

# Lamar Consolidated Independent School District

## Wright Junior High

### 2023-2024 Campus Improvement Plan



# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

Revised/Approved: May 23, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

### Comprehensive Needs Assessment Process:

During our first meeting, which was held on May 9, 2023, at 7:15 a.m. in the library at Wright Junior High, the site-based decision-making committee, administrative team, and the Instructional Support team reviewed the Title I Process and the development of the Comprehensive Needs Assessment. Administration discussed what elements it takes to be classified as a Title I campus and what requirements are needed each year under the Title I status. We discussed the purpose of our meeting, including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team, including the 2022–23 campus benchmark data, Campus Climate Survey, PEIMS Student data breakdown, PBIS meeting data, and current campus discipline data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second team meeting on May 23, 2023 at 7:15 a.m. in the library at Wright Junior High. The Site Based Team evaluated the previous year's data and identified strengths and weaknesses in each area. The team evaluated the following data: Benchmarks, MAP data, Attendance (students and staff), Discipline data (grade, gender, ethnicity), etc. Each team member was given the opportunity to present their data to the team, and the team worked together to identify the strengths and problems of the campus. After identifying the strengths and problems, root causes were identified, written as needs, and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The team decided on four goals for the school year. The SBDMC decided upon a goal to address the following four areas: increasing STAAR academic performance in all core content areas; discipline referrals and exclusionary discipline; family and community engagement; and student attendance.

During our third and final meeting, we completed final revisions to strategies and consequent activities of the four goals of the campus improvement plan's draft developed by the campus leadership team, who met on June 21, 2023, for a full-day session at Reading Junior High School. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of the data reviewed.

In summary, SBDMC committee members met and reviewed the data listed above to identify areas of strengths and problems for the Campus

Needs Assessment, as well as hone in on specific goals, strategies, and activities for the campus improvement plan on the following dates: May 9, 2023, May 23, 2023 and June 21, 2023.

**CNA Committee Members:**

Thomas Graham - Principal

Marva O'Neal - District Admin. (LEA Staff)

Brian Light - Campus AP - (School Leader)

Tiffany Hoelzel - Campus AP - (School Leader)

Sherryl Anthony - Campus AP - (School Leader)

Deyanira Pedraza - Campus EB Facilitator - (School Leader)

Claudia Constantino-Escobar - (Paraprofessional/Parent)

Ashleigh Krevosky - (Campus Teacher)

Ronda Milic - (Campus Teacher)

Vicky Wu - (Parent)

# Demographics

## Demographics Summary

Wright Junior High is LCISD's newest junior high school in Lamar Consolidated ISD. Our building was established in the summer of 2021. We are located in Richmond, Texas, which is nestled southwest of Highway 59. We are home to the Lion Pride. Wright Junior High serves students in grades 6-8 and has a current student enrollment of 1341 students for the 2022–2023 school year. Wright Junior High is located on the Silver Track and receives students from Arredondo, Beasley, Culver, Meyer, and Thomas Elementaries and will feed into Thomas E. Randle High School, LCISD's newest high school. Our campus demographics have an ethnic distribution of approximately 29.2% African American, 47.2% Hispanic, 13.14% White 7.7%, Asian, 49%, American Indian/Alaskan 24%, Hawaiian/Pacific Islander 2.03% 2 or More. This campus is also comprised of approximately 54% Economically Disadvantaged students.

Wright Junior High special populations include approximately 17.31% of students will receive special education services, approximately 17.05% of students are English as a Second Language learners, roughly 23% are Emergent Bilingual learners, and 7.45% are Gifted and Talented. The campus will also have approximately 3% of students from Residential Treatment Centers (RTC). Our faculty is comprised of 75 classroom teachers with experience ranging from first year to 30+ years. We also have 13 instructional paraprofessionals, 4 facilitators/coaches, and 4 administrators. The campus instructional program is divided by departments and grade level teams in the areas of: 1) English Language Arts; 2) Mathematics; 3) Science; 4) History; 5) Physical Education/Health; 6) Visual and Performing Arts, 7) Career and Technical Education; and 8) Special Education.

