

**Lamar Consolidated Independent School District**  
**Reading Junior High**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The mission of Reading Junior High School is to provide a high quality and innovative 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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# Comprehensive Needs Assessment

Revised/Approved: October 20, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Based on our historical data, our priority will be small group instruction campus-wide and a focus on 7th grade math overall and with our students receiving special education services.

# 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 1015 with 507 7th graders, and 504 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 13 years of servicing students in LCISD.

Reading Junior High was awarded an accountability rating of an "A" for the 2021-2022 school year from the Texas Education Agency and awaiting performance ratings for 2022-2023 school year.

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. Reading Junior High has achieved district champion status for academic UIL competitions for both 7th and 8th grades winning 1st place in district competition.

There are a variety of student programs and clubs in which our students participate including 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 (Prioritized):** 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

### Student Achievement:

#### TEA A Rated Campus 2021-2022

#### TEA Pending Rating 2022-2023

#### STAAR Data 2022-2023

Algebra: 100% Approaches, 100% Meets, 97% Masters

8th STAAR ELAR: 95% Approaches, 80% Meets and 50% Masters

8th STAAR Math: 91% Approaches, 74% Meets, 41% Masters

8th STAAR Science: 91% Approaches, 73% Meets, 38% Masters

8th STAAR Social Studies: 83% Approaches, 61% Meets, 40% Masters

7th STAAR ELAR: 92% Approaches, 78% Meets, 50% Masters

7th STAAR Math: 69% Approaches, 34% Meets, 3% Masters

#### MAP DATA

2022-2023

Fall 2022 to Spring 2023

7th Grade MATH MAP Data

	Fall 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 7							Spring 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 7						
	Total Students	RIT Score	Percentile	STAAR Projected Proficiency				Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters				Did Not Meet	Approaches	Meets	Masters
<b>Reading Junior High</b>	<b>470</b>	<b>226.21</b>	<b>63.33</b>	<b>12.55%</b>	<b>30.43%</b>	<b>35.32%</b>	<b>21.70%</b>	<b>387</b>	<b>236.83</b>	<b>66.47</b>	<b>10.85%</b>	<b>29.46%</b>	<b>27.39%</b>	<b>32.30%</b>
Economic Disadvantage	142	220.12	52.55	23.24%	35.92%	25.35%	15.49%	114	229.59	55.02	22.81%	34.21%	21.93%	21.05%
American Indian/Alaskan Native	2	214	38.5	0%	100%	0%	0%	1	239	75	0%	0%	100%	0%
Asian	66	231.74	72.55	6.06%	25.76%	31.82%	36.36%	58	243.29	76.14	1.72%	24.14%	29.31%	44.83%
Black/African American	73	220.19	51.95	23.29%	39.73%	23.29%	13.70%	60	230.98	57.02	18.33%	41.67%	23.33%	16.67%

Hispanic	122	220.52	53.37	22.13%	34.43%	32.79%	10.66%	100	230.22	56.13	22%	31%	24%	23%
Native Hawaiian/Pacific Islander	3	204	30.33	66.67%	0%	33.33%	0%	1	255	94	0%	0%	0%	100%
Two or More Races	14	231	71.43	0%	28.57%	35.71%	35.71%	12	240.33	71.67	0%	33.33%	25%	41.67%
White	190	230.37	71.07	4.74%	25.79%	43.16%	26.32%	155	240.54	72.55	5.16%	25.81%	30.32%	38.71%
Currently Emergent Bilingual	52	217.21	46.75	30.77%	38.46%	19.23%	11.54%	41	230.24	56.44	12.20%	46.34%	21.95%	19.51%
Special Ed Indicator	49	205.22	26.14	61.22%	28.57%	8.16%	2.04%	38	217.03	33.08	50%	39.47%	10.53%	0%

