Lamar Consolidated Independent School District

Reading Junior High

2022-2023 Campus Improvement Plan

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.

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Demographics

Demographics Summary

Reading Junior High School is a 7th and 8th grade campus in Lamar Consolidated Independent School District located in Richmond, TX. The total enrollment for our campus is 1077 with 486 7th graders and 588 8th graders. The demographic breakdown for our campus is

17% African American, 27% Hispanic, 40% White, 0.1% American Indian, 12% Asian, 0.1% Pacific Islander, and 4% Two or More Races. Reading has a population of 29% Economically Disadvantaged. Reading Junior High opened in 2010 and is celebrating 12 years of servicing students in LCISD.

Reading Junior High has once again been awarded an accountability rating of an "A" for the 2021-2022 school year from the Texas Education Agency.

The strong connections and collaborative efforts of our staff, parents and students create a tradition of high expectations and a student focused educational experience. Reading Junior has a strong and involved parent organization, our PTO, that consistently provides support for teachers

and students. Reading Junior High also has an additional parent volunteer organization, our Dads on Duty, who contribute hours of dedicated time to building positive relationships and model a culture of character.

Reading Junior has a long standing tradition of award winning achievements in all extracurricular programs including athletics, fine arts, CTE, and academic UIL competitions.

There are a variety of student programs and clubs in which our students participate including clubs, dance, National Junior Honor Society, Student Council and No Place for Hate.

Demographics Strengths

Reading Junior High's strengths in demographics are the diversity and ethnicity across the campus. The campus is represented and celebrates many diverse cultures from around the world.

Reading Junior High has a dedicated, daily multi-tiered instructional intervention system built into student schedules.

Reading Junior High has targeted professional development focusing on closing the gaps in achievement across all sub-populations.

Reading Junior High teachers and staff participate in weekly collaborative PLC's that focus on high quality instructional strategies and student needs.

Reading Junior High has an attendance rate of 98.7%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Emergent Bilingual student population is increasing with students speaking a variety of languages other than English. Many students are not achieving advanced high on on all four TELPAS components of listening, speaking, reading and writing and as a result are not exiting the program. **Root Cause:** Students are not evidencing high levels of comprehensible output in classrooms.

Student Learning

Student Learning Summary

TEA Rating- A

TEA Distinction- Post Secondary Readiness

STAAR 2022 Results

Campus Reading STAAR Results:

93% Approaches, 77% Meets,   58% Masters

Campus Math STAAR Results:

84% Approaches, 56% Meets, 24% Masters

Campus Science STAAR Results:

88% Approaches, 66% Meets, 41% Masters

Campus Social Studies STAAR Results:

87% Approaches, 60% Meets,   42% Masters

TELPAS Data

State Target- 36%

Reading JH TELPAS rate- 54%

Student progress is measured and tracked through various forms of assessments including MAP Data, District Benchmarks, and Campus Formative and Summative Assessments.

Student Learning Strengths

Our Student Learning Strengths included a growth in reading and writing as well as Algebra and problem solving across curriculum. An emphasis on campus is writing across all content and embedding cross-curricular activities in core content classes.

99% of our students scored Masters on 2022 Algebra STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students receiving special education services scored 41% approaches, 10% meets and 0% masters on the 2022 7th Grade Math STAAR and 66% approaches, 42% meets, and 18% masters on the 2022 7th Grade Reading STAAR. Average meets score for the campus for 7th graders was at least 10% higher than students in special education. **Root Cause:** Students receiving special education services need a more differentiated instructional support system of instructional strategies in the classroom.

Problem Statement 2: Students receiving special education services scored 59% approaches, 27% meets and 10% masters on the 2022 8th Grade Math STAAR and 74% approaches, 36% meets, and 22% masters on the 2022 8th Grade Reading STAAR. Average meets score for the campus for 8th graders was at least 10% higher than students in special education. **Root Cause:** Students receiving special education services need a more differentiated instructional support system of instructional strategies in the classroom.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction is the driving force for planning and implementation of a well rounded and rigorous instructional program at Reading Junior High. All core content classes have technology access daily to incorporate integration of Technology Application TEKS and standards as well as providing ongoing professional development for high quality and engaging technology integration.