## Demographics Strengths

- Teacher and student demographics are closely aligned.
- 94% of teachers and paraprofessional staff are highly qualified.
- 25% of Wright Junior High teachers have post-secondary masters degrees.
- 25% of Wright Junior High staff are bilingual and can assist with the growing Emergent Bilingual population.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Roughly 2/3 of the instructional staff is new to Wright this year as compared to the 2022-23 school year. **Root Cause:** An unexpected change in campus leadership during 2022-23 school year as compared to the previous year, teachers leaving the profession, and a need for additional teachers at our partnering high school led to a massive turnover in staff members.

**Problem Statement 2:** A significant portion of our students are economically disadvantaged students attend WJH (54%) **Root Cause:** Rural settings that relate to several areas that are zoned to our school that are from lower economic areas.

**Problem Statement 3:** New incoming students arriving to Wright that have academic deficiencies and/or did not successfully pass STAAR. **Root Cause:** The impacts of the lack of instruction during COVID pandemic are still present and students require additional support to compensate for their lack of progress.

# Student Learning

## Student Learning Summary

Based on the 2022-2023 STAAR assessments:

6th Math	Approaches	Meets	Masters
Overall	47%	20%	8.47%
SPED	41.51%	5.66%	1.89%
ELL	70.21%	26.6%	3.19%

7th Math	Approaches	Meets	Masters
Overall	48.29%	15.58%	0.62%
SPED	15.71%	4.29%	0%
ELL	46.58%	16.44%	0%

8th Math	Approaches	Meets	Masters
Overall	73.39%	40.35%	12.64%
SPED	37.5%	9.72%	4.17%
ELL	61.05%	36.36%	7.95%

8th Algebra	Approaches	Meets	Masters
Overall	100%	95.41%	69.72%
SPED	N/A	N/A	N/A
ELL	100%	90%	30%



6th ELAR	Approaches	Meets	Masters
Overall	80.44%	52.08%	22.25%
SPED	32.69%	15.38%	0.0%
ELL	73.12%	47.31%	12.9%

7th ELAR	Approaches	Meets	Masters
Overall	75.6%	43.72%	17.39%
SPED	29.58%	5.63%	1.41%
ELL	60.0%	25.88%	5.88%

8th ELAR	Approaches	Meets	Masters
Overall	81.13%	54.23%	25.81%
SPED	39.13%	10.14%	1.45%
ELL	70.59%	32.94%	8.24%

8th Science	Approaches	Meets	Masters
Overall	70.87%	41.52%	12.39%
SPED	32.35%	10.29%	1.47%
ELL	54.65%	25.58%	5.89%

8th History	Approaches	Meets	Masters
Overall	51.30%	19.78%	6.74%
SPED	14.49%	2.9%	0.0%
ELL	37.21%	8.14%	2.33%

### Student Learning Strengths

Based on student data, the following strengths have been observed:

- 80% of 6th Grade students reached Approaches, 52% of 7th Grade students reached Meets, and 22% of 7th Grade students reached Masters in ELAR.
- 81% of 8th Grade students reached Approaches, 54% of 8th Grade students reached Meets, & 26% of 8th Grade students reached Masters in ELAR.
- 100% of 8th Grade students reached Approaches in Algebra, 95% Meets, 70% Masters.

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

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

**Problem Statement 2:** A total of 66% of the students in 6th, 7th, & 8th grade ELA received a 0 on ECR scores; conversely, 21% of the same students received a mid-point score of 5, and 24% received a top score of 10. **Root Cause:** Lack of student practice understanding how to answer the questions correctly and a need to increase student writing in complete sentences.

