materials.</p> <p>Strategy's Expected Result/Impact: Producing HECT and high quality rigorous lessons. Creating a campus wide student centered learning environment</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Department Chairs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During weekly PLC's, teams have purposeful collaborative discussions focusing on agenda items such as instructional strategies, common formative assessments, and lesson planning.</p> <p>Strategy's Expected Result/Impact: Producing HECT and high quality rigorous lessons. Increase in student centered activities and high yield instructional strategies in the classroom. Creating a campus wide student centered learning environment.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Department Chairs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers with targeted PD each 6 weeks on the PLC process including; unwrapping the TEKS, determining Essential Standards, creation of CFA's, and the lesson planning process.</p> <p>Strategy's Expected Result/Impact: Producing HECT and high quality rigorous lessons. Creating a campus wide student centered learning environment</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Department Chairs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators and Leadership Team will review teacher lesson plans and provide feedback on rigor, formative assessments, student engagement, student discourse, exit tickets and high levels of questioning.</p> <p>Strategy's Expected Result/Impact: Student evidence of mastery of daily TEK aligned objectives, higher levels of student discourse utilizing academic language in the classroom, increase in student performance data.</p> <p>Staff Responsible for Monitoring: Administrators, Academic Facilitators, Teachers, Department Chairs</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Increase student engagement in social emotional activities that reflect an increase in productive, positive behavioral choices as measured by the number of Longhorn Lotto tickets distributed, and a 5% decrease in off-task behaviors recorded in Minor Incident Reports and 5% decrease in Discipline Referrals.

Performance Objective 1: Increase staff and student engagement with the district's leadership definition campaign, Character Counts, Solution-Focused, and Positive Behavior Intervention System.


Evaluation Data Sources: As measured by discipline data, the end of the year Character Counts and SE Wellness Screener.


Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership definition ambassadors will present at faculty meetings three time this year and recognize faculty and staff for outstanding leadership representation of the leadership characteristics.</p> <p>Strategy's Expected Result/Impact: Self-reflection survey results will indicate teacher leadership capacity in the district leadership competencies.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Counselor's Corner canvas page to communicate Character Counts activities and lessons through Longhorn Time. Provide counselors/HGI virtual resources to support the social emotional well being of students and families.</p> <p>Strategy's Expected Result/Impact: Character Counts and student guidance survey will indicate a positive campus culture resulting in a decrease of student referrals and increase in social and environmental awareness.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PBIS Committee will implement and train staff on how to utilize the PBIS matrix and the RJH Minor Incident Report to create consistency with discipline management across the campus.</p> <p>Strategy's Expected Result/Impact: Provide a safe and healthy learning environment for all students and to decrease the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Counselors, Teachers, Community Members, District Members</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors will provide staff professional development over solution focused strategies and implementation in the classroom at the beginning of the year and at monthly staff meetings during 2021-2022 school year.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Decrease in the number of discipline referrals and referrals for conflict resolution. Provide a culture of positive communication and interaction among students, staff and parents.

Staff Responsible for Monitoring: Counselors, Administrators, Teachers, Leadership Team

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 6: Increase student engagement in social emotional activities that reflect an increase in productive, positive behavioral choices as measured by the number of Longhorn Lotto tickets distributed, and a 5% decrease in off-task behaviors recorded in Minor Incident Reports and 5% decrease in Discipline Referrals.

Performance Objective 2: 90% of students report feeling safe at school and know how to ask for help as evidenced by the End of Year SE Wellness Screener.

Evaluation Data Sources: End of Year SE Wellness Screener

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize students for exhibiting character counts behaviors throughout the year with Longhorn Lotto tickets and end of the 6 weeks Students of the 6 Weeks.</p> <p>Strategy's Expected Result/Impact: Increase in the positive climate and culture among students on campus.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide weekly opportunities for students to engage in restorative circles and solution-focused conversations during Longhorn Time.</p> <p>Strategy's Expected Result/Impact: Increase in strategies for students to feel safe on campus. Provide an outlet for students to address conflict resolution practices.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Reading Junior High

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for Reading Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Leslie Bennett	ESL Teacher	1
Maria Moreno	ESL Aide	0.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carson Collins	Assistant Principal
Administrator	Sonya Sanzo	Principal
Administrator	Ismael Rangel	Assistant Principal
Non-classroom Professional	Julie Mullennix	Academic Facilitator
Non-classroom Professional	Alexis Marks	Academic Facilitator
Parent	Brian Moore	Parent
Classroom Teacher	Michael Abboud	Teacher
Classroom Teacher	Rachelle Ferguson	Teacher
District-level Professional	Kimberly Lybarger	District Representative
Classroom Teacher	Jesus Cuellar	Teacher
Business Representative	Angela Wierzbicki	Business Community Member
Community Representative	Gerrit Vonwenckstern	Community Representative

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Resources		\$1,000.00
1	1	7	Tutoring Funding		\$4,500.00
2	1	1			\$4,500.00
2	1	5	Supplemental Resources and Tutoring		\$1,484.00
Sub-Total					\$11,484.00
Budgeted Fund Source Amount					\$11,484.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Supplemental Resources for Reading and Math		\$964.00
4	3	2	K-12 Summit Licenses for EL Students		\$2,000.00
Sub-Total					\$2,964.00
Budgeted Fund Source Amount					\$2,964.00
+/- Difference					\$0.00
Grand Total					\$14,448.00

Addendums