Ongoing Professional Learning is a campus priority and embedded in the campus culture and expectation for continued student and teacher growth. Professional learning occurs in a variety of school processes including PLC's, Workshop Wednesdays, Staff Meetings and job embedded coaching opportunities.

MTSS is also a campus system of support that reflects targeted, small group instructional practices and individual student tracking for scaffolded intervention.

Leadership and Decision Making- Reading Junior High has a system of campus leadership development as teacher leaders participate in ongoing professional development and leadership activities to enhance skill levels and growth opportunities. Site Based Committee Members participate in monthly discussions involving campus based decisions and activities.

Reading Junior communicates a variety of information in a variety of multi-media channels from weekly newsletters to social media posts that reflect campus news and events and important information for all stakeholders. Two way communication is also stressed as an important component in cultivating a culture of engagement and involvement.

Reading Junior High provides a variety of support services to meet the needs of students, staff and stakeholders to address academic, social and emotional needs.

Reading Junior High provides many extracurricular opportunities for students including athletics, fine arts, CTE and student choice clubs.

Instructional / Curricular:

- ESL: Sheltered Instruction
- MTSS
- Sped
- 504
- Dyslexia

Personnel (Recruitment / Support / Retain):

- All Admin. Team Members attended multiple LCISD job fairs
- Sound structural support (Department Chairs, Team Leaders, Admin. Team)
- Utilize Campus Climate Survey to Address continuous improvement
- Collaborative efforts with Instructional Leadership Team to develop staff development plans
- Implementation of the Instructional Leadership Team

Organization:

- Admin. Team Leadership (Includes administrators & Instructional Coordinator)
- Department Chairs
- Team Leaders
- Instructional Leadership Team Members specific to content areas
- PLC's

- SBDM

Administrative:

- Holdsworth Campus
- Campus Follows the 4 C's (Commitment, Curriculum, Continuous Improvement, Communication)
- Lamar CISD Leadership Definition
- Promise to Parents
- Weekly Communication utilizing Smore

School Processes & Programs Strengths

Reading Junior High's processes and programs of strengths include:

- Weekly PLC collaboration tightly aligned to academic discourse reflecting on the 4 key questions of a PLC and student achievement.
- Targeted Professional Development based on student data and needs.
- Innovative instructional strategies and activities embedded in daily student experiences.
- Weekly communication with parents, staff and community highlighting campus events, student achievements and involvement opportunities.
- Student led organizations and activities to build leadership and character.
- Teacher led committees to build school-wide capacity and cultivating a culture of shared responsibilities and growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. **Root Cause:** Instructional strategies and intervention that targets individual student needs is not being implemented at the level and rate necessary to evidence significant student academic gains.

Perceptions

Perceptions Summary

According to the K-12 Campus Climate Survey for 2021-2022:

80% of parents gave ARJH an A or B Rating

78% of student gave ARJH an A or B Rating

85% of staff gave ARJH an A or B Rating

Perceptions Strengths

According to K-12 Campus Survey for 2021-2022

Parents:

I am kept informed about my student's grades.

Teachers set high learning standards for my student.

Staff:

Teachers give timely and helpful feedback on student work.

Curriculum, instruction and assessments are aligned to support student learning at this school.

Teachers praise students for doing good work at this school.

Students:

I have good friends at this school.

I am aware of safety procedures at this school, such as evacuate, hold, shelter, lockout or lockdown.

I respect teachers at this school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 50% of Reading Junior High Students reported feeling a disconnect between the lessons in the classroom and real world connections. **Root Cause:** Classroom experiences and lessons are not explicitly connected to real world experiences of young teens.

Priority Problem Statements

Problem Statement 1: Students receiving special education services scored 41% approaches, 10% meets and 0% masters on the 2022 7th Grade Math STAAR and 66% approaches, 42% meets, and 18% masters on the 2022 7th Grade Reading STAAR. Average meets score for the campus for 7th graders was at least 10% higher than students in special education.

Root Cause 1: Students receiving special education services need a more differentiated instructional support system of instructional strategies in the classroom.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- 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
- Observation Survey results
- 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 rates of progress between groups
- 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 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements 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
- T-TESS 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

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 3, 2022

Goal 1: Increase overall performance for all students on the 2023 STAAR by 5% or more in Approaches, Meets, and Masters in all subject areas.