**Problem Statement 3:** 8th grade US History scores are on average 5% below the Approaches, Meets, and Masters scores for the district and state. levels in learning for 8th Grade History is below 70%, Meets is below the district. **Root Cause:** Small group instruction was newly introduced to help bridge the lack of Tier 1 instruction, the team did not embrace small group, team consisted of majority High School teachers which struggled adjusting to junior high practice and procedures. Additionally, 1/3 of the our 8th Grade US history team has less than 5 years teaching experience and 1/3 is new to the campus and district.

**Problem Statement 4:** Low SER scores in 8th grade US History has led to an overall decline in STAAR scores for Approaches, Meets, and Masters by an average of 9% as compared to previous year STAAR scores. **Root Cause:** Fluctuations in 8th grade US History staff members during the Fall semester of the 2022-23 school, combined with a struggling understanding of how teachers apply the PLC process, played a significant role in the decline.

**Problem Statement 5:** Roughly 2/3 of the instructional staff is new to Wright this year as compared to the 2022-23 school year. **Root Cause:** An unexpected change in campus leadership during 2022-23 school year as compared to the previous year, teachers leaving the profession, and a need for additional teachers at our partnering high school led to a massive turnover in staff members.

# School Processes & Programs

## School Processes & Programs Summary

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

The administrative team conducts weekly classroom walk-throughs (CWTs) to ensure teachers are implementing strategies learned during professional learning community time as well as professional development opportunities. The team provides teachers with instructional and classroom management-based feedback so they can identify areas for refinement and reinforcement.

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

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

At Wright JH, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques during instructional planning.

## School Processes & Programs Strengths

Currently, we have an instructional coordinator (position paid through Title 1 funds), two academic facilitators (ELAR/History and Math/Science), an ESL instructional coach, an MTSS/CTC coordinator, and a reading interventionist position (vacant as of 10-1-23). Each of these staff members plays an integral role in supporting teachers, staff, and students. These instructional coaches and facilitators:

- Development of PLC processes and facilitation
- Instructional roadmap by way of weekly Instructional Update

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

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

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

**Problem Statement 1:** There is a lack of follow through and fidelity of campus wide expectations in regards to classroom management and tier 1 instructional practices. **Root Cause:** As a relatively new campus with new staff members, we are still establishing patterns and procedures for our campus instructional process.

**Problem Statement 2:** New staff members are learning the instructional processes, in particular the Wright Jr. High and LCISD PLC processes. **Root Cause:** Two-thirds of the staff this year are new to the campus, so there is a need for the new team to grow in their collaboration and professional learning as a team.

**Problem Statement 3:** Roughly 2/3 of the instructional staff is new to Wright this year as compared to the 2022-23 school year. **Root Cause:** An unexpected change in campus leadership during 2022-23 school year as compared to the previous year, teachers leaving the profession, and a need for additional teachers at our partnering high school led to a massive turnover in staff members.

# Perceptions

## Perceptions Summary

The Wright Junior High staff is committed to improving student academic achievement. The master schedule includes a 30-minute intervention or extension period for students to receive accelerated instruction or remediation on essential standards. The master schedule also created common planning periods for teachers to attend PLC meetings, collaborate on instructional techniques, and increase team teaching. The morning duty schedule has been designed to accommodate before-school tutorials in all content areas, fine arts and electives. Students are offered additional learning opportunities outside the school day for tutoring and accelerated instruction. Wright Junior High offers weekly interventions to students that are in need of additional support in all subject areas. In addition to ELA and

Math Boot Camps and the Science and Social Studies Blitz are offered to students in an effort to increase academic achievement on STAAR in April and May.

The library is open most mornings and during lunches so that students can work on the computers, read and checkout books, complete homework, or participate in the campus book club.