### 7th Reading MAP Data

	Fall 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 7							Spring 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 7						
	Total Students	RIT Score	Percentile	STAAR Projected Proficiency				Total Student	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters				Did Not Meet	Approaches	Meets	Masters
<b>Reading Junior High</b>	<b>467</b>	<b>220.27</b>	<b>64.1</b>	<b>8.78%</b>	<b>24.41%</b>	<b>35.33%</b>	<b>31.48%</b>	<b>440</b>	<b>224.47</b>	<b>62.79</b>	<b>11.36%</b>	<b>22.95%</b>	<b>29.77%</b>	<b>35.91%</b>
Economic Disadvantage	139	215.37	55.04	15.11%	31.65%	36.69%	16.55%	125	218.54	51.29	24.80%	27.20%	25.60%	22.40%
American Indian/Alaskan Native	2	205.5	33	50%	50%	0%	0%	2	218	49	0%	100%	0%	0%
Asian	65	222.85	70.26	7.69%	16.92%	32.31%	43.08%	63	226.59	68.21	9.52%	15.87%	23.81%	50.79%
Black/African American	74	217.72	59.08	8.11%	33.78%	35.14%	22.97%	65	221.02	55.91	18.46%	24.62%	29.23%	27.69%
Hispanic	121	215.57	55.29	14.05%	33.06%	37.19%	15.70%	113	219.15	52.04	23.01%	27.43%	31.86%	17.70%
Native Hawaiian/Pacific Islander	3	204.67	35.33	66.67%	0%	0%	33.33%	2	218	49.5	50%	0%	0%	50%
Two or More Races	13	224.92	72.62	0%	23.08%	23.08%	53.85%	15	229.33	71.4	0%	33.33%	20%	46.67%
White	189	223.48	69.79	5.29%	17.99%	37.04%	39.68%	180	228.06	69.72	2.78%	20.56%	32.22%	44.44%
Currently Emergent Bilingual	49	208.06	43.78	26.53%	38.78%	30.61%	4.08%	44	211.89	40.84	38.64%	25%	27.27%	9.09%
First Year of Monitoring	13	226.85	78.15	0%	0%	53.85%	46.15%	15	230.6	75.67	0%	6.67%	40%	53.33%
Special Ed Indicator	47	203.11	32.04	36.17%	51.06%	12.77%	0%	39	206.05	29.13	51.28%	35.90%	7.69%	5.13%

### 8th Math MAP Data

	Fall 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 8							Spring 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 8						
	Total Students	RIT Score	Percentile	STAAR Projected Proficiency				Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters				Did Not Meet	Approaches	Meets	Masters
<b>Reading Junior High</b>	<b>406</b>	<b>226.69</b>	<b>55.02</b>	<b>10.10%</b>	<b>41.13%</b>	<b>38.92%</b>	<b>9.85%</b>	<b>523</b>	<b>242.82</b>	<b>68.11</b>	<b>6.88%</b>	<b>25.81%</b>	<b>29.83%</b>	<b>37.48%</b>
Economic Disadvantage	123	221.39	45.79	18.70%	49.59%	26.83%	4.88%	128	233.63	54.84	13.28%	45.31%	21.09%	20.31%
American Indian/Alaskan Native	1	205	16	100%	0%	0%	0%	2	213	21.5	50%	50%	0%	0%
Asian	31	234.19	67.48	6.45%	25.81%	35.48%	32.26%	55	251.82	80.36	3.64%	5.45%	30.91%	60%
Black/African American	89	221.33	45.96	21.35%	42.70%	32.58%	3.37%	99	231.64	51.8	16.16%	43.43%	25.25%	15.15%
Hispanic	131	224.95	51.91	9.92%	46.56%	37.40%	6.11%	136	239.26	63.12	7.35%	33.82%	33.09%	25.74%
Two or More Races	21	231.14	62.95	4.76%	23.81%	57.14%	14.29%	25	243.76	71.04	4%	16%	40%	40%
White	133	229.71	60.3	3.76%	41.35%	42.86%	12.03%	206	248.32	76.07	2.91%	18.45%	28.64%	50%
Currently Emergent Bilingual	35	220.26	44.74	25.71%	40%	31.43%	2.86%	35	232.6	55.09	17.14%	37.14%	22.86%	22.86%
Special Ed Indicator	47	211.21	27.85	44.68%	48.94%	4.26%	2.13%	46	219.87	32.35	41.30%	47.83%	6.52%	4.35%

### 8th Reading MAP Data

## **Student Learning Strengths**

Reading Junior High had many academic strengths in the 2022-2023 school year. As a campus, we are continually working to grow our students in all academic areas.

Reading Junior High utilizes multiple forms of data to measure student success and academic growth. Through the use of our Student Growth and Reflection Tracker, students are able to visualize and celebrate their successes. Teachers disaggregate their data and create lessons based on the needs of each individual.

During PLCs we utilize instructional planning and data time to collaborate and differentiate to meet student needs, refine professional learning and create opportunities to plan for Tier 1 and 2 instruction as well as plan to address student needs through small-group instruction.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students are not showing evidence of mastery on essential standards on summative assessments. **Root Cause:** Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.