Performance Objective 1: Increase overall performance for all students in Math to 95% Approaches, 75% Meets, and 50% Masters on 2023 STAAR and meet Closing the Gaps targets on STAAR for all sub-pops in math performance.

High Priority

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide consistent support through professional development on implementation of higher level thinking questions in daily classroom activities through the PLC process utilizing the Highly Effective Collaborative Teams rubric and resources.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies for Tier I instruction. **Staff Responsible for Monitoring:** Teachers, Department Chair, Academic Facilitators, Admin			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement targeted small group instructional strategies at least two times a week.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Mathematical knowledge and skill level of students will increase. **Staff Responsible for Monitoring:** Teachers, Department Chair, Academic Facilitator, Inclusion Support Staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Longhorn Time to increase the number of students engaged in Dreambox lessons.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease gaps in math performance **Staff Responsible for Monitoring:** Leadership Team- teachers, administrators			

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Provide math tutoring before school, after school and on Saturdays each 6 weeks during the school year to targeted students based on summative assessments.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Meet TEA targets for all sub-pops and increase student performance on summative assessments and show consistent growth on MAP assessments. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Academic Coach, Administrators **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,000, Technology Resources- Computers/Ipads - 282 - CARES/ESSER III - $20,000			

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Provide math teachers with monthly, ongoing professional development for comprehensible output instructional strategies.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in the number of students from all sub-populations who show mastery on formative and summative data **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **Targeted Support Strategy**			

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Site Based Decision Making Committee will review data monthly and recommend professional development for targeted intervention	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase teacher capacity for high yield instructional strategies in the classroom **Staff Responsible for Monitoring:** Administrators, SBDMC, Instructional Coach			

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: Provide 7th grade math teachers additional professional learning opportunities targeting small group intervention with students needing Tier 2 and Tier 3 support.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in academic performance on formative and summative assessments for students evidencing gaps in foundational math skills **Staff Responsible for Monitoring:** Teachers, Instructional Coach			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Increase overall performance for all students on the 2023 STAAR by 5% or more in Approaches, Meets, and Masters in all subject areas.

Performance Objective 2: Increase overall performance for all students in ELAR to 99% Approaches, 85% Meets, and 65% Masters on 2023 STAAR.

    Evaluation Data Sources: 2023 7th and 8th Grade ELAR STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate Patterns of Power into daily instruction to increase writing performance on formative and summative assessments.	**Formative**		
Strategy's Expected Result/Impact: Increase overall writing performance of all students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Department Chairs, Academic Facilitator, EB Coach			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies and higher order thinking questions for Tier I instruction.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Department Chairs, Academic Facilitators, Admin			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide targeted, instructional tutoring to students before school, after school, and on Saturdays	**Formative**		
Strategy's Expected Result/Impact: Increase student performance on reading and writing common formative and summative assessments and growth evidence on MAP mid-year and end of year assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Leadership Team, Academic Coach, Administrators, Teachers			
Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,646, IReady Online Resources - 282 - CARES/ESSER III - $7,500			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Increase overall performance for all students on the 2023 STAAR by 5% or more in Approaches, Meets, and Masters in all subject areas.

Performance Objective 3: Increase overall performance for all students in Science to 95% Approaches, 75% Meets, and 50% Masters on 2023 STAAR.

   **Evaluation Data Sources:** Formative and Summative Assessments, MAP Data, STAAR

Strategy 1 Details			Formative Reviews		
Strategy 1: Utilize Summit K-12 to accelerate achievement in science for all students.			**Formative**		
Strategy's Expected Result/Impact: Increase students' listening, speaking, reading, and writing of science concepts.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Department Chair, Academic Facilitator, EB Coach					
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Provide consistent support through professional development in comprehensible output on higher order thinking questions during the PLC process utilizing the Highly Effective Collaborative Teams rubric and resources.			**Formative**		
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies for Tier I instruction. **Staff Responsible for Monitoring:** Teachers, Department Chair, Academic Facilitator, Admin					
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue					

Goal 1: Increase overall performance for all students on the 2023 STAAR by 5% or more in Approaches, Meets, and Masters in all subject areas.

Performance Objective 4: Increase overall performance for all students in Social Studies to 95% Approaches, 75% Meets, and 50% Masters on 2023 STAAR.

