

# Lamar Consolidated Independent School District

## Wright Junior High

### 2021-2022 Campus Improvement Plan



# Mission Statement

**The students, staff, and community members of Wright Junior High will collaborate to build a safe and inclusive culture of P.R.I.D.E. that inspires and empowers all learners to strive for growth and excellence in academic, social, and emotional endeavors. We are committed to engaging all students with collaborative, authentic, and data driven instruction to meet every child's academic and emotional needs.**

## Vision

**At Wright Junior High, we are dedicated to dynamic learning experiences that cultivate, inspire, and encourage students to be life-long learners that are positive, contributing members of society.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wright Junior High is the newest junior high school in Lamar Consolidated ISD. Our building was established in the summer of 2021. We are located in Richmond, Texas, which is nestled southwest of Highway 59. We are home to the Lion Pride.

Wright Junior High serves students in grades 6-8 and has a current student enrollment of 1260 students for the 2021-2022 school year. Wright Junior High is located on the Silver track and receives students from Arredondo, Beasley, Culver, Meyer, and Thomas Elementaries. With the establishment of Wright Junior High, we also received students from Poly Ryon, Navarro and Wessendorff Middle Schools, as well as, Reading, George and Lamar Junior High Schools. We will feed into the Thomas E. Randle High School.

Our campus demographics have an ethnic distribution of approximately 33% African American, 47% Hispanic, 13% White, and 7% Asian. This campus is also comprised of approximately 55% Economically Disadvantaged students.

Wright Junior High special populations include approximately 18.5% of students will receive special education services, approximately 20% of students are English Language Learners, and 5% are Gifted and Talented. The campus will also have approximately 3% of students from Residential Treatment Centers (RTC).

Our faculty is comprised of 72 classroom teachers with experience ranging from first year to 30+ years. We also have 11 instructional paraprofessionals, 4 facilitators/coaches and 4 administrators.

The campus instructional program is divided by departments and grade level teams in the areas of: 1) English Language Arts, 2) Mathematics, 3) Science, 4) History, 5) Physical Education/Health, 6) Visual and Performing Arts, and 7) Career and Technical Education.

### Demographics Strengths

- Teacher and student demographics are closely aligned.
- 100% of teachers and paraprofessional staff are highly qualified.
- 25% of Wright Junior High teachers have post-secondary masters degrees.
- Several LCISD graduates are staff members.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a current gap in learning for Special Education and English Language Learners in comparison to the general education student. **Root Cause:** The gap is due to a lack of differentiated instruction including small group focus, effective student discourse and high level questioning.

# Student Learning

## Student Learning Summary

The projected numbers reflected here are an average of the campus data of those campuses that Wright Junior High will be receiving including Arredondo, Beasley, Culver, Meyer and Thomas Elementaries for 6th Grade data, Navarro and Poly Ryon MS for 7th Grade data and George and Reading JH for 8th Grade data sources.

	6th Math	Approaches	Meets	Master
<b>Overall</b>	68.2		40.6	21.2
<b>SPED</b>	33.2		11.6	5
<b>ELL</b>	67.6		37.6	20.8

	7th Math	Approaches	Meets	Masters
<b>Overall</b>	78		48.5	25
<b>SPED</b>	43		14	3.5
<b>ELL</b>	67.5		32.5	11

	8th Math	Approaches	Meets	Masters
<b>Overall</b>	66		41.5	20
<b>SPED</b>	30		11	3.5
<b>ELL</b>	51.5		18	5

	6th ELAR	Approaches	Meets	Masters
<b>Overall</b>	69.2		38	18.8
<b>SPED</b>	35.2		10.8	3.2
<b>ELL</b>	65.8		31.2	13.4

	7th ELAR	Approaches	Meets	Masters
<b>Overall</b>	68		38	18
<b>SPED</b>	22.5		7	2

7th ELAR		Approaches	Meets	Masters
ELL	51		19.5	4.5
8th ELAR		Approaches	Meets	Masters
Overall	71.5		49.5	27
SPED	37		16	5.5
ELL	57		24.5	8

### Student Learning Strengths

Based on student data averages of the campuses Wright Junior High will receive from, the current strengths were inferred:

- 78% of 7th Grade students reached Approaches in Math
- 71.5% of 8th Grade students reached Approaches in ELAR
- 6th Grade Math and ELAR ELL's achieved close to 70% Approaches on each assessment

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There is a gap in learning for special education students in comparison to the general education population. SPED students show less Meets and Masters levels compared to overall student achievement. **Root Cause:** We believe that this is due to a lack of differentiated instruction including scaffolding strategies, coteach modeling, and monitoring of student success criteria.