Wright Junior High established a PBIS behavior matrix called the Wright Way. Students are explicitly taught the expected behaviors for classrooms, hallway, assemblies and other areas critical to student behavior management. Development of incentives and celebrations will be determined in the 2023-24 school year. The Positive Behavioral Interventions and Supports (PBIS) framework is an evidence-based, tiered approach to improving the academic, social, emotional, and mental health of kids. The Social and Emotional Competence, Academic Success, and School Climate can all benefit from PBIS when it is administered with integrity, which also helps enhance the Health and Wellbeing of Teachers. It is a means to establish learning settings that are positive, predictable, equitable, and safe for all students so that everyone can succeed.

As part of our effort to increase school and community pride, WJH has partnered with Randle High School to participate in Theme Days to support our Silver Track Athletic Teams. Prizes are given to students and staff who show the most spirit.

Wright Junior High is committed to honoring and celebrating the various cultures represented on campus. Celebrations, assemblies, and Spirit Weeks are utilized to celebrate events such as Hispanic Heritage Month and Black History Month. In addition, Wright Junior High holds annual Masterpieces with Moms and Dingers with Dads, both outreach programs to involve parents more in their student's lives.

## Perceptions Strengths

Though our parent involvement was delayed until second semester due to COVID protocols and the formation of the Parents at Wright, the following were strengths based on second semester:

- 1) School dances were well attended, and students requested more events like them.
- 2) PVA performances (Wonka Junior, Choir, Orchestra and Band) were all big successes
- 3) Staff members supported districted events with the highest attendance at Surf's Up.

- 4) Campus Admin conducted periodic Woot Woot Wagon treats for teachers.
- 5) Formation of Campus Climate Coalition provides staff spirit days and food days.
- 6) Monthly PBIS activities have helped to address campus discipline.
- 7) Quarterly Principal's Breakfast has helped to serve as campus and community outreach and student acknowledgement.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Roughly 2/3 of the instructional staff is new to Wright this year as compared to the 2022-23 school year. **Root Cause:** An unexpected change in campus leadership during 2022-23 school year as compared to the previous year, teachers leaving the profession, and a need for additional teachers at our partnering high school led to a massive turnover in staff members.

**Problem Statement 2:** Securing teachers in core instructional areas. **Root Cause:** Nationwide new teacher shortages and a lack of teachers remaining in the education profession have contributed to the change.

**Problem Statement 3:** Lack of parental support and participation. **Root Cause:** The campus PTO program was disbanded after all of the parents with the program moved to the high school.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data



**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Budgets/entitlements and expenditures data
- Study of best practices


# Goals





Revised/Approved: June 21, 2023





**Goal 1: Academic Achievement:** By June 2024 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 7% that reflect excellence in learning and attainment of both high expectations and high standards for all grade levels and STAAR assessments.





**Performance Objective 1:** By June 2024, students will meet or exceed the STAAR performance target of Approaches by 7% as indicated by content area: 6th Grade Math at 46%, ELAR at 68%, 7th Grade Math at 27%, 7th Grade ELAR at 76%, 8th Grade Math at 52%, 8th Grade ELAR at 78%, 8th Grade Science at 59%, and 8th Grade History at 31%.

**Evaluation Data Sources:** STAAR Reading, Math, History and Science results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time (for All students) to achieve increased performance on the STAAR assessment): We will implement small group instruction with every student using formal and informal assessments at least two times a week during classroom instruction in ELAR, Math, Science and History.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 7% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers Academic Facilitators Administrator over each Core Content Team</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Personnel - 211 Title I, Part A - \$10,227, Supplemental Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$370</p>	Formative		
	Nov	Feb	June
	N/A		