    High Priority

    Evaluation Data Sources: Formative and Summative Assessments, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies and higher order thinking questions/activities for Tier I instruction. **Staff Responsible for Monitoring:** Teachers, Department Chair, Academic Facilitators, Admin			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement targeted and engaging small group instructional strategies at least two times a week.	**Formative**		
Strategy's Expected Result/Impact: Increase student engagement in social studies.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Department Chair, Academic Facilitator, Inclusion Support Staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate Dual Coded Questions in lessons twice a week during Do Now Practice using Instructional strategies for Comprehensible Output	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Higher numbers of students will show growth in correctly answering higher level questions on formative and summative assessments. **Staff Responsible for Monitoring:** Dept. Chairs, Instructional Coach, Administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Meet STAAR 2023 Targets for Growth in Math for all sub-populations.

Performance Objective 1: Decrease performance gaps for all sub-populations on summative assessments to 10% or less

    High Priority

    Evaluation Data Sources: Math Summative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students with targeted, small group intervention and feedback during instruction at least twice a week	**Formative**		
Strategy's Expected Result/Impact: Increase in student performance across all sub-populations on summative assessments	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Leadership Team, Academic Coach, Administrators			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Incorporate real world application activities in lessons at least twice a week	**Formative**		
Strategy's Expected Result/Impact: Increase in student engagement on higher level math problems	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Leadership Team, Administrators, Instructional Coach			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: Meet STAAR 2023 Targets for Growth in Math for all sub-populations.

Performance Objective 2: Increase the percentage of students scoring at the meets and masters level on summative assessments in 7th grade to 60% in meets and 30% in masters by April of 2023.

    High Priority

    Evaluation Data Sources: 6 Weeks Summative Assessment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Vertical Alignment PLC's each 6 Weeks between 6th and 7th grade levels and 7th and 8th grade levels	**Formative**		
Strategy's Expected Result/Impact: Increased capacity among staff for integration of targeted instructional strategies	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coach, Leadership Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for teachers on small group instruction with comprehensible output strategies	**Formative**		
Strategy's Expected Result/Impact: Increase in student performance on math formative and summative assessments	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators and Instructional Coach			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Increase performance on the 2023 STAAR for all SPED Students in all subjects to 50% Meets.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted student groups for tutoring and enrichment in the master schedule.	**Formative**		
Strategy's Expected Result/Impact: Increase SPED student performance on weekly data checks.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Master List Teachers, Academic Facilitators, Testing Coordinator, Administrators			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a Multi Tiered System of Support Committee to disaggregate data, monitor groups, and track SPED student performance and progress.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student performance.			
Staff Responsible for Monitoring: Department Chairs, Testing Coordinator, Counselors, Academic Facilitators, Administrators			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Increase performance on the 2023 STAAR for all SPED Students in all subjects to 50% Meets.

Performance Objective 2: After each common assessment, teachers and students will disaggregate data and create individual action plans based on the data.

    Evaluation Data Sources: Lesson Plans, Data PLC Agendas, PLC Agendas, MAP Data, CFA's, Unit Assessments, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize the Assessment Protocol to analyze data after each summative assessment.	**Formative**		
Strategy's Expected Result/Impact: Increase student performance of SPED students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Master List Teachers, Academic Facilitators, Testing Coordinator, Administrators **Funding Sources:** Tutoring, Scaffolding Materials and Data Wall Materials - 282 - CARES/ESSER III - $2,500			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Students will analyze their individual assessment data, track progress, and set personal learning goals and action plans based on the data.	**Formative**		
Strategy's Expected Result/Impact: Increase student performance and self advocacy.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Academic Facilitators, MTSS Committee, Administrators			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: Increase performance on the 2023 STAAR for all EB Students in all subjects to 50% Meets.

Performance Objective 1: Targeted Longhorn time will provide students with small group instruction, scaffolded intervention and enrichment opportunities based on weekly data.