**Problem Statement 2:** Approaches levels in learning for 6th and 8th Grade Math as well as 6th and 7th Grade ELAR, are below 70%. **Root Cause:** A lack of tier 1 instruction, including small group instruction, student discourse and high level question and thinking.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Wright JH is a community of highly educated professionals who continue their education in learning by attending regularly professional developments provided by the district or the local ESC to enhance their teaching skills. Teams meet weekly to plan lessons, disaggregate data, and determine best practices collaboratively under the facilitation of Administrators, Instrucional Coordinators, and Academic Facilitators. Educators who desire to grow in their careers in leadership positions are invited to particpate in campus based leadership internships and opportunities to grow their capacity. These educators are involved in site based decision making and providing professional delvelopment to their colleagues.

The administrative team conducts weekly classroom walk throughs (CWTs) and monthly instructional walks to ensure teachers are implementing strategies learned during professional learning community time as well as professional development opportunities. The team provides teachers with instructional and classroom management based feedback so they know what are grow and glow areas.

Professional Learning Communities (PLCs), both by grade level content teams and by departments, meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During a PLC session, first year and veteran teachers collaborate on instruction to ensure academic success. This time is used to review data, discuss strategies, model strategies, observe teachers, plan lessons, develop assessments, share best practices, and meet with instructional coaches. This time also provides peer support for teachers and build collegial teams and a collaborative mindset.

Mentor teachers are assigned to any brand new teachers and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus policies and procedures as they learn to navigate the campus. They meet regularly to provide additional information to teachers who are new to the profession.

At Wright JH, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques during instructional planning. Reading and Math teams will collaborate during vertical curriculum meetings including our high school teachers to ensure alignment and continuity of instruction for our 6th-8th graders.

### **School Processes & Programs Strengths**



Currently we have two Academic Facilitators (ELAR/History and Math/Science), Reading Interventionist, ESL Instructional Coach and MTSS/CTC Coordinator. Each of these staff members play an integral role in supporting teachers, staff, and students. These instructional coaches/facilitators:

- Guide PLCs,
- Develop best practices and strategies to share with teachers
- Develop and present professional development during PLCs or after school
- Model best practices and strategies for teachers
- Coach teachers
- Review student data
- Help develop assessments
- Research professional development opportunities and review instructional materials needed

Students will participate in Den Time at least four days a week to receive intervention or acceleration based on assessment data. We currently use MAP to gather baseline data on students prior to beginning intervention/acceleration.

Every six weeks grading period we conduct a Vertical Alignment Meeting with Randle High School to collaborate on data and scaffolded instruction based on aligned Essential Standards.

# Perceptions

## Perceptions Summary

As a new campus, staff will collectively and collaboratively develop our culture, climate, values and beliefs during our summer team building activities and events.

## Perceptions Strengths

The sky is the limit, we have the ability to create magic and greatness.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

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





# Goals

**Goal 1:** Wright Junior High will meet a target goal of 45% Approaches for ESL and Special Education while closing the gaps as evidence of the 2022 STAAR Reading and Math Assessments.

**Performance Objective 1:** Utilize student data tracking in PLCs to identify Special Education needs and targeted Tier 1 Instruction including small group instruction/conferencing, student discourse strategies, and higher level questioning.