# 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, ILT)
- 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 2021-2023
- 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 staff and campus makes a genuine effort to provide equity to all students and strive to meet their needs.

- Common Planning periods for PLCs
- Writing across the Curriculum
- Cross curricular teaching
- Job-embedded learning opportunities for teachers

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** 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.

**Problem Statement 2 (Prioritized):** Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. **Root Cause:** Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.

# Perceptions

## Perceptions Summary

According to the K-12 Campus Climate Survey for 2022-2023:

85% of parents gave ARJH an A or B Rating

85% of student gave ARJH an A or B Rating

90% of staff gave ARJH an A or B Rating

## Perceptions Strengths

Reading Junior High School teachers and staff have a common understanding of the district's and campus' mission, vision and goals. Teachers and staff routinely meet to discuss instructional practices and campus needs/goals.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** % 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 and relevant to real world experiences of young teens.

# Priority Problem Statements

**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 1:** Students are not evidencing high levels of comprehensible output in classrooms.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students are not showing evidence of mastery on essential standards on summative assessments.

**Root Cause 2:** Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 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 3:** 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.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas.

**Root Cause 4:** Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** % Reading Junior High Students reported feeling a disconnect between the lessons in the classroom and real world connections.

**Root Cause 5:** Classroom experiences and lessons are not explicitly connected and relevant to real world experiences of young teens.

**Problem Statement 5 Areas:** Perceptions

# 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 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

**Goal 1:** ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2024 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2023 results.

**Performance Objective 1:** Increase overall performance for all students in Math to 95% Approaches, 75% Meets, and 65% Masters on 2024 STAAR and meet Closing the Gaps targets on STAAR for all sub-pops in math performance.











**High Priority**

**Evaluation Data Sources:** 2024 Math STAAR, Formative and Summative Assessments, MAP Data, District Benchmarks

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide consistent support through professional development on implementation of higher level thinking questions in daily classroom activities through the PLC process and Workshop Wednesday.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity for implementing highly effective strategies for Tier I instruction, as evidenced through lesson plans and student discourse.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, Admin, ILT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement targeted small group instructional strategies at least two times a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Mathematical knowledge and skill level of students will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, Inclusion Support Staff, ILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Longhorn Time to increase the number of students engaged in intervention and enrichment activities including HB1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease gaps in math performance</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team- teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide math tutoring before school, after school and on Saturdays each 6 weeks during the school year to targeted students based on summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet TEA targets for all sub-pops and increase student performance on summative assessments and show consistent growth on MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Teachers, Instructional Coach, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplemental Resources and Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Students are not showing evidence of mastery on essential standards on summative assessments. **Root Cause:** Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.





**School Processes & Programs**


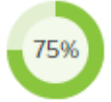






**Problem Statement 1:** Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. **Root Cause:** Instructional strategies and intervention that targets individual student needs is not being implemented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

**Goal 1:** ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2024 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2023 results.

**Performance Objective 2:** Increase overall performance for all students in ELAR to 95% Approaches, 75% Meets, and 65% Masters on 2024 STAAR.

**Evaluation Data Sources:** 2024 7th and 8th Grade ELAR STAAR, Formative and Summative Assessments, MAP Data, District Benchmarks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will incorporate Patterns of Power, Bulb, Writeable, Reader/Writer's Notebook, into instruction to increase writing performance on formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall writing performance of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chairs, Instructional Coach, EB Coach, ILT, District Content Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide consistent support through professional development for targeted small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chairs, Instructional Coach, EB Coach, ILT, District Content Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted, instructional tutoring to students before school, after school, and on Saturdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student reading and writing performance on common formative, summative and STAAR Reading assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Instructional Coach, EB Coach, ILT, Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring Services - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,212</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Incorporate ELAR interactive enrichment and supplemental instruction with the use of technology based enrichment activities. (ie: Reading Plus/Dreambox)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate mastery and growth during the 23-24 school year and on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, CTC, Librarian, Instructional Coach, EB Coach, ILT, Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Dreambox Reading Plus - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not showing evidence of mastery on essential standards on summative assessments. <b>Root Cause:</b> Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.</p>





## School Processes & Programs







**Problem Statement 2:** Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. **Root Cause:** Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.

**Goal 1:** ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2024 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2023 results.