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> ELAR (ALL students): We will implement and utilize reading and writing strategies (Kagan, Get Better Faster, WJH Instructional Pillars) to support answering questions from complex texts and writing with text evidence.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 7% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers Instructional Coaches Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Additional Computer Cart - 211 Title I, Part A - \$23,641</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> EB: When appropriate all students will use their sheltered instruction strategies (Turn and Talk, TRTW, etc.) when previewing, analyzing, and comprehending their reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase composite TELPAS scores in the areas of speaking, listening, and writing</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist Instructional Coaches Content Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> ALL Students: All core content teams will meet weekly in the PLC process and utilize the 4 Question model and make plans for the following weeks that address student data-based strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem-solve to intervene for each student. Teachers will also utilize SE analysis for student expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator Administrators EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase support for core content teachers to assist in minimizing the achievement gap amongst at-risk students by providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of mastery of TEKS by students. Implementation of effective teaching strategies. Provide opportunities of coaching feedback. Increase of instructional teacher capacity. Number of students failing one of more classes will decrease by class or 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Instructional Coordinator</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coordinator - This position would be dedicated to provide additional support in STARR tested areas working in association with the Math &amp; ELAR specialists, and the proposed Science/History/ELAR specialist position. This specialist would be responsible for coordinating all campus PLC's, identifying targeted students for intervention from PLCs', and providing regular instructional reports regarding student progress and PLC progress. The funding amount is a projection regarding the projected salary plus insurance for a full time staffing position. - 211 Title I, Part A - \$86,791.41</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Deepen understanding of and address the specific academic needs of student groups in an effort to address the needs of all students, particularly students most at risk of not meeting the challenging State academic standards and students receiving special education services &amp; LEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic outcomes for students on STAAR, district assessments, and classroom assessments</p> <p>Travel Staff Reimbursement: Staff will participate in professional development opportunities like Region 4 Workshops, CAST, CAMT to build our capacity for meeting the needs of all students.</p> <p>Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.</p> <p>Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students.</p> <p>Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions.</p> <p>Contracted Services: Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities.</p> <p><b>Staff Responsible for Monitoring:</b> Facilitators</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra Duty Pay, professional Development - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$11,419, Extra Duty Pay, Professional Development - 211 Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Teachers will implement the 5E Model using the StemScopes Math Program to support and practice mathematical learning and vocabulary to help students develop a more in-depth understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 7% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify






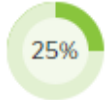





Discontinue

**Goal 1: Academic Achievement:** By June 2024 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 7% that reflect excellence in learning and attainment of both high expectations and high standards for all grade levels and STAAR assessments.

**Performance Objective 2:** By June 2024, students will meet or exceed the STAAR performance target for Meets & Masters by 7% as indicated by STAAR results in 6th Grade Math & ELAR, 7th Grade Math & ELAR, and 8th Grade Math, ELAR, Science and History.

**Evaluation Data Sources:** STAAR Reading, Math, History and Science results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase support for core content teachers to assist in providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction for all students targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 7% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR and SE analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Facilitators Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All core content teams will meet weekly in the PLC process and target Question 4, "What do we do when students have learned essential skill?," to model and make plans for the following weeks that include high interest, enrichment opportunities such as choice boards, project-based learning, inquiry based and blended learning etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 7% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Facilitators Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> At Risk: Teachers will provide dedicated intervention/accelerated instruction time for 120 minutes each week during Den Time to address ELAR and Math concepts. (Mondays and Tuesdays - 30 minutes each day for ELAR, Wednesday and Thursdays - 30 minutes each day for Math, Fridays Character Counts), that includes students that failed STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs. Increase mastery of concepts by students by 70% of all students participating will earn passing scores on assessments and passing grades by the end of the first semester</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators Instructional Coordinator</p> <p><b>Title I:</b> 2.4</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 5: Effective Instruction</p> <p><b>Funding Sources:</b> DEN Time (Personnel Costs) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$63,662.48</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase support for students who scored in the bottom 20-25% of students that "approached" on the Spring 2023 STAAR assessment for Reading or Math through a Success Plus block class.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 7% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Instructional Coordinator Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			









**Goal 2:** By the end of the 2023-2024 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 7% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.