**Evaluation Data Sources:** IEP Progress Report Data  
Eduphoria Assessment Data  
MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special education master list teachers will use PLC protocols weekly to track student progress in IEP goals and classroom progress towards mastery of objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of course objectives with a goal of 70% as measured by grades.</p> <p><b>Staff Responsible for Monitoring:</b> General Ed Teacher SPED teacher Master List teacher</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Special Education students will be provided with additional support from their Master List teachers in the small group setting during DEN time, which will focus on tracking student improvement, organization, progress monitoring assessment data, and homework assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of course objectives with a target goal of 70%.</p> <p><b>Staff Responsible for Monitoring:</b> General Ed Teacher SPED Teacher SPED Administrator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During weekly collaborative planning and PLCs, special education teachers will adjust lessons to reflect modifications and accommodations based on disaggregated data. These lesson plans will include effective Tier 1 instructional strategies including small group instruction/conferencing, student discourse, and higher level questioning. Special ed teachers will maximize growth by utilizing co-teach strategies and Lead4ward resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% decrease in failure rates</p> <p><b>Staff Responsible for Monitoring:</b> General Ed Teacher SPED Teacher Administrator</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ESL coach will attend ALP coaching trainings and will utilize ESL facilitation to track ESL student data, provide training and support to WJH teachers, and assist with the implementation of ESL student accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL approaches scores will increase by 7% on all 2022 STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coach LPAC Administrator</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> ELL intervention will focus on providing rigorous and relevant curriculum to students needing scaffolding and those that need language acquisition. The intervention will be facilitated through ELLA specific classes utilizing Summit K-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scores on summative and formative assessments, increase language acquisition skills</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coach Administration ESL Paraprofessionals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Wright Junior High will meet a target goal of 45% Approaches for ESL and Special Education while closing the gaps as evidence of the 2022 STAAR Reading and Math Assessments.

**Performance Objective 2:** Teachers will utilize student data for Special Education and ELLs, to create action plans designed to address student learning gaps and failures.

**Evaluation Data Sources:** Common Assessment Data  
 Progress Report Data  
 Report Card Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Education Master List teachers will meet 2 times per six weeks with the SPED Administrator to discuss and monitor SPED student progress and failures.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease 6 week failures and increase student mastery of TEKS</p> <p><b>Staff Responsible for Monitoring:</b> General Ed Teachers Special Ed Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The administrative team will participate in walkthrough calibration in October for the purpose of establishment of look-fors in the classroom and ensure consistency amongst the team with a focus on the campus priorities of small group instruction, student discourse, and higher level questioning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase consistency in instructional practices as evidence of walk through data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and instructional facilitators will provide walk through and learning walk data to department heads and teams during PLCs to assist in adjusting the 4 Questions of the PLC process and addressing student needs. Administrators will focus on the implementation of accommodations and modifications of IEPs and how it affects the PLC planning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plan adjustments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Facilitators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ESL Coach will meet with core content department teams each six weeks to review linguistic accommodations and provide resources and instructional strategies including Talk/Read/Talk/Write, QSSSA, Think-Pair-Share and Total Physical Response, and sentence stems to provide assistance to all EL learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased linguistic support to increase mastery of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coach Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Wright Junior High will meet a target goal of 45% Approaches for ESL and Special Education while closing the gaps as evidence of the 2022 STAAR Reading and Math Assessments.

**Performance Objective 3:** Teachers will provide dedicated intervention/accelerated instruction time for 120 minutes each week during Den Time to address ELAR and Math concepts. (Mondays and Tuesdays - 30 minutes each day for ELAR, Wednesday and Thursdays - 30 minutes each day for Math, Fridays - Character Counts)

**Evaluation Data Sources:** Common Assessments  
Six Weeks Grades

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional facilitators will plan 4 - 30 minute lessons (120 minutes per week) which utilizes student engagement strategies and collects formative assessment data on student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, facilitators, instructional coaches, principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Den Times will be re/organized based on MAP BOY, MOY, and EOY data to address HB4545 and gap areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase mastery of concepts by 7%.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 2:** By June 2022, Wright Junior High students will hit target goals of 70% Approaches, 45% Meets and 25% Masters as evidence of the 2022 STAAR assessments.

**Performance Objective 1:** All core content teams will meet weekly in the PLC process and utilize the 4 Questions model and make plans for the following weeks that address student data-based strengths and weaknesses.