**Performance Objective 3:** Increase overall performance for all students in Science to 95% Approaches, 75% Meets, and 65% Masters on 2024 STAAR and all summative assessments.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide professional development to incorporate Summit K-12 to accelerate achievement in science academic vocabulary for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' listening, speaking, reading, and writing of science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies for Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide consistent support through professional development for targeted small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies and targeted TEK based lessons for Tier I and Tier 2 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
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**Performance Objective 3 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Students are not evidencing high levels of comprehensible output in classrooms.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students are not showing evidence of mastery on essential standards on summative assessments. <b>Root Cause:</b> Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 2:</b> Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. <b>Root Cause:</b> Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.</p>

**Goal 1:** ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2024 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2023 results.







**Performance Objective 4:** Increase overall performance for all students in Social Studies to 95% Approaches, 75% Meets, and 65% Masters on 2024 STAAR.

**High Priority**

**Evaluation Data Sources:** Formative and Summative Assessments, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Professional Development and implement targeted and engaging small group instructional strategies at least two times a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement in social studies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin, Inclusion Support Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

















Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Incorporate Dual Coded Questions in lessons twice a week during Do Now Practice (Think Along Plan) using Instructional strategies for Comprehensible Output.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher numbers of students will show growth in correctly answering higher level questions on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Dept. Chair, Instructional Coach, Administrators, EB Coach, District Content Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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:** ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2024 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2023 results.

**Performance Objective 5:** Build capacity in teacher lesson planning and improving Tier I instruction through the PLC process.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide all teachers with monthly, ongoing professional learning for comprehensible output instructional strategies to increase volume and rigor of student products.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students from all sub-populations who show mastery on formative and summative data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators, EB Coach, ILT, District Content Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Site Based Decision Making Committee will review data monthly and recommend professional development for targeted intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity for high yield instructional strategies in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SBDMC, Instructional Coach, ILT, EB Coach, CTC</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All core content teams will participate in extended vertical planning PLCs once per semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans reflect high quality Tier I instruction and best practices based off data trends and student misconceptions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team, Administration</p>	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional development opportunities on blended learning studio structure and effective high yield instructional strategies during Workshop Wednesday and Monthly Staff Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans and classroom observations reflect high quality Tier I instruction and best practices and Increase teacher capacity for high yield instructional strategies in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide Professional Development and Implement the Seven Steps to a Language Rich Classroom to increase student comprehensible output and increase meets and masters.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase performance in speaking, listening, reading, and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MTSS Committee, EB Coach, Instructional Coach, Admin, ILT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	Nov	Feb	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>			

**Performance Objective 5 Problem Statements:**

### Demographics

**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

**Problem Statement 1:** Students are not showing evidence of mastery on essential standards on summative assessments. **Root Cause:** Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.









### School Processes & Programs

**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.

**Goal 1:** ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2024 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2023 results.

**Performance Objective 6:** Provide opportunities to decrease the overall failure rate in all subjects each six week for all students.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide before school, after school, and Saturday tutorials monitoring participation, effectiveness and provide an incentive and recovery plan.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in the overall number of student failures each six weeks</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators, MTSS Committee, EB Coach, ILT, Counselors, Sped Dept. Chair</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,500</p>	Formative		
	Nov	Feb	June
	 50%	 50%	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide supplemental instructional resources during Tier II &amp; Tier III intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in the overall number of student failures each six weeks</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators, MTSS Committee, EB Coach, ILT, Counselors, Sped Dept. Chair</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500</p>	Formative		
	Nov	Feb	June
	 65%	 75%	
<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>			

**Performance Objective 6 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Students are not showing evidence of mastery on essential standards on summative assessments. <b>Root Cause:</b> Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.
<b>Problem Statement 2:</b> Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. <b>Root Cause:</b> Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.