    Evaluation Data Sources: Intervention Plans, Data Checkpoints

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Summit K-12 resources for intervention and extension activities.	**Formative**		
Strategy's Expected Result/Impact: Increase in TELPAS and STAAR performance for EB students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, EB Coach, Admin, Academic Facilitators, MTSS Committee			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Seven Steps to a Language Rich Classroom to increase student comprehensible output.	**Formative**		
Strategy's Expected Result/Impact: Students will increase performance in speaking, listening, reading, and writing.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, MTSS Committee, EB Coach, Academic Facilitators, Admin			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide targeted and high yield instructional strategy professional development sessions to all staff during Workshop Wednesdays.	**Formative**		
Strategy's Expected Result/Impact: Build capacity among all staff members to implement high yield instructional strategies that target EB learners in every class.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Accelerated Language Facilitators, Administrators, Teachers, Academic Coaches, EB Instructional Specialist			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Increase performance on the 2023 STAAR for all EB Students in all subjects to 50% Meets.

Performance Objective 2: Create a cohort of content teachers for targeted EB students for implementation of instructional interventions and coaching cycle with EB coach.

    Evaluation Data Sources: Student data checkpoints, lesson plans that evidence EB strategies, observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development for cohort to implement best practices for success of EB students.	**Formative**		
Strategy's Expected Result/Impact: Increase academic performance of EB students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Academic Facilitators, Cohort Members, EB Coach, Admin **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $2,370			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development, modeling of instructional strategies from the EB coach and resources for implementation of the coaching cycle.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase capacity for coaching cohort members. Increase of instructional strategies implemented in the classroom. **Staff Responsible for Monitoring:** EB Coach, Academic Facilitators, Admin, Testing Coordinator **Funding Sources:** EB Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $83,630			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Increase positive school climate and culture among all stakeholders as evidenced by a 5% decrease in discipline referrals.

Performance Objective 1: Utilize PBIS resources and structure to increase school climate and culture, as well as decrease discipline referrals.

Evaluation Data Sources: Discipline referrals, Minor Incident Reports, Positive Behavior System Evaluation Data, Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement campus behavior matrix, discipline flow chart and protocols.	**Formative**		
Strategy's Expected Result/Impact: Decrease in discipline incidents and referrals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Admin, Counselors			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement positive behavior incentives and reward system.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive relationships and interactions among students and staff.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Admin			
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct a Parent Workshop each semester focusing on adolescent development, stress reduction, career paths and building positive relationships.	**Formative**		
Strategy's Expected Result/Impact: Increase in student self-confidence, parent involvement and positive peer relationships.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Leadership Team, Administrators			
Strategy 4 Details	Formative Reviews		
Strategy 4: Explicitly Teach the Behavior Matrix during the first three weeks of school in class and during Longhorn Time.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive behaviors and decrease in maladaptive behaviors.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Leadership Team			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Increase positive school climate and culture among all stakeholders as evidenced by a 5% decrease in discipline referrals.

Performance Objective 2: Utilize Character Counts and No Place For Hate resources and strategies to increase social emotional learning for all students.

    Evaluation Data Sources: SEL Screeners, Discipline referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Character Counts lessons during Longhorn time.	**Formative**		
Strategy's Expected Result/Impact: Positive relationships among students and staff will increase.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselors, Admin, Teachers			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement Longhorn Lotto and PBIS Bucks to reinforce positive behaviors.	**Formative**		
Strategy's Expected Result/Impact: Decrease student discipline referrals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Admin			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Reading Junior High

Total SCE Funds: $8,646.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

After school and Before School Tutoring, Saturday School Tutoring, Supplemental math and reading instructional resources

Personnel for Reading Junior High

Name	Position	FTE
Leslie Bennett	ESL Teacher	1

Campus Funding Summary

			199 PIC 24 State Compensatory Ed (SCE) Accelerated		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$4,000.00
1	2	3			$4,646.00
4	2	2	EB Coach		$83,630.00
				Sub-Total	$92,276.00
				Budgeted Fund Source Amount	$92,276.00
				+/- Difference	$0.00
			199 PIC 25 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1			$2,370.00
				Sub-Total	$2,370.00
				Budgeted Fund Source Amount	$2,370.00
				+/- Difference	$0.00
			282 - CARES/ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Technology Resources- Computers/Ipads		$20,000.00
1	2	3	IReady Online Resources		$7,500.00
3	2	1	Tutoring, Scaffolding Materials and Data Wall Materials		$2,500.00
				Sub-Total	$30,000.00
				Budgeted Fund Source Amount	$30,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$124,646.00
				Grand Total Spent	$124,646.00
				+/- Difference	$0.00