**Evaluation Data Sources:** PLC meeting notes, PLC documentation, Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and facilitators will provide instructional support by providing professional development and coaching to all Math and Reading teams over the PLC process, specifically in backwards design, reteach/reassess, how to use data to drive instruction for at risk students; including students identified as LEP, relationship building, and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem solve to intervene for each student.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coach Administrators Academic Facilitators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher teams will meet once per week to discuss student data (summative and formative) and make plans for the following weeks that address student data-based strengths and weaknesses. Utilization of Lead4Ward resources and documents including field guides, TEKS scaffold, Distribution frequency, and Think Along Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase mastery by 7% as indicated on the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Facilitator Instructional Coordinator Administrator Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PLCs will utilize various data sources (MAP, STAAR, CSA, District assessments) to identify students needing Tier II and Tier III intervention. Ensure all teachers the necessary resources/materials, including math manipulatives for effective intervention for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement effective teaching strategies and provide opportunities of coaching feedback. The number of students failing one of more classes will decrease by class or 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Facilitators Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ELAR teachers will utilize critical writing in the classroom at least three times weekly and provide feedback to students for the writing process. Purchase reading/writing resources to enhance instruction including classroom libraries, book club sets, classroom magazines, and Notice and Notes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase writing fluency within the ELAR classroom.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR teachers Academic Facilitator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All core content teachers will conduct purposeful small-group differentiated instruction at least two times a week. Students needing additional small group support will be provided tutorials to provide targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased feedback in the classroom, increase of mastery of TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Academic Facilitators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All content teachers will utilize critical thinking strategies through deep practice daily. Teachers will plan effective higher level questions to assist in the critical thinking process through PLCs and lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student discourse</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Academic Facilitators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Using the backward design process, teachers will intentionally plan for student discourse and higher-level questions at least 3 times a week. This will be evident in lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student talk and higher level debates to solidify content mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Academic Facilitators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** By June 2022, Wright Junior High students will hit target goals of 70% Approaches, 45% Meets and 25% Masters as evidence of the 2022 STAAR assessments.

**Performance Objective 2:** Increase support for core content teachers with staffing of Academic Facilitators. This will provide teachers additional resources, feedback and data disaggregation to help in the planning and teaching process.





**Evaluation Data Sources:** Lesson Plans, Classroom walkthroughs, collaborative planning meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire additional staff to assist in minimizing the achievement gap amongst at-risk students. In addition, staff will provide quality PLC support, provided feedback to teachers on instruction, and provide accountability to enhance Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators will provide feedback and supervision to help drive quality instructional strategies and monitor student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> .50 FTE Salaries for Facilitators - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$64,395</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 2:** By June 2022, Wright Junior High students will hit target goals of 70% Approaches, 45% Meets and 25% Masters as evidence of the 2022 STAAR assessments.

**Performance Objective 3:** Provide opportunities for students and teachers to set goals, monitor progress and trace performance toward achieving a 5% increase in STAAR performance.

**Evaluation Data Sources:** Assessment Data  
STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will utilize Individual Student Success Plans including goals to track their performance on assessments of essential TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase performance mastery by 5% on common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize Eduphoria data and Data Walls to highlight individual teacher progress towards increasing student achievement by 5% after each common assesment, PMA/Interem assessment. Teachers will disaggregate data to guide a planning of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement Collaboration of lesson planning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Academic Facilitators</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 3:** By June 2022, Wright Junior High students will exhibit positive behavior as modeled, supported, and promoted by Wright Junior High teachers as evidence of the 2021-2022 End of Year WJH Discipline Data. WJH will decrease level 2 student discipline referrals by 5% from the previous six weeks discipline data.

**Performance Objective 1:** Design whole group structures to increase adult monitoring of student behaviors of unstructured times such as lunch, passing periods, and dismissal as well as structured classroom time.

**Evaluation Data Sources:** Discipline data  
Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive training on Tiered behavior infractions and using a solution-focused student conference form during August PD. WJH Counselors and Dr. Roberts will conduct the trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers utilize the tiered discipline form in class.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers District staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will initiate parent contact twice for minor discipline infractions before writing a referral for a student in Skyward; minor infraction form also includes restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented contact on tiered discipline form</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Include campus-wide positive supports and celebrations including student growth celebrations, student achievement celebrations, student shout outs via newsletter, and student of the month.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease negative student behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop and implement Teacher/Student Mentor program to promote positive student behavior. Teachers will meet with students periodically and develop strategies together to minimize negative behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Academic Facilitators Administrators Teachers Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a hallway/bathroom monitoring duty schedule where non-instructional staff are responsible for monitoring a high traffic area during every passing period.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% reduction in hallway discipline infractions including tardies</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Restructure morning and afternoon dismissal to increase adult visibility and safety and security of campus procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% reduction in discipline infractions, increased student flow and safety</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 4:** Wright Junior High will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional, and academic needs of all stakeholders. WJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 survey regarding relationship between home and school.

**Performance Objective 1:** Provide opportunities for parents to engage in school activities and personnel on how to support their students in the areas of socio/emotional and academic needs.