**Goal 2:** ARJH students will meet STAAR 2024 Targets for Growth in Math & Reading 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 & Reading Summative Assessments, MAP Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide students with targeted, small group intervention and feedback during instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance across all sub-populations on summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Teachers, Instructional Coach, Administrators, MTSS Committee, EB Coach, ILT, Counselors, Sped Dept. Chair</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate real world application activities in lessons to create meaningful and relevant connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement on higher level math problems and engaging/relevant text pieces.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team, Administrators, Instructional Coach, EB Coach, ILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers disaggregate and track data progress on student sub-groups after each summative assessment to inform targeted instructional strategies for individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease performance gaps for all sub-groups.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team, Administrators, Instructional Coach, EB Coach, ILT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students are not showing evidence of mastery on essential standards on summative assessments. <b>Root Cause:</b> Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. <b>Root Cause:</b> Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.</p>
Perceptions
<p><b>Problem Statement 1:</b> % Reading Junior High Students reported feeling a disconnect between the lessons in the classroom and real world connections. <b>Root Cause:</b> Classroom experiences and lessons are not explicitly connected and relevant to real world experiences of young teens.</p>







**Goal 2:** ARJH students will meet STAAR 2024 Targets for Growth in Math & Reading 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 math to 60% in meets and 30% in masters by April of 2024.

**Evaluation Data Sources:** 6 Weeks Summative Assessment Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct Vertical Alignment PLC's each 6 Weeks between 7th and 8th grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity among staff for integration of targeted instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development for teachers on best practices, routines and procedures for small group instruction with comprehensible output strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on math formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, EB Coach, ILT and Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 2</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Dreambox Reading Plus in small group instruction and during Longhorn Time</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading fluency and comprehension skill level</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Dept. Chairs, Instructional Coach, EB Coach and Admin, Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Students are not evidencing high levels of comprehensible output in classrooms.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students are not showing evidence of mastery on essential standards on summative assessments. <b>Root Cause:</b> Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. <b>Root Cause:</b> Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.</p>

**Goal 3:** ARJH students will increase performance on all subject Summative Assessments & the 2024 Math & Reading 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, Summative Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Professional Development for best practices in Tier I instruction focusing on differentiation of student work products and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> To provide quality Tier I instruction to students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, SPED Dept., EB Coach, Instructional Coach, Admin, ILT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Targeted student groups for tutoring and enrichment in the master schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SPED student performance on weekly data checks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Master List Teachers, Instructional Coach, Testing Coordinator, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> A Multi Tiered System of Support Committee will meet before the end of the grading period (2x Six Weeks) to disaggregate data, monitor groups, and track SPED student performance and progress</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SPED student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Testing Coordinator, Counselors, Instructional Coach, MTSS Committee, Leadership Team, Administrators, Sped Dept.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not showing evidence of mastery on essential standards on summative assessments. <b>Root Cause:</b> Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. <b>Root Cause:</b> Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.</p>

**Goal 3:** ARJH students will increase performance on all subject Summative Assessments & the 2024 Math & Reading 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		
<p><b>Strategy 1:</b> Teachers will utilize the Assessment Protocols to analyze data after each summative assessment to inform effectiveness of instructional accommodations and provide additional individualized instructional support based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance of SPED students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Master List Teachers, Academic Facilitators, Testing Coordinator, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will analyze their individual assessment data, track progress, and set personal learning goals and action plans based on the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and self advocacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, MTSS Committee, Administrators, Master List Teachers, Sped Dept.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

### School Processes & Programs

**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.

**Problem Statement 2:** Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas. **Root Cause:** Teachers need to consistently use formative assessment data to create individualized instruction during PLCs with fidelity.

### Perceptions





**Problem Statement 1:** % 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 and relevant to real world experiences of young teens.

**Goal 4:** ARJH students will increase performance on all subject Summative Assessments & the 2024 Math & Reading 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		
<p><b>Strategy 1:</b> Utilize Summit K-12 resources for intervention and extension activities.  <b>Strategy's Expected Result/Impact:</b> Growth on TELPAS by one year and increase performance on STAAR.  <b>Staff Responsible for Monitoring:</b> Teachers, EB Coach, Admin, Instructional Coach, MTSS Committee</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1  <b>Funding Sources:</b> - 199 PIC 25 State Bilingual/ESL - \$1,470</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement the Seven Steps to a Language Rich Classroom to increase student comprehensible output.  <b>Strategy's Expected Result/Impact:</b> Students will increase performance in speaking, listening, reading, and writing.  <b>Staff Responsible for Monitoring:</b> Teachers, MTSS Committee, EB Coach, Instructional Coach, Admin, Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted and high yield instructional strategy professional development sessions to all staff during Workshop Wednesdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity among all staff members to implement high yield instructional strategies that target EB learners in every class.</p> <p><b>Staff Responsible for Monitoring:</b> Accelerated Language Facilitators, Instructional Coach, Teachers, Academic Coaches, EB Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	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>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Students are not evidencing high levels of comprehensible output in classrooms.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs. <b>Root Cause:</b> 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.</p>



**Goal 4:** ARJH students will increase performance on all subject Summative Assessments & the 2024 Math & Reading 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		
<p><b>Strategy 1:</b> Provide professional development for the EB cohort to implement best practices for success of EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance of EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Cohort Members, EB Coach, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 199 PIC 25 State Bilingual/ESL - \$1,470</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development, modeling of instructional strategies from the EB coach and resources for implementation of the coaching cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase capacity for coaching cohort members. Increase of instructional strategies implemented in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach, Instructional Coach, Admin, Testing Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> EB Specialist - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$86,272.45</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**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.