**Performance Objective 1:** Campus staff will increase the usage of PBIS strategies across campus in order to increase attention on positive behavior and actions.

**Evaluation Data Sources:** campus climate survey, discipline data, PBIS Rewards data information









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive professional development on tiered behavior infractions and distinctions between subjective and objective infractions throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have increased clarity on proper referral process. Decrease in referrals by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Staff Development Presenters and Resources Related to Student Discipline &amp; Management - 211 Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus staff will implement social-emotional learning support activities including campus-wide positive student engagement and celebration events.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student referrals by 5%. Increase in student achievement each Six Weeks by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Awards and incentives for students - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,500, PBIS Reward functions throughout the year - 211 Title I, Part A - \$6,108</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus staff will increase staff usage of the PBIS Reward system to reinforce positive student behavior and highlight positive student choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to exhibit positive behavior. Decrease in student referrals by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> The purchase of the PBIS Rewards system - 211 Title I, Part A - \$4,000</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** By the end of the 2023-2024 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 7% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.

**Performance Objective 2:** Initiate a highly effective discipline process that will provide behavioral support that focuses on restorative services and peer mediation to decrease Level 1 incidents, as well as incidents of physical confrontation.


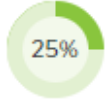
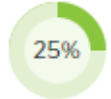





**Evaluation Data Sources:** Discipline YTD 2022 -2023 comparison.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Behavior Coordinator - This position would be centered on providing behavioral support that focuses on Level 1 incidents, restorative services, and peer mediation. This position would also focus on providing campus professional development. The funding amount is a projection regarding the projected salary plus insurance for a full-time staffing position.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in non-classroom incidents. Improvement of daily operations pertaining to school transitional times. Decrease in Level 1 discipline incidents as compared to 2022-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Behavioral Coordinator (AP) Admin Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus Behavioral Coordinator (AP) salary &amp; benefits - 211 Title I, Part A - \$85,132.59</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus staff will strengthen the development of a campus-wide tardy kiosk system to document and decrease the number of tardy students for periods 2-7 by 15%.</p> <p><b>Strategy's Expected Result/Impact:</b> Tardy YTD 2022 -2023 comparison.</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** By the end of the 2023-2024 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 7% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.

**Performance Objective 3:** The campus will provide character focused guidance and restorative practices for students that require additional support to maintain proper behavior for learning.





**Evaluation Data Sources:** K-12 Campus Climate Survey  
 Discipline Data  
 Campus Feedback Surveys from Staff & Students

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Character Counts structure to support campus expectations through periodic lessons through Den Time classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline            Increase in PBIS Rewards</p> <p><b>Staff Responsible for Monitoring:</b> Counselors            Administrators</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 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus staff will strengthen the development of a campus-wide tardy kiosk system to document and decrease the number of tardy students for periods 2-7 by 15%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance, decreased disciplinary actions in hallway and bathroom areas, and increased instructional time for students.</p> <p><b>Staff Responsible for Monitoring:</b> AP supervising attendance and CBC.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Family and Community Engagement:** By the end of the 2023-2024 school year, increase parent engagement on campus and streamline methods of communication in order increase family attendance at school activities by 7%.

**Performance Objective 1:** By the end of the 2023-2024 school year, parent and family engagement will increase by 7% as compared to 2022-2023 K-12 Parent and Family Engagement survey results in the areas of strongly agree and agree.

**Evaluation Data Sources:** K-12 Campus Climate Survey  
 Activity sign in sheets/records  
 Talking Points (multi-language communication platform)  
 S'more Newsletter views

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will host community/family engagement nights and student and parent celebration activities to target all students. Activities include but are not limited to quarterly principal breakfast award days, Hispanic Heritage Celebration, Black History Celebration, campus pep rally days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of parent and community involvement by 5% by the end of each semester.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators Counselors</p> <p><b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PFE refreshments, supplies, and materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will host community/family cultural and social programming throughout the year, such as Principal's Breakfast, Hispanic Heritage Nights, International Culture Night, Dingers with Dads, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community &amp; parent involvement Increase in campus morale</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators Counselors</p> <p><b>Title I:</b> 4.1, 4.2 - <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

**Goal 4: Student Attendance:** By the end of the 2023-2024 school year, student attendance increase to 96%.

**Performance Objective 1:** The campus will monitor and address student attendance through the Attendance Review Committee (ARC).