**Evaluation Data Sources:** Parent surveys  
Parent contact logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and counselors will provide weekly parent communication through school newsletter to communicate information and answer any questions that pertain to the well being of students academically and socially.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide adequate support that meets the needs of their child and all students to progress in their areas of socio/emotional and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators Counselors Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parent engagement events in the fall and spring semester including Neighborhood Townhalls, Dodgeball with Dads, Muffins with Moms, Pizza with Principals, and community walks to help improve students academic and socio/emotional well being.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and open communication</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators Department Heads</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Wright Junior High will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional, and academic needs of all stakeholders. WJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 survey regarding relationship between home and school.

**Performance Objective 2:** Support the emotional needs of teachers and work to foster a school climate that is inclusive and celebrates success.

**Evaluation Data Sources:** Various teacher/student surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct staff wellness challenges that address mental and mental health. <b>Strategy's Expected Result/Impact:</b> Increase optimal levels of performance and work/home balance. <b>Staff Responsible for Monitoring:</b> Administrators Counselors <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Engage in a variety of activities to increase staff morale including but not limited to: theme days, staff luncheons, and teacher appreciation events. <b>Strategy's Expected Result/Impact:</b> Increased positive attitudes and morale <b>Staff Responsible for Monitoring:</b> Adminsitrators Counselors <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide teachers with trainings and support tools that address the mental/emotional needs including Headspace and professional counseling services. <b>Strategy's Expected Result/Impact:</b> Increase in staff performances <b>Staff Responsible for Monitoring:</b> Administrators Counselors <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Wright Junior High will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional, and academic needs of all stakeholders. WJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 survey regarding relationship between home and school.

**Performance Objective 3:** Provide support for students socio/emotional needs in a safe, secure, inclusive, school environment.

**Evaluation Data Sources:** Student/Parent Surveys


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide counselor lunch bunches for high needs and RTC students.  <b>Strategy's Expected Result/Impact:</b> Support and understanding  <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize WJH Counselors, HGI Therapist and LCISD Family Support Specialists to provide support for at risk students including residential treatment center student and those suffering with mental or emotional health, through mentor programs and monitoring of student behavior.  <b>Strategy's Expected Result/Impact:</b> Provide support/minimize discipline  <b>Staff Responsible for Monitoring:</b> Counselors                      Adminstrators                      Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incorporate Character Counts through six weeks planning by departments to increase relevance and effectiveness and utilize Friday Den time for CC implementation.  <b>Strategy's Expected Result/Impact:</b> Increase positive behavior.  <b>Staff Responsible for Monitoring:</b> Counselors                      Teachers                      Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators will create strong relationships with residential treatments centers to provide additional support for students in the facility. Administrators will visit centers periodically to provide positive rewards and minimize negative behaviors at school.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>


**Strategy's Expected Result/Impact:** Decrease in RTC referrals by 10%

**Staff Responsible for Monitoring:** Administrators

**ESF Levers:** Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for Wright Junior High

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Wright Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Niesner	Academic Facilitator	0.5
Niya Roberts	Academic Facilitator	0.5

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sherryl Anthony	Assistant Principal
Administrator	Tiffany Hoelzel	Assistant Principal
Administrator	Shane Ameen	Assistant Principal
Classroom Teacher	Kelsey Johns	Math Teacher (Department Head)
Classroom Teacher	Deyanira Pedraza	ELAR Teacher (Department Head)
Classroom Teacher	Secundino Alameda	History Teacher (Department Head)
Classroom Teacher	Ashleigh Krevosky	Science Teacher (Department Head)
Classroom Teacher	April Lambert	PVA Teacher (Department Head)
Classroom Teacher	Lauren Pack	CTE Teacher (Department Head)
Classroom Teacher	Benjamin Williams	Special Ed Teacher (Department Head)
Non-classroom Professional	Ashley Niesner	ELAR/History Academic Facilitator
Non-classroom Professional	Niya Roberts	Math/Science Academic Facilitator
Non-classroom Professional	Karla Engelbrecht	Campus Testing/MTSS Coordinator
Non-classroom Professional	Courtney Barrera	ESL Facilitator
Parent	Heather Statser	Parent

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	.50 FTE Salaries for Facilitators		\$64,395.00
<b>Sub-Total</b>					\$64,395.00
<b>Budgeted Fund Source Amount</b>					\$64,395.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$64,395.00



# Addendums