**School Processes & Programs**





**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.

**Goal 5:** Increase student leadership capacity, positive behaviors and a productive climate and culture based on the campus behavior matrix and a 5% decrease in discipline referrals each six weeks.

**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		
<p><b>Strategy 1:</b> Implement campus behavior matrix, discipline flow chart and protocols and track discipline incidents each 6 weeks.  <b>Strategy's Expected Result/Impact:</b> Decrease in discipline incidents and referrals.  <b>Staff Responsible for Monitoring:</b> Teachers, Admin, Counselors, PBIS Committee</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement positive behavior incentives and reward system.  <b>Strategy's Expected Result/Impact:</b> Increase in positive relationships and interactions among students and staff.  <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Admin, PBIS Committee</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct a Parent Workshop each semester focusing on adolescent development, stress reduction, career paths and building positive relationships.  <b>Strategy's Expected Result/Impact:</b> Increase in student self-confidence, parent involvement and positive peer relationships.  <b>Staff Responsible for Monitoring:</b> Leadership Team, Administrators, PBIS Committee, Counselors</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Explicitly Teach the Behavior Matrix during the first six weeks of school in class and during Longhorn Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behaviors and decrease in maladaptive behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Leadership Team, Teachers, Counselors, PBIS Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide students information on expected behavior, leadership characteristics, and campus environment during the Longhorn Leadership Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behaviors and decrease in maladaptive behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Admin, PBIS Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> % Reading Junior High Students reported feeling a disconnect between the lessons in the classroom and real world connections. <b>Root Cause:</b> Classroom experiences and lessons are not explicitly connected and relevant to real world experiences of young teens.</p>

**Goal 5:** Increase student leadership capacity, positive behaviors and a productive climate and culture based on the campus behavior matrix and a 5% decrease in discipline referrals each six weeks.

**Performance Objective 2:** Utilize Character Counts, Counseling and No Place For Hate resources and strategies to increase social emotional learning for all students to create an inclusive school environment.

**Evaluation Data Sources:** SEL Screeners, Discipline referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Character Counts and No Place for Hate lessons during Longhorn time.  <b>Strategy's Expected Result/Impact:</b> Positive relationships among students and staff will increase.  <b>Staff Responsible for Monitoring:</b> Counselors, Admin, Teachers</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize RJH counselors, HGI therapists and LCISD Family Support specialists to provide support for at-risk students and those suffering with emotional and mental health through mentor programs and monitoring of student behavior.  <b>Strategy's Expected Result/Impact:</b> Minimize discipline referrals and provide support for all students and reduce the number of crisis intervention referrals.  <b>Staff Responsible for Monitoring:</b> Counselors, Administrators, Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** % 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 and relevant to real world experiences of young teens.

# State Compensatory

## Budget for Reading Junior High

**Total SCE Funds:** \$8,712.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

After school, Before School, and Saturday School Tutoring will be provided to students who are at risk and for those who have not passed STAAR in reading and math from the prior year or years. Supplemental math and reading instructional resources will be utilized to differentiate instruction and provide support for at-risk students.

## Personnel for Reading Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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	Supplemental Resources and Tutoring		\$0.00
1	2	3	Tutoring Services		\$3,212.00
1	2	4	Dreambox Reading Plus		\$2,500.00
1	6	1			\$2,500.00
1	6	2			\$500.00
4	2	2	EB Specialist		\$86,272.45
<b>Sub-Total</b>					\$94,984.45
<b>Budgeted Fund Source Amount</b>					\$94,984.45
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$1,470.00
4	2	1			\$1,470.00
<b>Sub-Total</b>					\$2,940.00
<b>Budgeted Fund Source Amount</b>					\$2,940.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$97,924.45
<b>Grand Total Spent</b>					\$97,924.45
<b>+/- Difference</b>					\$0.00