**Evaluation Data Sources:** Skyward attendance reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The ARC will meet monthly to review student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of attendance issues/concerns Timely truancy reporting</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Review Committee</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 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The ARC will implement and utilize district and campus protocols to engage families and monitor truancy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance on campus Positive parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Review Committee</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			

**Goal 4: Student Attendance:** By the end of the 2023-2024 school year, student attendance increase to 96%.

**Performance Objective 2:** Initiate a campus (PBIS) rewards and recognition system for exemplary student attendance.

**Evaluation Data Sources:** Skyward reports  
Kronos reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> WJH will initiate rewards and celebrations each grading period concentrated on student academic standings, student improved disciplinary performance, and attendance for students and staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic and attendance increase for students. Decrease in discipline referrals by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Facilitators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
<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>			



# State Compensatory

## Budget for Wright Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.78

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

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## Personnel for Wright Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Antwantia Bonom	English Teacher	0.06
Ashley Couey	Science Teacher	0.06
Darion Venters	English Teacher	0.06
Dayna Black	English Teacher	0.06
Donna Deerfield	Math Teacher	0.06
Janessa Silveira	Math Teacher	0.06
Johnna Sayre	Math Teacher	0.06
Nikia Kiser	Math Teacher	0.06
Olivia Ruthstrom	English Teacher	0.06
Sarah Brackin	Math Teacher	0.06
Shahab Shaikh	Math Teacher	0.06
Sydney Heffele	Science Teacher	0.06
Valerie Casarez	Math Teacher	0.06

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Krevosky	Instructional Coach	Title I	1
Dustin Black	Behavior Coordinator	Title I	1

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Personnel		\$10,227.00
1	1	2	Additional Computer Cart		\$23,641.00
1	1	5	Instructional Coordinator - This position would be dedicated to provide additional support in STARR tested areas working in association with the Math & ELAR specialists, and the proposed Science/History/ELAR specialist position. This specialist would be responsible for coordinating all campus PLC's, identifying targeted students for intervention from PLCs', and providing regular instructional reports regarding student progress and PLC progress. The funding amount is a projection regarding the projected salary plus insurance for a full time staffing position.		\$86,791.41
1	1	6	Extra Duty Pay, Professional Development		\$5,000.00
2	1	1	Staff Development Presenters and Resources Related to Student Discipline & Management		\$5,000.00
2	1	2	PBIS Reward functions throughout the year		\$6,108.00
2	1	3	The purchase of the PBIS Rewards system		\$4,000.00
2	2	1	Campus Behavioral Coordinator (AP) salary & benefits		\$85,132.59
<b>Sub-Total</b>					\$225,900.00
<b>Budgeted Fund Source Amount</b>					\$225,900.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Materials		\$370.00
1	1	6	Extra Duty Pay, professional Development		\$11,419.00
1	2	3	DEN Time (Personnel Costs)		\$63,662.48
2	1	2	Awards and incentives for students		\$1,500.00
3	1	1	PFE refreshments, supplies, and materials		\$1,000.00
<b>Sub-Total</b>					\$77,951.48
<b>Budgeted Fund Source Amount</b>					\$77,951.48
<b>+/- Difference</b>					\$0.00

**199 PIC 30 State SCE Title I-A, Schoolwide Activit**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>Grand Total Budgeted</b>	\$303,851.48
				<b>Grand Total Spent</b>	\$303,851.48
				<b>+/- Difference</b>	\$0.00